



**STUDENTS' ABILITY IN PHRASAL VERBS AT THE SECOND
SEMESTER OF INTENSIVE LANGUAGE PROGRAM
IN UIN SYAHADA PADANGSIDIMPUAN
A THESIS**

*Submitted to the English Educational Department of State Islamic
University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
Partial Fulfillment of the Requirement for the Graduated Degree
of Education (S.Pd.) in English*

Written By:

ASMIDA YANTI SIREGAR

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**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023



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LETTER OF AGREEMENT

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Padangsidempuan, November 2022
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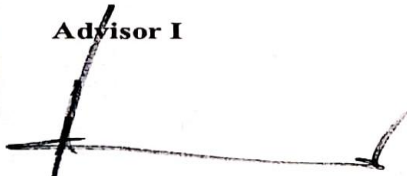
Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to Miss Asmida Yanti Siregar, entitled "Students' Ability in Phrasal Verbs of Intensive Language Program in UIN Syahada Padangsidempuan" we approved that the thesis had been acceptable to complete the requirement to fulfill of the degree of Graduation of Education (S.Pd.) in English.

Therefore, we hope that this thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syahada Padangsidmpuan. Thank you.

Wassalamu'alaikum Warahmatullahi Wabaraktuh

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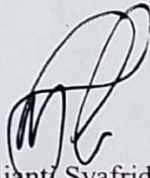


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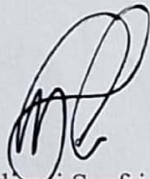
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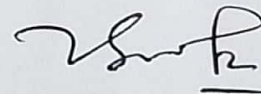


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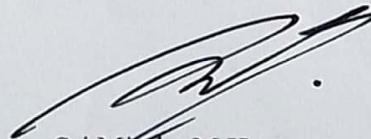
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ABSTRACT

Ability is the capacity of power to do something physically or mentally. Phrasal verb is a combination of verb and preposition or adverb or both. Phrasal verb is one of the ways to increase vocabulary mastery. Phrasal verbs also often found in TOEFL test. Moreover, native speakers use phrasal verbs in formal situation. So, phrasal verbs are crucial to carry out.

The goals of the research were to know the category and students' ability in phrasal verbs at the second semester of Intensive Language Program in UIN Syahada Padangsidimpuan. The researcher investigated that the second semester students of Intensive Language Program in UIN Syahada Padangsidimpuan lack of vocabulary. The students prefer using common vocabulary to phrasal verbs. They do not know the meaning, how to use and distinguish separable and inseparable phrasal verbs.

This research was done in UIN Syahada Padangsidimpuan. The kind of this research is quantitative research, especially descriptive quantitative approach. The instrument of collecting the data was test that consisted of 25 questions in matching items. The participants of this research consisted of 24 students that chosen randomly in Tarbiyah and Teacher Training Faculty.

After doing the research to the students at the second semester of Intensive Language Program in UIN Syahada Padangsidimpuan, it can be inferred that they were in good level regarding the phrasal verbs. It is found that most of the students got score in good category. The mean score was 79.83. The best of students' ability was in matching the phrasal verbs into its meaning and distinguishing separable and inseparable phrasal verbs.

Key words: Ability and Phrasal Verbs

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ABSTRAK

Kemampuan adalah kapasitas kekuatan untuk melakukan sesuatu baik secara fisik maupun mental. Phrasal verbs merupakan gabungan antara sebuah kata kerja dengan preposisi atau kata keterangan atau keduanya. Phrasal verb merupakan salah satu cara untuk meningkatkan penguasaan kosakata bahasa Inggris. Phrasal verbs juga sering ditemukan dalam soal-soal ujian TOEFL yang sangat diperlukan pada zaman sekarang ini. Tidak hanya demikian, pembicara bahasa Inggris asli juga sering menggunakan phrasal verbs dalam situasi formal. Jadi, phrasal verbs adalah penting untuk diperhatikan dalam belajar bahasa Inggris.

Tujuan penelitian ini adalah untuk mengetahui pada kategori apa dan bagaimana kemampuan mahasiswa semester 2 di Pusat Pengembangan Bahasa (P2B) UIN Syahada Padangsidempuan dalam materi phrasal verbs. Peneliti menginvestigasi bahwa kurangnya penguasaan kosakata mahasiswa semester 2 di P2B UIN Syahada Padangsidempuan. Mereka lebih memilih menggunakan kosakata yang umum dibandingkan dengan phrasal verbs tersebut. Mahasiswa tidak mengetahui arti, bagaimana cara menggunakan dan membedakan separable dan inseparable phrasal verbs.

Penelitian ini dilakukan di UIN Syahada Padangsidempuan. Jenis penelitian ini menggunakan penelitian kuantitatif. Instrument pengumpulan data merupakan tes yang terdiri dari 25 soal dalam bentuk penjumlahan. Sampel penelitian ini adalah 30 mahasiswa yang dipilih secara acak di fakultas Tarbiyah dan Ilmu Keguruan.

Setelah melakukan penelitian kepada mahasiswa semester 2 di P2B UIN Syahada Padangsidempuan dapat disimpulkan bahwa kemampuan mereka berada di level baik terkait materi phrasal verbs. Ditemukan banyak mahasiswa yang memperoleh nilai dalam kategori baik dan sangat baik. Dapat di[eroleh mean skor dengan nilai 79.83. Siswa memiliki kemampuan lebih bagus pada bagian mencocokkan phrasal verbs dengan artinya serta membedakan separable dan inseparable phrasal verbs.

