CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language cannot be separated from human's life. It is one of the universal systems in a culture that functions as a means of communication. It enables people to interact, communicate, and make sense of the world so that it is dynamic, and it develops and changes over time as a result of many different influences. In addition, it is used by human beings in communicating with each other, both in oral and in written discourse.

English is one of languages, which are used by people all around the world to communicate with each other.In Indonesia, a lot of people are interested in learning English as a foreign language, because they know that English is the international language used in many countries all over the world. Besides, English is considered to be the first foreign language there, because it has an important role in international communication. Consequently, now English is taught in schools, from playgroups until university level. Learning English as a foreign language is quite difficult because there are so many differences between English and Indonesian culture, it has different system of language; it has different grammatical structures, differences in meaning of words, and different sound system.

The objectives of English teaching cover the four language skills: listening, speaking, writing, and reading English is also as part of our national education. It has important roles in intellectual, social and emotional students and as an important key to be succeeded in learning all lessons. Writing is one of those skills which are very important in daily life. Nowadays, a lot of information is delivered in written forms, for example, instructions, magazines, advertisements,

newpapers, and so on. Thus, the ability in writing is needed in order to give the correct information.

Writing English subject has some competencies that should be achieved by the students, such as writing simple functional text in descriptive text, recount paragraph, narrative paragraph, procedure paragraph, and news item text. News item text is a text which informs readers about events of the day. The events are considered newsworthy or important. For writing this text the students need more practices to make the good news.

This study will investigate phrasal verb usage in writing news item text. The reasons for choosing the topic can be stated as follows: First, it is very important for advanced students to master phrasal verbs to develop their skills of speaking, listening, and writing. Moreover, it is very useful for them; especially it can be used in those of skills. Second, the mastery of phrasal verbs is very useful for students to bridge them to understand scientific books written in English to get important information and knowledge. Third, students who have lackness vocabulary especially dealing with phrasal verbs, they may face difficulties in learning English.

Phrasal verbs are usually found in grammar courses in the ESL/EFL curriculum, but they also appear in textbooks specifically in a news item text. A phrasal verb is a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts: 'look after', 'work out' and 'make up for' are all phrasal verbs, based on Koprowski, (2005: 322-332). There are two types of the phrasal verb: inseparable and separable. With transitive phrasal verbs or separable, the particle can be placed after the direct object. Both of these types will identify the phrasal verbs are either transitive or intransitive phrasal verb.

Surely we often use the word phrasal verb for example: "she *puts* the book *back", "come on* guys", the phrasal verbs are often found by the students and us without knowing it. In fact, the collage students have learnt about the structural of sentences in sentence pattern, how to organize the word, phrase, clause, sentence and text, while phrasal verb it self comes from phrase, properly the students should master the phrasal verb and it types,but based on writer experience from some of students commonly do not understand the phrasal verb it self.they translated it literally and do not know that *Put Back* and *come on* are types of phrasal verb and consist of verb and preposition and different meaning from its parts. That is why the writer want to analyze and know about this phrasal verb.

No	Name of students	Kinds of phrasal verb	
		Transitive separable phrasal verb	Intransitive Inseparable phrasal verb
1	L.S	1	3
2	N.P	-	1
3	P.D	2	2

From the table above, it is shown the total number of phrasal verb written by students of HKBP Nomensen Universityt. The number of Transitive separable phrasal verb are 3 and the number of Intransitive Inseparable phrasal verb are 5. The dominant phrasal verb written by the students is Intransitive Inseparable phrasal verb.

To know more about the writing of phrasal verb, the writer try to find out the phrasal verb written by students on fifth semester. One of the kinds of text that contain phrsal verb is news item text, so the writer choose the news item text.

Based on the explanation above, the writer concludes that students writing is interesting to be analyzed, because the writer can analyse directly the student's writing in news item text and how the students use the types of phrasal verb Transitive separable phrasal verb and Intransitive

Inseparable phrasal verb. Therefore, this research has a purpose to study a problem related the writing of phrsal verb in news item text entittled *"THE ANALYSIS OF PHRASAL VERB USAGE IN WRITING NEWS ITEM TEXT IN FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN THE ACADEMIC YEAR 2018/2019 NOMMENSEN HKBP UNIVERSITY"*.

