PHRASAL VERBS IN WRITTEN NARRATIVE TEXTS OF ELEVENTH GRADE OF SMAN 1 PATI

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Abstract

Students struggle to learn to use phrasal verbs in written English. Books, writings, and social media quotes can all be used as sources. Phrasal verbs are the most common verbs in the English language. However, students must also understand the form of the phrasal verb in order to avoid making errors when writing. This study aimed to analyze the phrasal verbs in the students' written narrative texts in eleventh grade SMAN 1 Pati was used to search for the types of phrasal verbs, the errors in phrasal verbs, and solutions and suggestions from the teachers of English for students. The methods involved ranged from qualitative descriptive to document analysis. The data comes from classes XI MIPA 6, XI MIP SA7, XI IPS 1, and XI IPS 2 collecting narrative texts in pdf using a phrasal verb. The findings of this research revealed that the students' written narrative texts found types of phrasal verbs such as transitive separable, transitive non-separable, and intransitive. Then, errors in phrasal verbs include omission, addition, misformation, and misordering. The solutions and advice from the English teacher are that students should do more reading, writing, listening, and paying attention to the video lessons, memorizing the meaning and applying it in a sentence.

Keywords: Type of phrasal verb, Error phrasal verb, Suggestion English Teacher

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INTRODUCTION

Phrasal verbs are inevitably a part of the English language to be studied. But students still do not have the familiarity to know in detail the types of phrasal verbs and their use in writing. According to Marc Roche (2020), a phrasal verb is a phrase that is made up of the main verb and an adverb, a preposition, or both. They are idiomatic ways of expressing an action. In order to learn about the phrasal verb, students must also use it in their writing. Roche also stated that there are three types of phrasal verbs: transitive separable, transitive and non-separable, and intransitive.

Lastri (2020) suggests that writing may be a productive talent that communicates a message to others by thinking, drafting, and redacting the written product. In this study, using narrative texts as a means of students' written in English so it could be analyzed to find phrasal verbs. Based on the statement of Syafryadin (2020), the narrative tells us about events that occurred in the past. The narrative text is one of the texts in English learning materials often discussed at every level of education. It is a good idea to use the narrative text as a means of writing the English language so that students can use the phrasal verb in literature.

According to Dulay (1982), errors are the weaknesses in a student's speech or writing. Errors can be found in the students' writings, such as the use of phrasal verbs. Dulay suggested analyzing the errors in the writing by using the surface strategy. As a result, Rahimi (2013) identified four aspects of the significance of error in language teaching. In foreign language learning, mistakes are inevitable. Furthermore, teachers should tolerate students' mistakes in error analysis. In addition, students' mistakes are valuable feedback, so teachers can make improvements based on this feedback. Mistakes are essential to the learner himself. Language learners make mistakes in order to learn new aspects of the target language. Finally, mistakes in the past must be avoided.

Phrasal verb form in the writing of narrative texts. Students are more familiar with phrasal verbs that already exist or are often encountered in daily life, but students still do not know that the phrasal verb has a lot of vocabulary. Wherefore, students often make mistakes in writing. Therefore, the purpose of this article is to use the theories of (Celce-Murcia and Larsen Freeman (1999) and Marc Roche (2020). To analyze writing narrative texts and find the phrasal verb that is then described based on the type of the type of phrasal verb. Then search for errors in phrasal verbs using the theory of Dulay (1982) using the surface strategy. After that, the English teacher, as the teacher who taught the class eleven XI SMAN 1 Pati provides solutions and advice to students. Thereupon, the type of phrasal verb and the error of phrasal verbs discussed in this research are students' written narrative texts from the eleventh grade of SMAN 1 Pati.

In relation to the previous study, this research examines the type of phrasal verb, phrasal verb errors, and solutions from English teachers. Examine the several sorts of phrasal verbs: transitive separable, transitive non-separable, and intransitive. Using the surface strategy, examine the incorrect phrasal verb for omission, addition, misformation, and misordering. The prior study's average sample is drawn from a song lyric, a movie, a talk show, and student writing.

METHOD

This article's research employs a qualitative descriptive approach as well as document analysis. To define a phrasal verb in a student-written narrative text. Based on qualitative research.