Kata Kunci: Kemampuan dan Phrasal Verbs

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In the name of Allah, the most Gracious, merciful and the Lord of Universe. Alhamdulillahirobbil'alamin, all prays is always belongs to Allah SWT. The writer could finish this thesis as a requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English Department. Secondly, Shalawat and Salam be with Prophet Muhammad Saw as our exemplary in life. However, this success would not be achieved without support, guidance, advices, helps and encouragements from individual and institution. The writer also realized that an appropriate moment for me to deepest gratitude for:

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I realized this thesis cannot be perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis be better.

Padangsidempuan, Oktober 2022

Asmida Yanti Siregar
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

A phrasal verb is a combination between a verb and a preposition that occurs a new meaning. In addition, phrasal verbs can be understood as root verb which is combined by a preposition to give a new meaning completely.¹ Young learners could try this way consistently. It will help them to improve vocabulary mastery for communicating well, especially in speaking.

Phrasal verb is a consolidation between a verb and a preposition that comprise a special meaning. This verb consolidation has no meaning when the person does not know the meaning of each word. Moreover, the meaning of root word sometimes changes quietly. In addition, phrasal verbs are approved as a singular unit.²

Preposition or adverb commonly put place after certain verb so as to obtain a variety of meaning in some modern English:³

Look after: take care of

Look for: search, find or seek

Give up: abandon (a habit or attempt)

¹ Mc, Carrthy and o'Dell *English Vocabulary in use Upper Intermediate with Answer*, (Cambridge: Cambridge University Press, 2001)

² Pardiyo, *Grammar Teaching to Teach Grammar in Context*. (Yogyakarta: CV. ANDI OFFSET, 2015), p. 209

³ Thomson A.J and A V Martinet, *A Practical English Graammar*, (Oxford University Press, 1986) p. 315

Phrasal verbs are very important part of English. Native English Speakers often use phrasal verbs because they are short and efficient. So, learning phrasal verbs will help to understand what native speaker said. Moreover, phrasal verbs are often found in TOEFL test which is crucial in nowadays. Phrasal verbs help the speakers speak in more varieties of words.

The importance of studying phrasal verbs is phrasal verb is one of the ways to increase vocabulary and structure grammar mastery especially for young learners. One root word has one meaning and then combined with a preposition will create a new meaning. It means that, students get two vocabularies in them. For example, the root word is *make* means *membuat* then combined with preposition *up* and the meaning changes becoming *berdandan*.

By understanding phrasal verbs, students will notice that they understand English conversations more easily. They may recognize the actual words they are hearing, but they do not make any sense together and cannot grasp the meaning. Learning to use phrasal verbs correctly will help to sound natural in casual conversation. They are extremely common in conversations and make them essential to mastering the language.

Based on the syllabus in Intensive Language Program of UIN Syahada Padangsidempuan, expect the students are supposed to have good phrasal verbs mastery. Furthermore, the students are expected to be able differentiate the separable and inseparable phrasal verbs. By knowing a good understanding on phrasal verb, it will give a positive effect to create an easy learning process for

the students. The students can translate the phrasal verbs well. In addition, they also can provide a phrasal verb in writing and then practice it in speaking.

Based on the pre observation of the researcher at the second semester students in Intensive Language Program of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, it is concluded that students understanding about phrasal verbs was low. It was done on February 18th 2022 with several students in initial name TM, FN, RES, AUB and FA. They knew phrasal verbs only the available in English Textbooks 3 and 4. There are 17 phrasal verbs inside that divided into transitive and intransitive phrasal verbs.¹ Besides, the students feel difficult in differentiating separable and inseparable phrasal verbs. The meaning changes after put an object. The same phrasal verb has several meanings. For instance, take off has two meaning. It can be as the plane start landing and also put the slipper or clothes out of the body.²

The other finding in this pre-observation is the good understanding is not found in every student. There are a few students who have low understanding on phrasal verbs. They follow the class activities slowly. Esti said that she has not ever learned phrasal verbs yet. She always has wrong answer in mid and final test

¹ Tio Morina, "Private Interview to Student at the Second Semester of Intensive Language Program in UIN Syahada Padangsidempuan", (Padangsidempuan: UIN Syahada Padangsidempuan, February 18th, 2022)

² Fadhilah Nasution, "Private Interview to Student at the Second Semester of Intensive Language Program in UIN Syahada Padangsidempuan", (Padangsidempuan: UIN Syahada Padangsidempuan, February 18th, 2022)

about phrasal verbs. Besides, she rarely heard phrasal verbs in speech she listen to also in daily conversation in college and dormitory.³

In fact, there are several causes of their problem such as follows:⁴

1. Students have not ever learnt phrasal verbs yet.
2. Students have less of vocabulary mastery.
3. Students confuse in changing the meaning.
4. Some of the students graduated from Islamic Boarding School which did not take notice of English deeply.