1.2 Problem of the Study

Based on the background study above, this study is conducted to answer the problems formulated in the following questions below:

1. What types of phrasal verbs are written by students on fifth semester of Nommensen HKBP University?

2. What type phrasal verb is dominantly used by students on fifth semester of Nommensen HKBP University?

1.3 Objective of the Study

Concerning the problem mentioned above, the objectives of the study are aimed to:

1. To figure out the types of phrasal verbs written by students on fifth semester of Nommensen HKBP University?

2. To know the dominant one of phrasal verb written by students on fifth semester of Nommensen HKBP University?

1.4 Scope of the Study

There are five components of writing they are they are word, phrase, clause, sentence and text. While phrase it self can be devided in to some part include phrasal verbs. This study will focus on phrasal verbs. There are two types of phrasal verb, they are : transitive separable and intransitive in separable phrasal verb. Transitive phrasal verbs are those that occur with a direct

object. Intransitive phrasal verbs are those that do not. According to Biber (1999:403), when phrasal verbs are transitive, they usually can be separated and called as separable transitive phrasal verb and intransitive phrasal verb can not be separated and called as inseparable intransitive phrasal verb. The scope of this study is on significantly clasified types of phrasal verbs. The writer will focus on identifying types and finding the dominant one of phrasal verbs written by fifth semester students of Nommensen HKBP University.

1.5 Significances of the Study

The present study is purposed for giving both theoretical and practical contributions.

1.Theoritically

This research is hopefully can give more understanding of phrasal verb study, particularly phrasal verb in writing news item text. The reader can get further information and knowledge about phrasal verb study in general, and the type of the phrasal verb in particular. It is also hopes that these theories can help the reader to identify the types of phrasal verbs in writing news item text.

2. Practically

(1) For futher reseacher :

Hopefully this research can give more information and knowledge related to phrasal verb study, particularlyphrasal verbin writing news items text which is dominanly written by students.

(2) English Teacher :

Hopefully this research can give more information to the teacher about the phrasal verb usage in writing news item text in the teaching and learning process. By using appropriate

phrasal verbswill help the teacher to extend the knowledge about the phrasal verb usage. Furthermore, the teacher can make the students understand about the material of phrasal verb particularly in writing news item text and teach the student how to use them.

(3) For the Students :

Hopefully this research can help the students to understand the phrasal verbs usage. This research can also help the students to know and write the phrasal verb .Futhermore the students can understand kinds of phrasal verb , particularly phrasal verb usage and understand how to use them.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The understanding of some crucial research theories is essential in the framework of this study which the writer provides as the basic foundations and guideliness for readers to follow. In this theoretical review chapter, the writer discusses several kinds of theories related to the research. They have function as the basic foundation in analyzing the data of the research. Those are definition of writing, the process of writing, genre in writing, news item text,definition of phrasal verbs, characteristic of phrasal verbs and kinds of phrasal verbs.

2.2 Writing

2.2.1 Definition of Writing

Writing is considered as a productive skill along with speaking (Harmer, 2007: 265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

According to a psycholinguist, Brown (2001: 334), different from speaking in which people learn language through a natural process or human behavior as learning to „walk‟, writing is a learned behavior as learning to „swim‟, people need someone to teach them. It means that people learn to write if they are members of a literate society and usually if someone teaches them.

Among the four language skills, "writing is the most difficult skill for second or foreign learners to master" (Richards &Renandya, 2002: 303). It is because writing is considered as a

complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The similar definition also stated by McDonald & McDonald 2002: 7). Point out that writing is usefully described as a process of putting thoughts into words and words into papers.

Writing can be seen as two different views. They are the product of that writing and the process of writing (Harmer, 2001&2007 and Brown, 2001). When writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should „look" like (Brown, 2001: 335). It means that the writing should (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself (Harmer, 2007: 325).

On the other hand, when writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). It means that the process of writing is more valuable than the end of the product. Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

Cunningsworth (1995: 82) also says, "In real life, writing is done with a readership in mind and writers need to know who their readers are, in order to write appropriately for them." It

means that the writers need to know and decide for whom they write. They can delivers their idea based on their minds and even consult dictionaries, grammar book or other reference books to help them presenting their ideas in a logical order. The writer must read their writings before they publish them in order to recheck and correct their mistake. So that, the readers can easily and clearly understand what they want to express in their writing.

From the definition above, the writer concludes that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written product. In other words, writing is a process of producing a set of meaningful words arranged in good order and has purposes in communication. Through writing, people can communicate something and share what they feel to everyone who reads it.