PARTICIPANTS

The data taken from class eleven (XI) in SMA. Students have got a lot of English lessons in grammar, punctuation, and vocabulary, students in the eleventh grade of high school have the intermediate level. The lesson narrative texts contained in the basic competence of the English language in class cross-interest. The research in four classes: XI MIPA 6, MIPA 7, IPS 1 and IPS 2.

PROCEDURES

Collecting the corpus of the results of students' written narrative texts and analyzing the type and errors of phrasal verbs in them. The researcher selected the phrasal verbs that are found in students' written narrative text. The researcher makes a question to give to the teacher about the student's written work in making narrative texts using phrasal verbs

DATA ANALYSIS

The research to analyze the type phrasal verb in the writings of the students narrtaive texts grade eleventh. After that, using documents from papers written by students, this research found the errors in the student narrative text of eleventh grade SMAN 1 Pati. Then, making questions for English teachers' responses to solution and suggesstion of participants' related questions related to students' writing and use of phrasal verbs and errors phrasal verb.

FINDING AND DISCUSSION

Type of Phrasal Verb

Based on the analysis of phrasal verbs that has been found to show the existence of a type of phrasal verb in students' written narrative texts. Researcher found the following results:

Tabel 1. Type of phrasal verbs.

Type	Total	Precentage
Transitive separable	258	39,9%
Transitive non-separable	137	21,2%
Intransitive	252	38,9%

Error Phrasal Verb

Based on the surface strategy, errors in phrasal verbs found in narrative texts can be corrected as follows:

A. Omission

The researcher found the errors with category omission in the narrative texts:

- "*She told lea to **jump out** from her bedroom window.*"

Error on phrasal verb is the verb "Jump" does not need to be added by the particle "Out" because the meaning of the sentence is directed to out the quotes are the words "jump" with the support of the adverb of place "window" then, the particle "out" should be eliminated. So as to form the right words should be,

- "*She told lea to **jump** from her bedroom window.*"

- "*He decided to go away from home and **went far-off** into the woods.*"
   Error on phrasal verb in the above sentence the same as before, where the phrasal verb consisting of a verb followed particle does not need to be separated because of the phrasal verb "Go off" in the Intransitive. And in the sentence after the phrasal verb there is the preposition "into" just after the direct object. So to make the sentence become really need to change into

- "*He decided to go away from home and **went off** into the woods.*"
- "*I <u>fell</u> bored and I <u>take</u> my phone <u>then</u> **checking on** my social media.*"
   Error on phrasal verb found in the sentence above is the use of particle "on". Particle is removed. Then the verb "fell" is changed to "feel". Then the verb "take" is" noble "took". Conjunction "then" changed to "to" So that it becomes correct sentences like this,

- "*I <u>felt</u> bored and I <u>took</u> my phone **to check** my social media.*"

B. Addition

- "Abim **looked down** while crying and took out the cloth covered in Daffa's blood."
   The error in the sentence above is located on the phrasal verb "**Look down**". Its use is less precise and there is no phrasal verb "**Look down**" because once the particle "down" there is the conjunction "while" and in the phrasal verb lacking the addition of a particle. So to make the sentence become really need to change into.
- "*Abim **looked down on** while crying and took out the cloth covered in Daffa's blood.*"
- "*One day Tony couldn't draw anymore because the pencil were **running out** and were very short and couldn't be used anymore.*"
   The error in the sentence above is located on the phrasal verb "Run out" then perl addition of a particle, So as to form the right word should be.
- "*One day Tony couldn't draw anymore because the pencil was **running out of** and were very short and couldn't be used anymore.*"
- "*We **get back** our journey to back home.*"(MIPA 7 No. 24)
   The error on the phrasal verb "Get back" is still less precise and there is no phrasal verb, so it needs the addition of a particle. So as to form the right word should be.
- "*We **get back to** our journey to back home.*"

- "*I **looked down** at vacancy. My mind dove into the times where I more often than not, wished that I were dead.*"(IPS 2 No. 6)
   The error on the phrasal verb "Look down" after it there is the preposition "at" where is the preposition that is less precise, once there is the word "vacation".