There are numerous of phrasal verbs and the combination of verb and particle seem so often completely random, it creates special problem for students. These difficulties are sometimes increased by the way in which phrasal verbs are presented in course books or by teacher telling students that they will just have to learn them by heart, thereby implying that there is no system. They are also shown the students a special challenge in understanding and comprehending phrasal verb. This issue illustrates the profoundly amount of research interest by some researchers toward the topic of this multiword units related topic to phrasal verb in the language learning process.⁵

³ Rahmi Esti Siregar, "Private Interview to Student at the Second Semester of Intensive Language Program in UIN Syahada Padangsidimpuan", (Padangsidimpuan: UIN Syahada Padangsidimpuan, February 18th, 2022)

⁴ Aulia Ulfah and Fauziah Annisa "Private Interview to Student at the Second Semester of Intensive Language Program in UIN Syahada Padangsidimpuan", (Padangsidimpuan: UIN Syahada Padangsidimpuan, February 18th, 2022)

⁵ S, Yasuda. (2010) *Learning Phrasal Verbs through Conceptual Metaphors: A case of Japanese EFL Learners*. TESOL Quarterly , 44(2), 250-273.
<https://onlinelibrary.wiley.com/doi/abs/10.5054/tq.2010.219945>

The prior research indicated that there is a significant coherence between good phrasal verbs mastery and students' translation. Transferring the equivalent meaning of source Text (English) into target text becomes a problem for students. Moreover, the combination of words that is puzzling the students such as phrasal verbs. This situation gives a challenge for the teacher to conduct the students' mastery on it.⁶

Based on the phenomenon explained preciously, the researcher thinks that this topic is urgent to carry out. In order to make students get more information about phrasal verbs as one of the aspect to improve English ability in structure and grammar and vocabulary. So, the students will get an easy way in studying English as the foreign language. That is why the researcher is thrilled to plan a research of phrasal verbs entitled "Students' Ability in Phrasal Verbs at the Second Semester of Intensive Language Program in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan".

B. The Identifications of the Problem

Based on the background of the problem above the researcher identifies the problem as follows:

1. The students have difficulties in translating the phrasal verbs.
2. The students prefer to use common words.

⁶ Syahrída, (2017). *The Correlation between Students' Mastery on Phrasal Verbs and Students' Translation Ability*, "Thesis" (Makassar, 2017), p. 36.

3. The students get difficulties in distinguishing separable and non-separable phrasal verbs.
4. The students have limit vocabularies.
5. The students' phrasal verbs ability is still low.

C. The Limitation of the Problem

There are numerous students at the second semester in UIN Syahada Padangsidempuan. All of these students have different ability in mastering phrasal verbs. Some of them have learned phrasal verbs before entering the college. Some others have never learned it before. There are students who study hard to understand this material and there are do not.

Phrasal verbs have many parts to carry out. Phrasal verbs have different form that should be distinguished well. Phrasal verbs also have many words in several varieties. Furthermore, phrasal verbs have alteration meaning from the base word. Thus, these parts can overcome by reading and memorizing phrasal verbs frequently.

In accordance with the background of the problem that has been described above, the researcher informs that the stressing point of this research is students' ability in knowing the meaning, how to use and distinguishing separable and inseparable phrasal verbs. The researcher only focused on provided phrasal verbs in their textbooks 3 and 4. The researcher chose Tarbiyah and Teacher Training Faculty. There are 857 students that classified into 36 classes

based on their placement test score. The researcher took one class randomly that consisted of 24 students as the sample in this research.

D. The Formulations of the Problem

Based on the background that exposure previously, there are some formulations of the problem that can be discussed in finishing this research. The formulations of the problems are as follows:

1. What is the category of students' ability in phrasal verbs at the second semester of Intensive Language Program in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?
2. How is the students' ability in phrasal verbs at the second semester of Intensive Language Program in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?

E. Objectives of the Research

As for the researcher's objectives in this research are as follows:

1. To know the students' ability in phrasal verbs at the second semester of Intensive Language Program in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
2. To describe how is the students' ability in phrasal verbs at the second semester of Intensive Language Program in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

F. Significances of the Research

The researcher hopes that the findings of this research will give benefits and some contributions. The expected contributions are as follows:

1. Students can use the result as the input to add knowledge in phrasal verbs.
2. To English lecturers of Intensive Language Program in UIN Syahada Padangsidimpuan, to know the students' ability in phrasal verbs and which part is the most difficult for them.
3. The result of this research can justify vocabulary especially in phrasal verbs.
4. This research informs the students' ability in phrasal verbs at the second semester of Intensive Language Program in UIN Syahada Padangsidimpuan.
5. The last, the result of this research is hoped will give a meaningful help for researcher who will conduct further research in the same topic. This research can give them information about students' ability in phrasal verbs and to other researcher who have the same title to research.

CHAPTER II

LITERATUR REVIEW

A. Theoretical Description

1. Definitions of Phrasal Verbs

A phrasal verb is a combination of verb and preposition or adverb or both and sometimes the changing of meaning is happened, so the new and base meanings are different. The adverb here is the particle that could be down, up, out, away or others. A particle comes after verb and sometimes the meaning will be different from the base word. However, some phrasal verbs and verb alone have the same meaning. For instance, *sit* and *sit down*, *stand* and *stand up*, *speak* and *speak up*, and so on.¹

Phrasal verb is general in English. A phrasal verb consists of a single verb followed by one particle or more and sometimes the meaning is unpredictable. Some phrasal verbs look like an idiom which also consists of the same component, single verb followed by one or more particle. In true structure, they are absolutely different.²

The other definition states that phrasal verbs are verbs that built by a verb and a particle that could be a preposition or adverb or both. For examples: *get on with* or *look forward to*. Sometimes, the meaning of phrasal

¹ M, Koprowski, *Investigating the Usefulness of Lexical Phrases in contemporary Coursebooks*, (2005), p.322-323.