2.2.2 The Process of Writing

Writing is a complex process with several stages on it. Richard &Renandya, (2002:315) define the process of writing as follows:

a. Planning (pre-writing)

Pre-writing can stimulate thoughts for getting started. It moves students away from ank page toward generating tentative ideas and gathering information for

Writing.

b. Drafting

At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the freewriting.

c. Revising

Revising is to rewrite what the writer has written before. When doing the revision, the writer (students) reworks his draft according to the feedback that was given. They may add some information, which do not exist in writing work. The most important thing is checking the features of writing such as content, purpose, and organization.

d. Editing

Before final draft is evaluated, the students ought to read for their mistake in mechanics. Editing only pays attention to mechanic elements which include spelling, grammar, punctuation, and capitalization. It is important for students to edit by themselves as they have received feedback before they revise their written product.

2.2.3Genre in Writing

Every genre has a number features which make it different to other genres each has a specific purpose overall structure, specific linguistic features, and it share by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels wese to categorize text and the situation which they occur. Pardiono (2007:2) says genre is text typewhich function as the frame references so a text can make effectively ;whicheffective from the purpose , chosen and arrange text element, and using of the grammar.

According to pardiono (2007:2) there are 13 kinds of genre this genre sarose in social interactive to fulfill human's social purposes. They are :

1. Descriptive

Descriptive is the writer describes an object. In this text the object can be concrete or abstract object. It can be a person or an animal or a tree, or a house, or a camping description .descriptive is the text containing two component namely identification and description.

2. Analytical exposition

Analytical exposition is an expository text. It is about a truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it.

3. Explanation

Explanation is a written English text in which the writer explained the processes involvedthe information or workings of natural or sociocultural phenomena.

4. Anecdote

Anecdote is a tools of the writer to share with the other account of anusual or amusing accident . Anecdote is a text containing five components, they are abstract, orientation, crisis, reaction and coda.

5. Recount

Recount is written out to make a report about an experience of a series of related event. Theoretically   the technique to write a recount is similar an event or to entertain people . Structurally a recount is text which contain three components they are orientation, events, and reorientation.

6. Spoof

Spoof is the way of twisting some of the event in the process that use to create a humor and create a text. The punch line in the events is an unpredictable action done by a character for a response to another character

7. Procedure

Procedure is any written English text which the writer describes how something is accomplished through a sequence of action or step. Procedure is a four components, namely, goal, material, method and reorientation by which a writer describe how something is accomplished through a sequence

8. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. It contains three components, they are issue, arguments, and conclusion or recommendation.

9. Hortatory exposition

Hortatory exposition is written English text in which the writer persuades people that something should or should not be the case. It is also a text containing three components, namely, the thesis, arguments of issue o concern and recommendation.

10. Review

Review is a written English text that the social function is to critique or evaluate an art work or event for a public audience .the elements of review are orientation, evaluation, interpretative recount and evaluation.

11. Narrative

Narrative is written English text in which the writer want to amuse ,entertain people, and to deal with actual or vicarious experience in the different ways. It tells the stories experience, and action which happen in the past.

12.Report

Report is a kind of the text which canbe written out with the descriptive technique , it describe an object to the readers. The lenght of the text deepend on the specific detail of the object being described. Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses.

a. Social Function

Social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

b. Generic Structure

1)GeneralClasification ; Stating classification of general aspect of thing; animal,   Public place, plant, etc which will be discussed in general.

2) Description : tells what the phenomenon under discussion ; in terms of parts, qualities, habits or behaviors.

c. Significant Lexicogrammatical Feature

1)Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;

2) Use of relating verbs to describe features, eg Molecules are tiny particles;Some use of action verbs when describing behaviour, eg Emus cannot fly;

3) Use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;

4) Use of technical terms, eg Isobars are lines drawn on a weather map;

5) Use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.