Preposition "at"" is used for specific things. It is necessary to change the particle others who also use the preposition and form the phrasal verb correctly. So as to form the right word should be.

- "*I **looked down on** at vacancy. My mind dove into the times where I more often than not, wished that I were dead.*"

- "*We **get back** our journey to back home.*"(MIPA 7 No.24).

  The error in the sentence is that it needs an additional particle, "on" is put after the phrasal verb "Get back". The verb "get" has changed in the past tense to be "got". So that it becomes correct sentences as follows.
- "*We **got back on** our journey back home.*"
- "*I **get away** for 5 days vacation with friends and other teacher.*"(MIPA 6 No.34). The erros in the phrasal verb in the sentence is accompanied by grammar. So the sentence is correct as follows.
- "*I <u>am</u> **getting away** for <u>a</u> 5-day vacation with friends and other teachers.*"
- "*Arkan **ended up** the investigation and learns that the painting is still in the gallery.*"(MIPA 6 No.32) In the sentence above, the addition of the verb comes after the phrasal verb. Correct sentences like the following,
- "*Arkan **ended up doing** the investigation and learning that the painting was still in the gallery.*"

C. Misformation

Based on the findings in the narrative text, erros misformation found as follows:
- "*We continued in the same Junior High School, it was somehing that made me very happy I could **go on** the same school again with my friend.*"

  Error on phrasal verb above located on the particle is "on", it is necessary to change the particle. so it is necessary the addition of the particle. So as to form the right word should be.
- "*We continued in the same Junior High School, it was something that made me very happy I could **go to** the same school again with my friend.*"
- "*I fell bored and I take my phone then **checking on** my social media.*"

  The error on the- phrasal verb "Check on" include in a kind of transitive separable obligatory, so that the phrasal verb must be separated. And also, on the particle is "on" because the phrasal verb "check on" does not exist. So it must be replaced by the particle to another. So, forming the right word should be.
- "*I felt bored and I take my phone, then **checking** my social media **over**.*"

- "*Aghi's mother **calmed her up** and told aghi to wait for instruction.*"Incorrect. The error on the phrasal verb "Calm up" there is not particle "up" followed by the verb "calm". It is necessary to change the particle. So as to form the right word should be.
- "*Aghi's mother **calmed her down** and told aghi to wait for instruction.*"

- *"Lym didn't fully understand Annelies saying, but she tried to **think back.**"* (IPS 1 No. 7). Error error phrasal verb "Think back" is on the particle. Because there is no phrasal verb as in the sentence, it is necessary to change the particle. So as to form the right word should be.
- *Lym didn't fully understand Annelies saying, but she tried to **think through**."*

- *"I immediately **closed back** and went back to the bed."*(IPS 1 No. 9) Incorrect. Error on phrasal verb, like the sentences of the previous discussion. The fault lies on the particle which is less precise so that "close back" is not a phrasal verb. Then the particle needs to change as follows.
- *"I immediately closed out and went back to the bed."*

- *"The old woman was very happy and she **hang in** something too seanne."*(MIPA 7 No. 22) Error phrasal verb is located on the "Hang in" . the word is not a phrasal verb and has a different meaning if put in the sentence above, it is necessary to replace the phrasal verb that right. So as to form the right word should be.
- *"The old woman was very happy and she **gave something away** too seanne."*

- *"She hope, she would meet the old woman again and thanked her for the beautiful gift she **hang in** to seanne."*(MIPA 7 No. 22) Incorrect. Same as the above discussion. "Hang in" is not a phrasal verb. So it needs to be replaced with the use of pharasal verb proper, be.
- *"She is hope, she would meet the old woman again and thanked her for the beautiful gift she **gave away** to seanne."*

- *"The muddy field swallowed the giant is **pass out** and he was never seen again."*(MIPA 6 No.4). Phrasal verb error in the sentence above lies in improper grammar. To be "is" replaced with the relative pronoun. Verb "pass" can be replaced by adding "-ed" because it uses the simple past. So that to form a correct phrase to be.
- *"The muddy field swallowed the giant, who **passed out,** and he was never seen again."*

