CHAPTER 1
INTRODUCTION

This chapter presents the background of the study, the statements of the problems, the objectives of the study, the significance of the study, the assumption, the scope and limitation of the study, the definition of key terms and the previous study.

1.1 Background of the Study

Nowadays, English has become an important language, and it has been recognized as an international language. In learning English, vocabulary has an important role because it is the fundamental tool that links the four skills: speaking, reading, listening and writing. Rubin (1994:79) points out that vocabulary learning is the key that is needed for mastering a foreign language. Mastering sufficient vocabulary will help the learners of English communicate and understand thoughts and meanings. Second language learners sometimes have difficulties in understanding and comprehending spoken and written text in English. Lacking storage of vocabulary will make it difficult for the learners to express their feeling, to understand and to comprehend spoken and written discourse in English when they find unfamiliar vocabulary in it. Therefore, it is important for the learners of English to master sufficient vocabulary. When we learn vocabulary, we do not simply learn about the meaning of the words, but actually there are other things that are related to vocabulary learning. One of the challenging parts in learning vocabulary is phrasal verbs.

A phrasal verb is one of the features in the English language which has its own pattern. Phrasal verbs are commonly found in grammar course, and sometimes they also appear in vocabulary textbooks. The reason why it is important to learn phrasal verbs is because it is often used or it appears unexpectedly especially in spoken and informal written text. Payne (2011:152) states that phrasal verbs are ubiquitous. In other words, they "crop up" a lot in conversation, though they are less common in formal, written discourse.

Knowing the meaning of a single word is easy but in a phrasal verb, which is the combination of a verb and a preposition or with other combinations, the meaning of the words sometimes can change from the previous one. For example the learners know the meaning of words: turn and up, but if these two words are combined, it will mean differently. It means that the meaning of the combination words cannot be predicted from the meaning of each word in isolation. Furthermore, the other confusing things in learning phrasal verbs is because there are so many particles in phrasal verbs that can be used and the hardest part is when we have to know and use the right combination of verb and particle (phrasal verbs) in the right situation and context.

Sometimes it is easy to guess the meaning of certain phrasal verbs, but it happens in some cases that other phrasal verbs have idiomatic meaning in which the meaning is difficult to guess, and it is quite different from the meanings of the verb and the particle they are formed from. Therefore, in reality, many students have difficulties and often make a mistake when it comes to the phrasal

verbs with or carrying idiomatic meaning which they have never heard before. Even though learning phrasal verbs is difficult, it is a must for the learners to learn because it is important and very useful. It helps them so they will not find any difficulties to understand spoken and written text in English. That is why it becomes a challenge on its own for the English learners to deepen their knowledge of phrasal verbs.

Considering the nature of phrasal verbs, the writer thinks that learning phrasal verbs is also important for the first semester students or IC (Integrated Course) students of the English Education study program of Widya Mandala Catholic University because IC program is the basic or initial program. IC (Integrated Course) program is the matriculation program for the first semester students of IC students of the English Education study program of Widya Mandala Catholic University Surabaya. Here, all of students with different background knowledge of English are taught basic English in an integrated manner. This program provides the students with basic knowledge and skills of English (listening, speaking, reading, and writing) and language components (grammar, pronunciation, and vocabulary) to enable them to communicate in everyday English. Furthermore, this program has the goal of providing the students to use communicative English both in oral and written, and to express their thought and exchange ideas in daily basis and academic environment. Moreover, they are expected to have similar entry level knowledge of grammar and vocabulary, better abilities of listening, speaking, reading, and writing so that they will have enough foundation to prepare

themselves to actively participate in courses presented entirely in English.

The students should learn phrasal verbs as early as possible so that the knowledge of phrasal verbs will help them understand English in spoken and written discourse. Learning phrasal verbs is important for IC students because a number of phrasal verbs become a part of the materials that is presented and taught in their course book. The "Up Beat" series consist of 3 different levels: elementary, pre-intermediate, and intermediate. This book contains materials designed to develop all the four language skills: speaking, listening, reading, writing, and each of the course books is enriched with a workbook for each level so the students can get more practice in the grammar, vocabulary, functions and skills which are in the course book. In this study, the writer would like to know to what extend the IC students understand or master the material that has been taught.