Example of news item text

Honey Bee

Honey bee is the name given to some species of bees who have the ability to produce honey and beeswax. Of all 20.000 species of bees in the world, there are only seven species which belong to the group of honey bee. They are insect and all of them belong to the genus Apis. One of the most famous honey bee is the Western Honey Bee.There are three castes of honey bee and each of them has their own job or function. The first one is the Queen. The queen is a female honey bee with the job to lay eggs and to be the mother of all bees in the colony. There is only one queen in a colony of bees. An exclusive food called "royal jelly" is what makes a female honey bee grow larger than other honey bees and became the queen. The second one is the Workers. The workers are all female honey bees in a colony except the queen. They can consist of as much as 60.000 bees in single colony. Some of their duties are: feeding the brood, collecting food, receiving nectar, cleaning the hive, guard duty, producing honey and also producing beeswax. The third one is the Drones. Drones are all male bees in a colony. The drones have one job only and that is to fertilize the queen during the mating process and will soon be dead after that.The largest species of bee in the world is the Indonesian resin bee who can grow up to the size of 39 millimetres and the smallest species is the Dwarf stingless bees with the size of 2 millimetres. They have the typical body of an insect with three sections: the head, thorax and abdomen. They have two large eyes, two antenna, a mouth and a long proboscis on their head. They use the proboscis to suck up nectar from a flower which later be kept on their hind legs. There are three

pairs of legs and two pairs of wings on their thorax. There are nine segments on their abdomen and the last three segments is modified into the sting.

13. News Item

News item is a written English text one or more than one paragraph in which the writer to inform people about events of the day which are consider news worthy or important. News item is a text containing three components, namely events, backgrounfd events and sources

Genre in SFL is seen as "a staged, goal-oriented social process" (Hayland, 2002:17). Genres are social processes because member of the culture interacts to achieve them. Genres are goal oriented because they have involved achieving things, and they are staged because meanings are made in step and it usually takes writers more than one step to reach their goals. Martin (in Hayland, 2002: 26) described the important of genre like this:

In functional linguistic, genre theory is a theory of how we use language to live: it tries to describe the way in which we mobilize language, each culture chooses just few and enacts them over and over again – slowly adding to the repertoire as needs arise, and slowly dropping things that are not much use. Genre theory is a theory of the borders of our social world, and thus familiarity with what to expect. A news item text is a text which is grouped into the text genre of narration. The main function of narration is telling stories or informing about events in chronological order. The order in the narration can be based on time, place and theevents themselves. Referring to the high school graduate standard, news item textshould be completely studied in the first class with narrative and recount text. These three text types explore the way on how a story or event is retold to others.

The following are the construction of News Item text based on Gerot and Wignell (1994:200):

a. Social Function

To inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

b. Generic Structure

1) Newsworthy events: recount the events in the summary form

2) Backgrogund events: elaborate what happened, to whom, in what circumstances

3) source: comments by participants, witnesses and authorities expert on the events

c. Significant Lexicogrammatical Feature

1) short telegraphic information about story captured in headline

2) use of material processes to retell the event

3)use of projecting verbal processes in sources stage

4) focus on circumstances (e.g. mostly within qualifiers)

Example of news item text

Final examination soon will be held

Final examination test has been counted down in two month, This test will determine all of indonesian student are worthy or not to pass the school. Based from experience of the last year ago, there are so many student worried about difficulty of the test. They criying over time before and after the test held.

In the elementary school, number of students that failed reaches hundreds in all of the school around indonesia, at least about 698 children do not pass this test, this figure dropped dramatically from the previous year which reached 874 children. Meanwhile, the number of students who did not pass even worse that touched the figure of 749 years ago, this is due to a mismatch   to   shine   exam   with   questions   tested.

Generally the problem is due to the fear of students in that will be tested on the exam. But this can be overcome if the student is able to prepare itself in terms of both learning materials and mentally.

2.3 Phrasal Verb

2.3.1 Defenition of Phrasal Verb

There are many definitions based on experts, such as Koprowski, (2005: 322-332) that a phrasal verb is a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts: 'look after', 'work out' and 'make-up for' are all phrasal verbs. A phrasal verb is the combination of a verb with an adverb or preposition and occasionally with an adverb and preposition.

English phrasal verbs consist of a verb paired with a particle that is homophonous with an English preposition (Jack and doff, 2010:228). The verb and its particle are written as separate words in the orthography, and the phrasal verb shares similarities, such as transitivity and irregularity, with the single-word verb which the 'verb' part of the phrasal verb resembles and from which it presumably originates . The particle used in the phrasal verb is not a preposition, although it resembles one in appearance. Instead, it is semantically fused to the verb, and the meaning of the verb with its particle may be significantly different from the verb when it does not have a particle attached to it. That statement above is similar with the statement or opinion of Elen bass (2003), that in Old English, the particles which would later become part of the phrasal verbs functioned as resultative predicates, and did so to an extent in Middle English as well. English phrasal verbs have varied in productivity over the centuries, but the number and usage of phrasal verbs has been increasing since the nineteenth century and especially during the last fifty years.