² M, Darwin C. & Gray L. S, *Going after the Phrasal Verbs: An Alternative Approach to Classification. TESOL Quarterly*, (1999), p. 65

verb is different from the base meaning such as *come across* with *encounter* or *pick up* with *acquire*. *Come across* and *pick up* are more formal than *encounter* and *acquire*.¹

Phrasal verb definition is discussed among researchers and grammarians. The combination of verb and particle serve a purpose as a single item is generally named as a *phrasal verb*. Some linguistics stated as consolidation of verb of multi-word.² Phrasal verb is a verb followed by a preposition or an adverb and sometimes also both with a preposition or an adverb.³ In addition, phrasal verb is abbreviation of phrase verb which consist of a base verb combined with preposition or an adverb and occasionally both. This form becomes a new verb and changing of meaning happened.⁴

Phrasal verb frequently avoid by learners even though it is one of the most important parts of communication. From the context, one skill of language infers the new meaning of a phrasal verb. Phrasal verbs, especially those commonly used once are very important components in effectiveness of spoken communication. It is possible found in all of the community of

¹ McCarthy Michael and Felicity O'Dell, *English Phrasal Verbs in Use*, (USA: Cambridge University Press, 2017), p. 236.

² N Schmitt & Siyanova, A, *Vocabulary Connection: Multi-Words Items in English*. In N, Schmitt & M. McCarthy (Eds), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 40-63), Cambridge: Cambridge University Press, 2007), p. 316.

³ Redman S, *English Vocabulary in Use*. (Cambridge: University Press, 2003)
<https://books.google.co.id/books?id=thKKgYei8XsC&printsec=copyright&hl=id#v=onepage&q&f=false>

⁴ Hornby. *Oxford Advanced Learners' Dictionary of Current English* (5th edition) p. 865.

language. The sake of effective communication phrasal verbs should by no means be avoided in the angle of language learning.⁵

New phrasal verb is being invented constantly, especially in scientific and technical areas (e.g. spin down a sample) and slang (e.g. boogie on down) and they are not invented randomly in obviously. The new combination of verb and particle does so by drawing on their own unconscious knowledge of how such combinations are used is far more probable that whichever person or group of people first coins. That new combinations are formed by analogy with existing phrasal verbs seem often, if not always. It is interesting that it is often the verb which is new while the particle remains unchanged when this is the case. For instance, hang on and hold on have the same meaning, wait a minute, seem an obvious pair. Of course debatable if we add the American *wait on* we can see the analogous relationship clearly, though which verb came first is.⁶

Integral to the meaning of the phrasal verb and in some particle cases carry more weight of meaning than the verb can be seen from a slightly earthier is relevance of the particle. For instance, somebody bogs off, means that a person is well aware that has nothing to do with bogs and everything to do with beating a retreat. In other words, the main communicative function of

⁵ Chen, Junyu, *On How solve the Problem of the Avoidance of Phrasal Verbs in the Chinese Context. International Education Journal*, (2007), P. 348.
https://www.researchgate.net/publication/228620879_On_how_to_solve_the_problem_of_the_avoidance_of_phrasal_verbs_in_the_Chinese_context

⁶ Chen Junyu “*On How solve...*”, p. 349

this particular phrasal verb is carried by the particle. Whatever verb that put before it merely conveys the depth of the feelings. In other examples, the particle adds little to the communicative value of the verb.⁷

You can hang your coat up here is only marginally different from you can hang your coat here. *Up* still carries some meaning, this is not to say that it is totally irrelevant. Nobody could deny that there is a difference of conceptual and situational of however slight but the difference between hang up and hang might be argued over. Consider when you would use a clothes line, a hook, the back of a chair and hanging up a coat on a hanger. In all phrasal verbs the particle carries some meaning, this is the point. In many, it carries most of the meaning. Meaning of that said, it is legitimate to ask what exactly the particle means.⁸

Phrasal verbs can combine with different adverb or preposition to make a new and sometimes unguessable meaning. Phrasal verbs are found more in speaking than in writing because there are many ways to state an idea. The same phrasal verbs also have varieties meaning even though combine with the same preposition. Here are some of the most useful phrasal verbs based break, bring, come, do, get, go, let, look, make, put, run, see, set, take, turn.⁹ The table below shows some general examples of phrasal verbs.

⁷ Chen, Junyu, "*On How solve...*", p. 340

⁸ Chen, Junyu, "*On How solve...*", p. 342

⁹ Michael Mc Charty and Felicity O'Dell, "English Vocabulary in Use", (Jakarta: Erlangga, 2001), p. 170-182.

Table 2.1

No	Phrasal verbs	Meaning
1	Break down	Stop working
2	Broken off	Ended
3	Broke into	Forcibly entered
4	Breaking to	Telling something to someone
5	Brought up	Raise
6	Bring off	Succeed
7	Bring on	Cause to start
8	Brought about	Cause to happen
9	Bring back	Re-introduce
10	Bring down	Remove from power, destroy, lower
11	Bring out	Introduce
12	Bring round	Persuade
13	Come off	Take place, succeed
14	Come out	Be published, be removed
15	Come up	Raise
16	Come round	Pay an informal visit
17	Come between	Separate, be a barrier between
18	Came across	Found by a chance
19	Come by	Receive, obtain
20	Come to	Usually with an idea of arriving at
21	Come into	Often with an idea of starting
22	Do with	Need, want
23	Do without	Manage without
24	Do away with	Abolish
25	Do out of	Prevent from having (by deceit)
26	Go on	Happening, continued, passed, go in advanced
27	Go on at	Complain
28	Go through	Experience, endure, check, approved, spend, used
29	Go for	Attack, choose
30	Let down	Disappointed
31	Let into	Tell
32	Let up	Become less strong
33	Let of	Stop bothering, stop holding
34	Look up to	Respect
35	Look into	Investigate
36	Look for	Try to found
37	Look back on	Recall
38	Look up	Find information in a book
39	Look after	Take care of
40	Look forward to	Expect with pleasure

