

CHAPTER ONE

INTRODUCTION

1.1 Background of Research

In order to master a language, learners must understand four important key aspects they are: speaking, reading, listening and writing. Regarding to that, Laobi (2010: 3) stated that “listening and reading are categorized as receptive skills, while speaking and writing as the productive ones”. Further, the writer also noticed that the hardest skills for the learners since there are certain aspects to be understood by the learners in writing, such as word class, word order, grammar and many other aspects. In that case, the writer is interested in discussing one of the elements of writing especially grammar. According to O’Grady (2010: 22) grammar is the basic rule information of a sentence.

In addition, Radford (2009: 13) stated that there are many forms of grammar since there are specific rules like verb. However, the forms of English verb are quite different from Indonesian verb because English verbs have more variant forms rather than Indonesian as in irregular and regular form (Kamarudin, 2013: 12). Thus, in the case of English verbs, Radford (2009: 15) explained that there is a set of English verbs which demonstrate some unique properties known as phrasal verbs which is not similar to characteristics of common verbs.

Rahman and Abid (2014: 2) described phrasal verb as linguistic aspect that are engendered from the compounding of a verb proper and particle that can be adverb, preposition or even both. Kosur in Kamarudin (2013: 14) also explained that phrasal

verbs are formed by a verb and one or two particles. The verbs in such situations are mostly one syllable words; over the most common particles that can be both prepositions and adverbs such as on, up, in, out, over, off, with, down, away, about, after, etc (Kosur in Kamarudin, 2013: 14). Based on the explanation, it can be said that phrasal verb is unlike common verb that is used in sentence, but it is combined with one or more particles which is then producing different meaning.

Here, the writer noticed that it is really important to learn and discuss about phrasal verb since it can help learners to improve their writing skill by avoiding error and increase their grammar understanding. As it stated by Mart (2012: 116), phrasal verb needs to be learned as vocabulary items so that learners are able to understand how to apply it on sentences. Since the mistake in using phrasal verbs can make ambiguous sentence and readers will have difficulty in understanding the context or meaning. However, in this research is not discussing about the mistake made by the learners in their writing skills, but more like to discuss the function of phrasal verb uses in a text book.

The use of phrasal verbs can be found in many texts, such articles, narrative stories, news article or even in a textbook. However, the writer mostly interested in analyzing textbook as the object of research since the uses of phrasal verbs in a textbook is quite complicated in order for the competencies of Junior and Senior High School (Jackendoff, 2010: 18). In other word, texts that arranged in the English textbook is based on the competence compiled by competent graduates such linguistic graduates (Ph.D). Moreover, because of the technology recently, textbooks now are available in the forms of digital or electronic books that can be downloaded easily by learners.

Hence, in that case, the writer is interested to do analysis of phrasal verb that used in the *Developing English Competencies of Senior High School* from collection of English Electronic Textbook (BSE). The book is based on curriculum 2013 that published by Pusat Perbukuan Departemen Pendidikan Nasional written by Doddy, Sugeng, and Effendi (2008). The reason why the writer is choosing this book as the object of research because in this book, there are some narrative texts which contains phrasal verbs. In addition, this book also one of the most downloaded by English learners and used in all schools because it is presented based on curriculum 2013 approved by Minister of Education and it emphasizes many evaluations in the developments in formation of sentence and pay attention to the grammar.

Further, the writer believes that the analysis of Textbook would produce concepts as to its suitability; whether it actually did what it claimed to be doing and whether it accomplished its set goals, specifically in learning phrasal verb used narrative texts by constructing in more variant forms. In addition, textbooks are the most important elements of teaching process for the aims and objectives of a course and the use of EFL in the developing textbook EFL published materials is more widespread that can build English skills such as listening, reading, writing and speaking (Tomlinson, 2011: 67).

In fact, the construction of phrasal verbs that used in that developing English textbook follows the rule based on syntactic behavior, it means they have their own rule (Jackendoff, 2010: 228). For example, using the type of intransitive phrasal verb as in sentence, “we often eat out”. If it is added a direct object to this type of verb, it will mistake, because the sentence used the type of intransitive phrasal verb which not having direct object. The difficulties may occur for learners because

phrasal verbs could be transitive or intransitive and separable or inseparable that has their own rule (Terrell in Kamarudin, 2013: 35). Besides, the use of phrasal verbs less formal, that is why, it is rarely used in formal writing but mostly in narrative text, since the meaning of the properties of these phrasal verbs tend to be stylistic and the meaning is commonly idiomatic (O'Grady, 2010). Therefore, the importance of this phrasal verb expression should pay attention to the rule of their construction so that avoiding questionable for readers when the read any English writing. One of the most important and challenging characteristics of these phrasal verbs is that the meaning of the combination is often quite different from the meaning of the original verb by itself.

Furthermore, in analyzing this object, the writer focuses in finding out the most common phrasal verbs in the English textbook, especially in the selected narrative texts inside the textbook. In doing the research, the writer applies theory of structure proposed by Radford (2009) which explained about the structure of phrasal verbs forms that divided into four main types of phrasal verbs, they are; transitive phrasal verb, intransitive phrasal verb, separable phrasal verb and inseparable phrasal verb. These four types have their own rule following the syntactic behavior in constructing sentence.

1.2 Research Question

Regarding to the background of research above, the writer formulates the research question as follow:

1. What phrasal verbs are found used in the selected narrative texts in the textbook of *Developing English Competencies of Senior High School*?

1.3 Research Objective

Based on the research question, the objective of this research is to analyze phrasal verbs that are used in the selected narrative texts in the textbook of *Developing English Competencies of Senior High School*.

1.4 Uses of Research

1.4.1 Theoretical Use

The writer hopes that this research later on can be used as one of the references for the next researchers who conducts the similar topic of linguistics that is about phrasal verbs especially discussing the uses of phrasal verbs in a textbook.

1.4.2 Practical Use

Practically, this research can help those who intend to write an English textbook or even narrative texts by using phrasal verbs properly. Also, this research hopefully can help teachers and learners to improve their understanding about phrasal verbs and how to apply it creatively in writing texts (can be narrative, news article, international journal and many others).

1.5 Scope of Research

There are so many aspects that can be discussed in the textbook of *Developing English Competencies (DEC) for Senior High School*. However, in this research, the writer only focuses in analyzing the types of most phrasal verbs used in the selected narrative texts in the textbook by using Radford's theory (2009).