While phrasal verb is a combination of words that is used as a verb and consists of a verb and an adverb or preposition, for example, give in or come up with. So, the meaning of a single word is not clear yet. Like according (Chen, 2007). Many phrasal verbs occur within semantic frames which are typically considered idiomatic. While often, certainly initially, analysed as additional variations in the meaning of the root verb, the combination of the verb and the particle can result in a meaning drastically different from that of the root verb.A compositional verb can eventually become a 'frozen' verb, or it can remain productive. Jack and doff (2010) comments on this: "Some combinations of verb + particle are productive, some are semiproductive, and some are purely idiosyncratic". However, Jackendoff does not elaborate on whether or not productivity in a phrasal verb depends on its being what Machonis (2009) calls "compositional." While the historical development of phrasal verbs is important to understanding the phenomenon, the end result is, of course, how the phrasal verbs are used at this point in time. Their current usage is better explained if we address their semantics.

Machonis (2009) calls these more idiomatic phrasal verbs "frozen verbs," relegating them to the realm of the lexicon "Compositional" verbs, on the other hand, are seen as a verb plus a particle which adds aspect to the verb, while retaining the core meaning of the original verb. For example, Machonis (2009) identifies the aspect added by the particle *up* as completion, intensity, direction, or a combination of those three. Machonis argues that because certain phrasal verbs are "frozen" they are different from "compositional" verbs; however, once a phrasal verb is in usage, its compositionality changes and the meaning moves, sometimes quite swiftly, towards the metaphoric, rather than the literal.

Most of the theories about phrasal verbs are similar; many experts said that phrasal verbs consist of one word or simple word added with a preposition, particle or adverb then change to

become one meaning although there is meaning for every word before. And one theory again said about it like Schmitt (20007: 115) says; " The verb plus particle combination functioning as a single unit is commonly termed as a phrasal verb.

Different from the opinion of Driven (2001) writes, according to a preliminary definition, that phrasal verbs "possess some degree of idiomaticity in the assembly of the verb plus preposition (cry over something), or verb plus separable particle (run up the flag, run the flag up), verb plus inseparable particle (run up a debt), or the double assembly of verb plus particle and preposition (face up to problems). Elsewhere, another example of a phrasal verb having more than one meaning is provided by Steele (2005:1). The phrasal verb *turn down* carries the familiar meaning *to decrease the volume* as in "He turned down the radio," but it can be interpreted as *to reject* as in "He turned her down". In addition, to reduce students' confusion, she suggests that teachers should teach the meaning of the verb as it appears saliently in the text, without giving the other possible meanings.

So, we can know that we cannot translate the phrasal verbs in every word. We must determine the condition or situation when we speak phrasal verb. The Phrasal verbs appear around us to make us easier when we write English because the words of phrasal verbs are a common word that we often use in daily life. Then, we can know about the differences between phrasal verbs and prepositional verbs and how to use phrasal verbs effectively in a sentence.

2.3.2 The Characteristics of Phrasal Verbs

In learning phrasal verbs, we have to know the characteristic of phrasal verbs. An important fact which must be stressed is that phrasal verbs are not only colloquial expressions, as many people believe. They can appear informal style and sling. Crowell (1964:402) says

"phrasal verbs areextremely frequent in conversation and in all but the most formal writing. The

The phrasal verb that almost all of the words which make them up are very common."

The verbs are usually these:

Table 2.3.2.a Common Phrasal Verb (Crowell 1964:402)

Give	Go	Get	Pass	See	Do	
Take	Carry	Call	Pick	Catch	Stand	Come
Break	Put	Hold	Bring	Try	Throw	

Table 2.3.2.b Particle Phrasal verb (Crowell 1964:402)

About	Around	Back	Over	Down	Off
Through	Across	Away	Forward	On	Up

The way in which the words are put together is often odd, illogical or even grammatically incorrect. These are the special features of phrasal verbs. It is difficult to identify those phrasal verbs. So to recognize them, whether they are the phrasal verb or prepositional phrase, it is important to recognize the characteristics of phrasal verbs first.