1.2   Statements of the Problems

In line with the background above, the writer in this study tries to answer the following questions**:**

1. How is the comprehension of IC students on phrasal verbs before and after the learning process using "Up Beat Intermediate" course book?

2. What factors contribute to the achievement of IC students as shown by their post-test?

3. Which particle on phrasal verbs do they make errors the most in?

1.3   Objectives of the Study

From the problem mentioned above, the objective of this study is to find out the comprehension of IC students on phrasal verbs before and after learning process using "Up Beat Intermediate" course book, to find out some factors contribute to the achievement of IC students as shown by their post-test and to find out which particle on phrasal verbs they make errors the most.

1.4   Significance of the Study

This study is expected to give contribution to the teaching of phrasal verbs to the IC students. The result of this study will provide information about the comprehension of IC students on phrasal verbs before and after learning process and give information about some factors contributing to the achievement of IC students as shown by their post-test. This study will also give information about the difficulty in learning phrasal verbs, which can help English lecturers to know which particle on phrasal verbs the lecturers of IC need to drill the students more and what they should do to help the IC students enhance their comprehension on phrasal verbs. Furthermore, it is expected that this study will encourage the students to learn more about phrasal verbs.

1.5   Assumption

All of the lecturers are qualified and able to teach the material of phrasal verbs delivered on "Up Beat Intermediate" course book to the IC students.

1.6   Scope and limitation of the study

In this study the writer concerns to the phrasal verbs delivered in "Up Beat" course book. Due to the limited time, the writer has limited the phrasal verbs being taught in "Up Beat" Intermediate level course book for IC students in the second half of the semester. She also focuses only on the use of particle in phrasal verbs because sometimes the use of the right particles also becomes one of the difficulties for the learner. It is due to many particles that can be used in phrasal verbs and the combination between a verb with different particle can produce the different meaning. Furthermore, in this study she considers phrasal verbs as part of vocabulary, so she will not give much discussion of phrasal verbs grammatically. The writer wants to find out to what extend the IC students understand the phrasal verbs material that has been taught by finding the IC students' comprehension on phrasal verbs before and after learning process using "Up Beat Intermediate" course book.

As the subjects of the study, the writer chooses the available four classes of IC Students of the English Education study program of Widya Mandala Catholic University belonging to the academic year of 2014/2015. The reason for choosing IC students is based on the consideration that IC (Integrated Course) program is the initial program for the first semester students of the English Education study program of Widya Mandala Catholic University Surabaya. One of the aspects that is important to be learned is phrasal verbs. Knowledge of phrasal verbs will help them understand spoken and written text in English as they appear very often in spoken and informal written text. From the available three classes, the writer
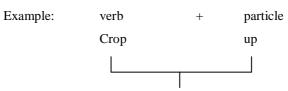
gave them pre-test and post test to know their comprehension on phrasal verbs before and after learning process using "Up Beat Intermediate" course book, but before that the writer tried out the test to one class to know the reliability of the test before it was given to another class.

1.7   Definition of Key terms

Before further discussion, it is necessary to define some key terms used in this study:

1. *Phrasal verb*

A phrasal verb is combination between a verb and a particle which is clearly to be treated as an adverb (Geoffrey and Leech 1989:35)

Example: verb   +   particle

Crop   up

To happen or appear unexpectedly

2. *Up Beat English Course Book*

Series of students' book that was written by Ingrid Frebairn, Jonathan Bygrave and Judy Copage. It was published by Pearson in 2010

1.8   Organization of the Thesis

This study consists of five chapters. Chapter I, The introduction, deals with the background of the study, statement of the problem, objectives of the study, significance of the study, assumption, limitation of the study, definition of key term, and organization of writing. Chapter II deals with some related literatures that support the writer's study. Chapter III is about the methodology of the research. Chapter IV presents the data analysis and findings. The last chapter, Chapter V, will conclude the whole discussion. It contains the summary and suggestions.