- *"While Mrs. Dillon **look around** to find a tree where they can rest, but all she found was a vast with cut bodies of tree."*(MIPA 6 No5). Error phrasal verbs in such sentences exist on the particle "around". From the sentence, the meaning is Mrs. Dillon tried to find a tree. The error that the other is also located on the verb "look" is added with "-ed". Then, the verb "Find" was removed. Then the modal auxiliary "Can" in the change to the second form becomes "Could". Then the conjunction "with" be changed to "expanse of". And the last "tree" added "-s". Then the phrasal verb in the sentence is not right, so that needs to be changed particle into sentences here.
- *"While Mrs. Dillon **looked for** a tree where they could rest, all she found was a vast expanse of cut bodies of trees."*

- "*The king of <u>mice</u> put on his best clothes and **get together** <u>the king</u> of the country*."(MIPA 7 No.18). Error phrasal verb "Get together". Verb "get" has changed in the past tense because it is supposed to use the past simple. Then the "mice" of the previous add the article "the". Then, before the object of "the king" should be given the conjunction "with".So, the correct sentences as follows.
- "*The king of <u>the</u> mice put on his best clothes and **got together** <u>with</u> the king of the country.*"

- "*She set up the plan and asks the ladies to burning hay and make wringkles for the rooster to **woke up** and the crows*."(MIPA 6 No. 14). The error phrasal verb in the sentence is located in the "verb" that does not change into the form of the past or use the past simple. In addition, the verb "asks" and the verbal phrase "burning" also need to be changed. So that to be correct, sentences need to be changed as follows
- "*She set up the plan and asked the ladies to burn hay and make wringkles for the rooster to **wake up** and the crows.*"

- "*My sandal seem **wore off**.*"(MIPA 6 No. 34) There are phrasal verb errors in this sentence. The subject of "sandal", which is supposed to be plural, so it is necessary to add "-s" and the phrasal verb "wore". So the sentence is correct as follows.
- "*My sandals seem to have **worn off**.*"

- "*Seeing the duck was about on **ran away**.*"(MIPA 7 No.19). The phrasal verb "ran away" was used incorrectly. Preposition "on" is replaced with "to" and then "was" is eliminated. So in a sentence like this:
- "*Seeing the duck about to **run away**.*"

- **"*Touma panicked and run away, but Touman stopped and heard the sound of chlid crying.*"(MIPA 6 No.33)** The verb "run" should be replaced by "ran". Then, the addition of the particle "a" before the word "child". So the sentence is correct as follows,
- **,**"*Touma panicked and ran away, but Touman stopped and heard the sound of a child crying.*"

- **"*The child fall down and was separated from his mother.*"(MIPA 6 No.33).** The verb "fall" changes into the form of the simple past of "fell". So the sentence is correct as follows**,**
- "*The child **fell down** and was separated from his mother.*"

- **"*Sudsdenly a sword fall down near Touma from the sky and the Tuma decided to combine it with the wonder rider book that rintaro hand somthing in him at the library.*"(MIP A6 No.33).** The verb "fall" changes into the form of the simple past of "fell". So the sentence is correct as follows,

- ”*Suddenly, a sword **fell down** near Touma from the sky, and the Tuma decided to combine it with the wonder rider book that rintaro hand somthing in him at the library.*”

- **“*He angrily call on <u>for</u> Timun Mas.*”(MIPA 6 No.27).** Erros phrasal verb contained in the verb “call” which was supposed to change into the form of the past simple. Then “for” in the clear. Correct sentences as the following,
- ”*He angrily **called on** Timun Mas.*”

- **“*Timun mas heard his voice and run away from him.*” (MIPA 6 No.27).** The verb "run" should be replaced by "ran". So the correct phrase is the following,
- ”*Timun mas heard his voice and **ran away** from him.*”

- “*Ani was confused about how **go to** school.*”(MIPA 6 No.26). The error phrasal verb in the sentence lies in the verb "go" being replaced by "get" and then, after the word "how", by adding the preposition "to". Correct sentences like the following,
- ”*Ani was confused about how <u>to</u> **get to** school.*”

- “*Ani just went into the room and **pick up** the phone.*” (MIPA 6 No.26). The verb "pick" changes in the form of the simple past, so it is necessary to add the"-ed".The sentence sounds like this,
- ”*Ani just went into the room and **picked up** the phone.*”