2.3.3 Kinds of Phrasal Verb

According to Biber (1999:403) Phrasal verbs in English fall into one of two categories: transitive or intransitive. Transitive phrasal verbs are those that occur with a direct object. In semantic terms, the direct object is the entity or thing that is affected by the action described by the verb he defined that when phrasal verbs are transitive, they usually can be separated. The object is placed between the verb and the particle. Phrasal verbs are used in the same way as normal verbs. Intransitive phrasal verbs are those that do not, means that Intransitive phrasal verbs is inseparable or can not be separated. He states that transitive phrasal verb are usually called as transitive separable phrasal verb and intransitive is intransitive inseparable phrasal verb. There are two types of phrasal verbs, they are:

1. Transitive separable phrasal verbs

Table 2.3.3 Kinds Of Phrasal Verb (Biber 1999:403)

We 2	Put	The book	Back
	Verb	Particle The book	Particle

The point to keep in mind is that when a two-word verb is followed by an object noun, we have the option of separating the verb and the adverb. The phrasal verb is followed by object pronoun, we must separate the verb and the adverb. More examples:

1) He promised to help me, but then he let me down.

Let (someone) down means 'disappoint (by failing to act as expected/promised)'

2) We talked the situation over.

Talked over means 'discuss'.

2. Intransitive inseparable phrasal verbs

Intransitive phrasal verbs are inseparable. For examples:

1) Come on, tell me about Nick.

2) Hold on! What are doing there?

The difference of separable and inseparable phrasal verbs are, the particle separable phrasal verb usually receives more stress than the verb, but the particle of an inseparable verb does not. Another difference between the two kinds of phrasal verbs arises when a short, one syllable pronoun like me, you, him, and they are used as an object. The pronoun object is placed before a separable particle, and it is placed after an inseparable particle.

2.4 Previous Studies

The researcher includes the previous studies in line with this study, they are as follows: First, Dinara G. Vasbieva (2015) wrote the journal entitled *Teaching Strategy on Learning of English Phrasal Verbs by Economics Major Students in Russia.* The journal investigates research

into the use of the lexical set strategy for teaching phrasal verbs in Russia. Even though the incidence of phrasal verbs is significant in English-speaking countries, little has been written about other causes of the non-use of the forms of PVs except for avoidance.

The result of this journal is phrasal verbs are most dynamic, productive, semantically rich group of English verb lexicon. Phrasal verbs are especially useful in the quest to reach fluency in English – this type of language will not only make students sound natural (more like a native speaker) but very often it will also allow them to be more efficient with the foreign language. Phrasal verbs are efficient because they „say‟ a lot. They contain a lot of meanings. Thus, the level of development of Economic Major students' foreign language competence depends on their skills and abilities to use the productive vocabulary in speech for implementing communication tasks in the professional sphere.

Based on the previous above, the researcher is motivated to conduct a research on analysis type. Different from the previous studies, the writer willanalizethe phrasal verb usage on students'sfithsemerter writing. The researcher will use a descriptive qualitative design with different sample will be taken from the fifth semester students of HKBP University .

Second, Dina FuriKuntari (2013) wrote the thesis entitled *An Analysis of Phrasal Verb "GET" on Some Novels by Stephenie Meyer*. The objective of this study is to describe the particle that follows the verb "get", to know the type of phrasal verb "get" and its particles also to describe the meaning shift in the phrasal verb in Indonesian translation of some novels by Stephenie Meyer. The novels by Stephenie Meyer were translated based on syntax and semantics and this is a descriptive research. The steps in this research are retrieving the data including the phrasal verb "get" and grouping them based on the types of phrasal verb based on syntx and semantics.

Furthermore, the author draws conclusions from the analysis. The data which have been analyzed can be concluded: a) particles that can be followed by phrasal verb get are preposition and adverbial, b) data Inseparable phrasal verbs can be followed by particles in, around, ahead, together, at, better, and up while data separable phrasal verb can be followed by the particles away, back, out, off, into, over, on, and through, c) There are switch meaning in some data of separable and inseparable phrasal verb.

The previous studies above will be the references to the writer to finish the research . So, theresearcher believes it will give different result from those researcher with descriptive qualitative research design and the this research will be the references to the next research

Third, FitriyaElina (2012) wrote the thesis, entitled *The Phrasal Verbs Analysis in Some Selected Children Stories*. This study was conducted to analyze and to know the construction and the function of phrasal verbs of books chosen. The research product is hoped to be able to increase the development of linguistic semantics and language learning. Literature is the study of writing and art like drama, fiction, essay, poetry, novel, and prose. When we study literature, short story or storybooks, we would like to find out many types of meaning in each word, phrase, clause, and sentence form. They could be acquired stiltedly and impliedly.