No	Phrasal Verbs	Meaning
41	Look on	Consider
42	Look out	Take care
43	Look through	Examine
44	Look over	Examine quickly
45	Look up	Start improving
46	Look to	Depend on
47	Look ahead	Plan for the future
48	Make for	Move in the direction of
49	Make of	Think of an opinion
50	Make off	Leave hurriedly
51	Make up for	Compensate for
52	Make up to	Be nice to in order to get something
53	Put forward	Propose
54	Putting across	Communicate to others
55	Put away	Tidy
56	Put down	Make someone look small
57	Put in	, install, submit
58	Put off	Postpone, discourage
59	Put on	Present, pretend to have, wear
60	Put out	Extinguish, inconvenience
61	Put up	Fix, give accommodation to, raise, tolerate
62	Run into	Meet unexpectedly
63	Run out	Come to an end
64	Run over	Review
65	Run off	Exhausted
66	See about/to	Deal with
67	See off	Go with someone about to set off on a journey
68	See through	Not be deceived by
69	See for	Get a clear view of the whole of something because of distracting details
70	See to	Feel something is possible to
71	Set aside	Reserve, ignore
72	Set off	Begin a journey, cause
73	Set up	Establish
74	Set out	Begin work with a particular aim in mind
75	Take after	Resemble
76	Take back	Withdraw
77	Take in	Absorb, understand, deceive
78	Take off	Start improving, left the ground
79	Take on	Employ, undertake

No	Phrasal Verbs	Meaning
80	Take to	Form an immediate liking for
81	Take up	Start a hobby

Phrasal verbs should be possible to isolate areas of meaning by finding the connections between them if phrasal particle verbs are formed by analogy with each other or with other adverbial or prepositional phrases. In this point, some warnings should be heeded. Firstly, the preposition is not always corresponding with the meaning of the adverbial particle synonymous. *Up* does not always mean 'in an upward direction' as in I put my hand up. Secondly, through the passage of time become specialized in some phrasal verbs. Getting out of bed refers to get up largely. Following the usual pattern of semantic change, it is often the most commonly used verbs which become most localized and therefore most idiomatic in their meaning. This need not pose a problem when it comes to isolating the meaning of the particle. Thirdly, however, some have become so specialized that it is difficult or impossible to identify their origin. Put up with (tolerate) would be an example of this. Nevertheless, these highly idiomatic examples form a small minority and those Richard Side where the particle apparently fits no category at all are thankfully few and far between.¹⁰

Phrasal verb is a verb that has two or sometimes three elements they are a verb and preposition or adverb. In phrasal verbs, the preposition or

¹⁰ Junyu, Chen, "*On How solve...*", p. 346

adverb is called as the particle. Phrasal verbs often use these general group words for example go, come, get, set and put. The particle also applied in common such as off, on, up, in, away, out, and in.¹¹

The meaning of phrasal sometimes can be guessed easily. For example, stand up, look for or sit down. In these some examples have no changing meaning in order. Furthermore, in the most circumstance the meaning of phrasal verb slightly looked different from the individual meaning of verb. For example, *put on* means *wear a nice fashion like clothes, slipper or shoes or luxury accessories*. In the original meaning, put means ‘situate a noun in the suitable place’.¹²

An idiom is an utterance where the original meanings changed to be different one. For example, *it is a piece of cake* in idiom meaning means *something done very easily*, but in the base meaning means *there is a cantle of cake in somewhere*. The changing meaning in this example is really different from its base meaning. Furthermore, idioms are used in informal conversation or colloquial rather than in the formal one or writing.¹³

From the expression above, the researcher conclude that there are several differences between idioms and phrasal verbs. The first difference is in the scope. Idioms have the larger scope rather than phrasal verbs. The second

¹¹ Wyatt, Rawdon. (2006). Check Your English Vocabulary for Phrasal Verbs And Idioms. Britain. p. 1-2.
https://www.academia.edu/5986170/CHECK_YOUR_ENGLISH_VOCABULARY_FOR_PHRASAL_VERBS_AND_IDIOMS

¹² Wyatt, Rawdon, “Check Your...”, p. 1-2.

¹³ Wyatt, Rawdon, “Check Your...”, p. 1-2

one is about meaning. Phrasal verbs only changed in quiet different meaning from the original meaning weather idioms have really different meaning and sometimes un-guest able. The third difference is the using. Phrasal verbs are used in formal situation or written either idioms used in colloquial or informal language.

2. Position of Phrasal Verbs

A complex sentence consists of a subject, verb, object, adverb (place and time) and complement. A verb is placed as a predicate which is the function is to describe the activity of the subject. A sentence at least has one subject and one verb so that it includes simple sentence, the lowest level of sentences. The table below shows the example and its component of sentence.¹⁴

Table 2.2

6	1	2	3	4	5	6
	Subject	Verb	Object	Comple- -ment	Adverb of place	Adverb of time
	The cat	Runs				
	Tia	Has	a doll			
	I	Am		a student		
	Fish	Swims				in the sea
	We	Learnt	English		yesterday	In the library
	The staffs	Take	The lunch		Every 12.30 pm	In the kitchen

The table shows the position of a verb in the sentence is in the second position. Verbs have many varieties. One of them is phrasal verbs. This type of the

¹⁴ George E Wishon and Julia M. Burks, “*Let’s Write English*”, (Canada: Litton Educational Publishing International, 1980), p. 60.

verbs has the same position in a sentence. Moreover, phrasal verb is placed in the second position.