D. Misordering
The researcher found the errors with category omission in the narrative texts:
- “*When I clocked in my boss has go at me **telling off me** in front of everyone.*” **Incorrect.** The error on the phrasal verb “Tell off” then there are the objects of the phrasal verb can be separated. Because phrasal verbs are included in the types of Transitive separable obligatory. So as to form the right word should be.
- “*When I clocked in my boss has a go at me **telling me off** in front of everyone.*”

- “*Hearing the cry of the child, a group of the elephant finally came and **stepped on** the crocodile until he couldn't breathe.*” **Incorrect**. The error on the phrasal verb “Step on” included in the types of transitive separable obligatory then it should be in a separation between the object that is “the crocodile” So as to form the right word should be.
- “*Hearing the cry of the child, a group of the elephant finally came and **stepped the crocodile on** until he couldn't breathe.*”

- “*I know that tool only exist in Fairy Tale, but if it really exist i the world, I wish l could **take back** my old time.*”(MIPA 7 No.2) **Incorrect.** The error on the phrasal verb “Take back” is because this type of phrasal verb is included in the transitive separable obligatory. So as to form the right word should be.
- “*I know that tool only exists in Fairy Tale, but if it really exist I the world, I wish l could **take my old time back**.*”

- "*Hearing the cry of the child, a group of the elephant finally came and **stepped on** the crocodile until he couldn't breathe.*" (MIPA 7 No. 19) **Incorrect**. The error on the phrasal verb "Step on" included in the types of transitive separable obligatory then it should be in a separation between the object that is "the crocodile" So as to form the right word should be.
- "*Hearing the cry of the child, a group of the elephant finally came and **stepped the crocodile on** until he couldn't breathe.*"

- "*Her voice is like the sound of waves that **break the coral down**.*" (MIPA 7 No. 22) **Incorrect**. The error on the phrasal verb "Break down" including the types of the Intransitive. So as to form the right word should be.
- "*Her voice is like the sound of waves that **break down** the coral.*

Suggestion from English Teacher
A. Knowledge of phrasal verb

Solution and suggestion from the English teacher: after students make a narrative text using the phrasal verb, as follows: a Phrasal verbs are a vocabulary that is often used every day and can be found in a variety of things, such as movies, quotes, or songs. Besides, getting to know and memorizing form, phrasal verbs are very important.

> "They only know pharsal verbs used in spoken language in everyday situations. Example : move on, check in , check out, check it out, hang on, log in , log out, etc."

> "Pay attention to the video learning denqan memorize the meaning and apply it in a sentence".

> "The verb which is composed of two words, namely the combination of verb + preposition or verb + adverb that form an understanding of the unique."

Based on these statements, it can be concluded that students tend to know the phrasal verbs that are often used daily. Students must first understand the phrasal verb's form. In the pandemic, paying attention to the video lesson and listening and applying will make the students memorize the phrasal verbs.

B. Teacher Suggestion

Then the solutions of English teachers when students make errors in phrasal verbs are as follows:

> "Repeat the material phrasal verbs in the form of a text, listening, and conversing with a friend then practicing back using phrasal verbs in written form."

> "They should be more widely read, hear, and practice speaking using phrasal verbs so it is easy to arrange them in written form."

> The materials taught in school are often less detailed, so that students can use other media as a means of using the phrasal verb, such as reading books, quotes on social media, using messaging apps, etc. Using the English language will facilitate students' learning. The foremost repeat the material back so students can do it at home. So the benefit for students is

"The benefits for they add to the vocabulary used in the reading, speaking, listening, and writing English."

CONCLUSION

This article explored the phrasal verbs in students' written narrative texts from the eleventh grade of SMAN 1 Pati. It also provided insights into the type of phrasal verb and analysis errors in the phrasal verb. The findings of this research offer solutions and suggestions from English teachers to students in the error phrasal verb. It is very worthwhile for the teacher to be aware of the role of the phrasal verb in English in the repair, especially in writing done by the students. Moreover, students are aware that the phrasal verb can be used in writing. When an error occurs in writing, then it's a natural thing. The role of the teacher is to evaluate and determine the level of students' proficiency in the English language

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