Based on the previous above, the researcher is motivated to conduct a research on analysis type. Different from the previous studies, the researcher willanalizethe phrasal verb usage on students'sfithsemerter writing. The researcher will use a descriptive qualitative design with different sample will be taken from the fifth semester students of HKBP University . different from the previous study above analyzed from selected stories, this study will focus on fifth semester students writing.

2.4 Conceptual Framework

Language cannot be separated from human's life. It is one of the universal systems in a culture that functions as a means of communication. It enables people to interact, communicate, and make sense of the world so that it is dynamic, and it develops and changes over time as a result of many different influences. In addition, it is used by human beings in communicating with each other, both in oral and in written.

Writing skill is involved in written communication which can be the tool to give information by written form such as narrative, descriptive, recount text. While To inform readers, listeners, or viewers about events of the day which are considered newsworthy or important called as news item text. News item text is one of the genre of writing in giving information of the day. Good writing means has good structure. Writing it self has some elements started from word, phrase, clause, sentence, paragraph, and text.

The writer will analyze the phrase it self focus on phrasal verb in writing news item text. According to Koprowski, (2005: 322-332) that a phrasal verb is a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts. Phrasal verb is classified in to two part: Transitive phrasal verb and Intransitive phrasal verb.
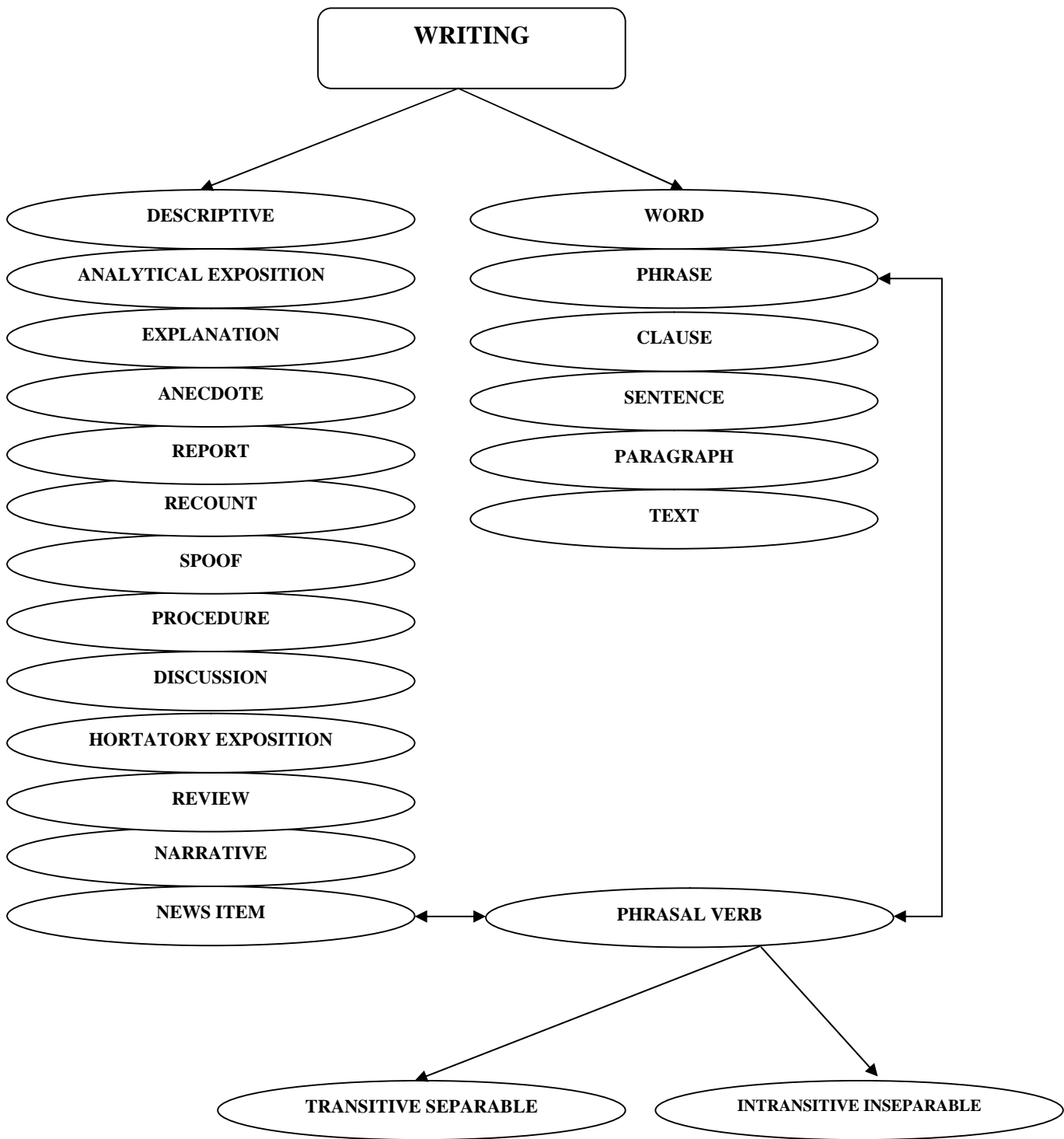
```
                          ┌─────────────────┐
                          │     WRITING     │
                          └─────────────────┘

        DESCRIPTIVE                              WORD

    ANALYTICAL EXPOSITION                        PHRASE

        EXPLANATION                              CLAUSE

         ANECDOTE                               SENTENCE

          REPORT                               PARAGRAPH

         RECOUNT                                  TEXT

          SPOOF

        PROCEDURE

        DISCUSSION

   HORTATORY EXPOSITION

          REVIEW

         NARRATIVE

        NEWS ITEM        ◄──►         PHRASAL VERB


        TRANSITIVE SEPARABLE              INTRANSITIVE INSEPARABLE
```