3. Purpose of Phrasal Verbs

Verbs are words that show action in a sentence. In the most case, a verb can be a sentence by itself such as shut up!, go away! run!, and so on. Just like nouns and adjectives, they are also one the eight parts of speech. There are nine of kinds of verbs, they are action verb, stative verb, regular verb, irregular verb, transitive verbs, intransitive verb, linking verb, and auxiliary verb. Each kind has its own function or and purpose. Most of verbs are action verb. Typically, action verbs follow nouns or pronouns in a sentence. Action verbs describe action that someone can do or demonstrate.¹⁵

Phrasal verb can be as an action, transitive, or intransitive verbs and its purpose is same as a base word. Based on its kind, a verb or phrasal verb aims to forms the main part of clause or sentence. Besides, verbs also purpose to describe an action, occurrence or state of being. For a language learner who may need to identify words in context and correctly, this description perhaps too simplistic to be useful predict form and grammar when it accurate enough. Instead, to most precisely this word class, it is necessary to understand and recognize the many function of verbs. Commonly, verb always comes after a pronoun or noun. These pronouns and nouns are referred to as the subject.¹⁶

¹⁵ Milada Broukal, *Grammar Form and Function 3*, (New York: McGraw-Hill ESL/ELT, 2005), p. 189-190.

¹⁶ Milada Broukal, “*Grammar Form...*”, page 191.

4. Function of Phrasal Verbs

Having a good mastering of phrasal verbs in the context is one of the indicators of good command of English. Phrasal verbs have a special meaning and consist of a verb followed preposition or adverb or both.¹⁷ A phrasal verb is part of verb. Verb is a word that states an action. Usually a verb function is as a predicate in a sentence. Something that can't be ignored is to comprehend all of the forms of verbs. This changing of verb forms always be influenced by time and subject. The examples of subject are such as I, you, she, he, it, we, they, and so on. The objective of time in this case is about past, right now and future.¹⁸

In English, a selection of different subjects is not affecting in changing the form of verbs in those three times. On the other hand, a verb is not changed by several subjects in different time but in the present for the third speaker. In the present time, there is a changing of verb form by adding *-s*, *-es* or *-ies* at the end of the word. For instance he goes, it grows, she comes and others. This conversion also happens in phrasal verbs. For example the car picks up the passengers, my sister wakes me up, the cat goes out through the window and many others.

Based on the English rule, every sentence should have two main parts, subject and predicate. The most important part of sentence is noun and the most important of predicate is verb. So, the used predicate should be a verb (verbal sentence). If a sentence does not have a verb, it should be added by helping verb to

¹⁷ Slamet Riyanto, Emilia NH and Leila NH, "*A Handbook of English Grammar*", (Yogyakarta: Pustakapelajar, 2010), p. 455.

¹⁸ Ridwansyah, "*Mastering English Grammar*", (Jakarta: Puspa Swara, 2006), p. 101.

be or auxiliary. A verb or phrasal verb tells what actually happens by stating the action or activity of the subject.¹⁹

Commonly, a verb has 5 functions. They are as follows:

- a. The first, verb communicates an action. More precisely, verbs in English language communicate either action.
- b. The second, verb makes clauses. Sometimes, sentence structure is formed by one independent clause or a combination of many dependent and independent clauses which only consist of one subject and one verb.
- c. The third, verb provides tense and aspect. Verbs used to modify an expression's tenses or aspect.
- d. The fourth, verb demonstrates modality. Although only possible with certain auxiliary verbs, another important function of this word class is that verbs are able to communicate aspect mood and modality.
- e. The fifth, verb shows agreement. The final useful function of verbs is that may be modified to demonstrate agreement which is when a word changes its form because of the other words in the sentence related to.²⁰

5. Types of Phrasal Verbs

Phrasal verbs have two types, they are transitive and intransitive phrasal verb. Transitive phrasal verb is divided in to two types, they are separable and inseparable phrasal verb.²¹

¹⁹ Kardimin, *English Structure for TOEFL*, (Jakarta: Bumi Aksara, 2018), p. 2.

²⁰ Kardimin, "English Structure ...", p. 3-4

²¹ Kuntari, Dina Furi, *Analisis Phrasal Verb "Get" pada Beberapa Novel Karya Stephenie Meyer*, Thesis. (Bandung: University Widyatama, 2013), Vol. 2. No. 1, p. 112
<https://adoc.pub/analisis-phrasal-verb-get-pada-beberapa-novel-karya-stepheni.html>

a. Intransitive phrasal verb

Intransitive phrasal verb has no direct object. The verb upon action is called as a direct object. For example: wake up, come over, go back and so on.

b. Transitive phrasal verb

Transitive phrasal verb has direct object. Transitive phrasal verb can be inseparable or separable phrasal verbs. When the verb and the preposition separated, the phrasal verb is separable by putting the object after verb and before preposition. When the object comes after the preposition, it is called as inseparable phrasal verb. The verb and preposition have to stay together. There are two types of transitive phrasal verb, they are as follows:²²

1) Inseparable phrasal verb

Some of phrasal verbs cannot be separated. It means that the object always come after preposition. Example:

I ran into bed = V + P + N

2) Separable phrasal verb

Some phrasal verbs can be separated when they used as the object. it means that there is a choice. The object could be put between the verb and particle or at the end like inseparable phrasal verbs. Example:

²² Kuntari, Dina Furi, ‘‘ Analisis Phrasal... ’’, p. 113

Turn on the light = (V+Prep+N), it could be

Turn the light on = (V+N+Prep)

Important to be remembered that if a pronoun is used, such as him, her, me, it or us it should be in separate form. Example: Wake me up, OK! = (V + Pronoun + Prepositional). It is also important to be remembered that if the object is quite long usually do in separate form. It is not grammatically incorrect to separate the phrasal verb in this case but to make clearer for listeners. Example:

Clear: May I use your bicycle? I need to pick up an errand in soon.