Figure 2.4: The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter will present the methodology of this research includes research design, the source of data, instrument of collecting data, technique of collecting data,technique of analysing data, and validity (triangulation).

3.1 Research Design

In this research the writer used descriptive qualitative, in order to understand the phrasal verb in writing news item text. The writerused qualitative research method because the writer is concerned to analyze students writing which consist of types of phrasal verb in news item text.

Furt In addition, Moleong (1990: 3) states that qualitative descriptive research is the research resulting the descriptive data in written form, which has been observed by people. As stated by Creswell (1998:15), Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The writer builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting.

3.2 Source of the Data

The source of the data took from students writing of the fifth semester of Nommensen HKBP Universitywhich is located at Jl. Perintis Kemerdekaan, Medan. There are three classescategory namely A, B, and C each group consists of 35-40 students. The writer choose this population because based on the writer's observation, it was found that the material about news item text had been taught in the second semester by the one of lecturer. Sothe this research

conducted for this participants to categorize which is the phrasal verbs used by the students. The writer took the object of this study from class A consist of 35 students.

3.3 Instrument of Collecting Data

This researchinvolved the writer herself as the main instrument. This is in accordance with the nature of qualitative research in which Bogdan and Biklen (1982: 27) point out that the key instrument of the qualitative research is the researcher himself/herself. Therefore, the writerused writing test as the instrument of this study the students assigned to write a news item text . Writing text used to find out the types of phrasal verbs.

3.4 Technique of Collecting Data

To collect the data the writer used some following ways.

1. The writer asked the students to take a piece of paper.

2. The writer asked the students to write news item text with free topic. the students gave 40 minutes to write news item text.

3. The writer collected the student's paper on writing news item text in types of phrasal verbs.

4. The writer underlined every sentence in student's paragraph especially in phrasal verbs.

5. The writer classified their types if phrasal verbs from news item text.

3.5 Technique of Analyzing the Data

After collecting the data, the researcher analyzed the data. Wiersma (1991:85) stated "Data analysis in qualitative research is a process of categorization,description, and synthesis. Data reduction is necessary for the description andinterpretation of the phenomenon under study". In short, data analysis issystematically process to analyze data which have been collected.

The data of this research used descriptive qualitative technique. The technique of analyzing the data are :

1. Classifying the types of phrasal verb from students writing from student's writing news item text.

2. Finding the dominant one of phrasal verbs types in students writing news item text by using Arikunto formula

$$\frac{The\ total\ of\ types\ writing\ phrasal\ verb}{The\ total\ of\ writing\ of\ phrasal\ verb} x100\%$$

3. The writer giving the percentage the total of writing phrasal verb.

4. Concluding research finding.