Confusing: May I sue your bicycle I need to pick an errand in soon.²³

6. Material of phrasal verbs

Based on the syllabus of Intensive Language Program in UIN Syahada Padangsidempuan, there are some meetings discuss about phrasal verbs. The material of phrasal verbs is repeated in several times at the second semester.

²³ Kuntari, Dina Furi, ‘‘ Analisis Phrasal... ’’, p, 114

PADANGSIDIMPUAN
BAHASA INGGRIS


I / A / L / F
INSTITUTE FOR DEVELOPMENT

IAIN PADANGSIDIMPUAN
BAHASA INGGRIS 3
LEVEL B

11D | Love and work

READING & SPEAKING

1 Look at the pictures and the heading of the webpage below. What is the webpage about?



2 Read the comments about 'Love and Work' on an internet discussion board. Which people think it's good and which people think it's bad?

Love and work – a good idea?

1 My boss asked me out. It was terrible. I said no. I lost my job two weeks ago.

2 I met my wife at work. We were in the same office. We got married ten years ago. We are married now, and we still work together. It's great.

3 I think it's awful. I never go out with the people I work with. It's not professional.

4 I'm a teacher and my husband is a teacher. We get along very well, but we can't work at the same school, he has his work and I have mine. It's better that way.

5 I went out with a colleague for three months. Then we broke up. We don't talk now, but we still work together. I hate the situation, because everybody at work is talking about us.

6 I met my ex-husband when I was his secretary. We had a relationship and got married. Now we are divorced, and guess what? He's in a relationship with his new secretary!

3 Work in pairs. Discuss these questions.

- Is it good or bad to have a romantic relationship with a person you work with?
- Why or why not?

Lindsay Clandfield, Straightforward, Elementary Student's Book, Oxford, Macmillan publishers Limited 2006

23

VOCABULARY: phrasal verbs

Language note
A phrasal verb is a combination of two or three words that you use like a verb. Go out, take off, get up are phrasal verbs.

1 Underline these phrasal verbs in the text.
ask out go out break up get along

2 Match the phrasal verbs from exercise 1 with the definitions.

1 to have a romantic relationship with
2 if people _____ they like each other and are friendly to each other
3 to end a romantic relationship
4 to invite someone to go somewhere because you want to start a romantic relationship with them

3 Complete the sentences with a verb from the box.

ask go get break

1 Older men _____ out with younger women.
2 Younger men _____ out with older women.
3 The man _____ the woman out.
4 The woman _____ the man out.
5 People _____ up by phone.
6 People _____ up face to face.
7 People who like the same things _____ along well.
8 People who like different things _____ along well.

4 Which of the sentences in exercise 3 is more common in your country?

Source: English textbook 3 of the second semester in UIN Syhadata Padangsidimpuan

11D | Love and work

PHRASAL VERBS

1 Complete the text with the correct form of the phrasal verbs from the box.

ask out break up get along
go out sit down take off


When Jack asked me to (1) _____, I was so excited. We worked in the same office and I didn't know if he would (2) _____ me _____. We (3) _____ really well, but you never know what will happen. We went to a lovely Italian restaurant and he was so nice. He helped me (4) _____ my coat and then waited for me to (5) _____. We had a really nice time, so I was very surprised when he (6) _____ with me the next day.

2 Complete the sentences with a word from the box.

off out (x2) up (x2)

1 You shouldn't go _____ with people you work with.
2 I always get _____ at six in the morning.
3 Don't turn _____ the lights. I don't like the dark.
4 When are you going to ask her _____?
5 John and Sue broke _____ last week!

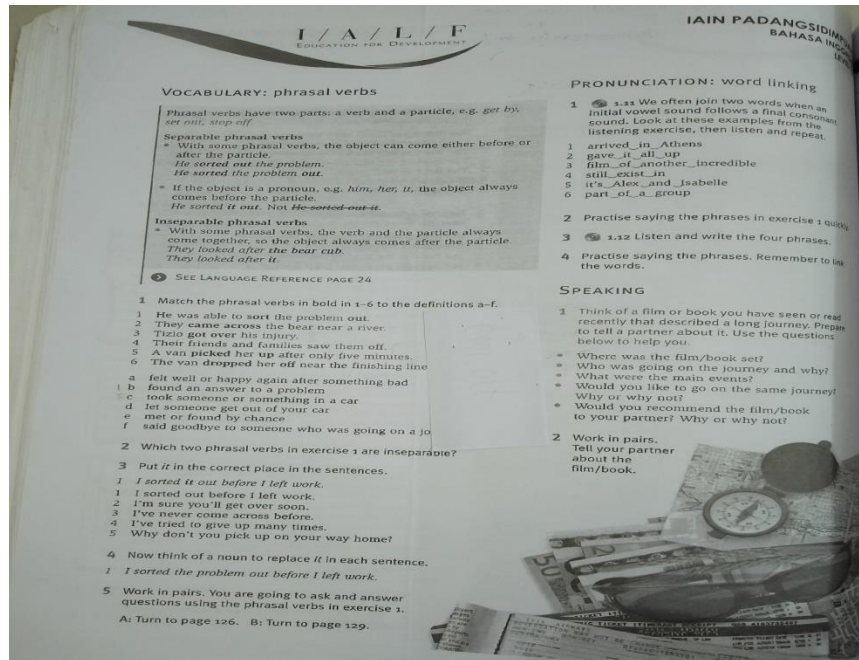
4 Complete the conversations with the sentences and questions from exercise 3.



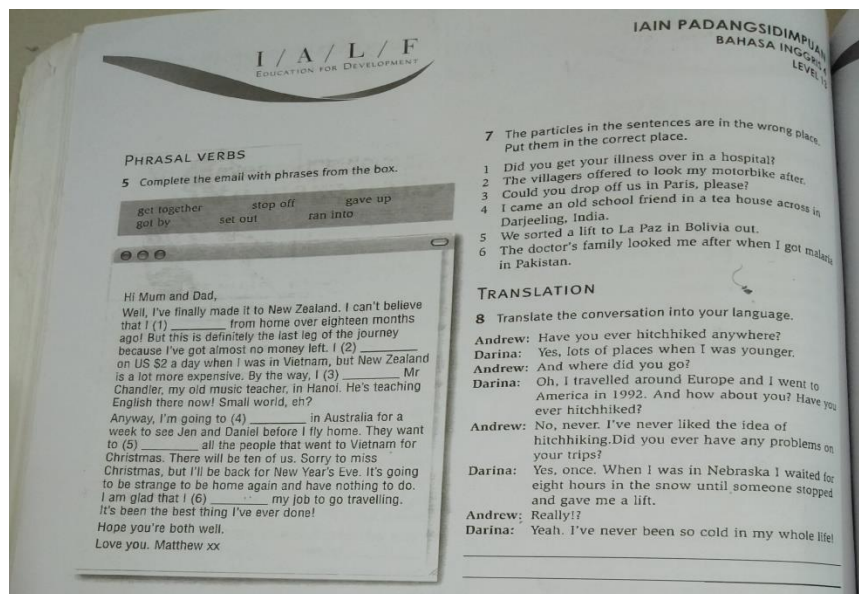
1
Jason: Would you like to have dinner tonight?
Kate: (1) _____
Jason: What about tomorrow? (2) _____?
Kate: (3) _____
Jason: So, will you go out with me tomorrow night?
Kate: (4) _____

2
Paul: Where are you going?
Cary: We're going to the bar.

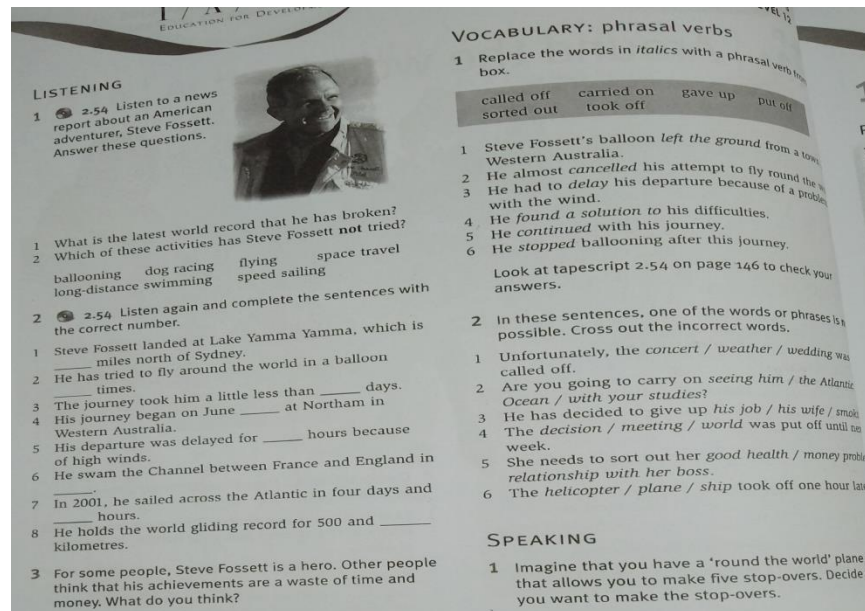
The exercise of phrasal verbs



Source: English textbook 4 of the second semester in UIN Syhadata Padangsidimpuan



The exercise of phrasal verbs



English textbook 3 of the second semester in UIN Syahada Padangsidempuan

B. Review of Related Findings

Many same previous researches have been found before this. There are some researches related to this research. Therefore, the researcher uses these researches as the developing of idea. After looking at some similar thesis in journals, finally the researcher found 5 theses which are researched by using phrasal verbs. Here are some previous researches that related to phrasal verbs.

The first research is a research done by Monika. This research is about the phrasal verb errors made by students. The researcher used descriptive qualitative method. The subjects of this research are C class of the fifth semester students of English department of IAIN Bengkulu in academic year 2018/2019 that consist of 28 students. The result is students made three dominant type errors

namely errors of misinformation, errors of miss-ordering and errors of omission. Moreover the several errors above because of the students' phrasal verb mastery is low and also they pay inattention on phrasal verb learning. So, many students get difficulties in mastering phrasal verbs.²⁴

The second research is a research done by Ristani. This research is about the students' difficulties in translating phrasal verb in sentence into Indonesian. This research was done at SMK HKBP Sidikalang. The eleventh grade students of SMK HKBP Sidikalang were the subject of this research. The result is the students' have difficulties in translating a phrasal verb. They feel difficult to choose the suitable meaning from the base word. The other difficulties are they have lack of vocabulary mastery.²⁵

The third research is a research done by Marzuki. This research is about students' difficulties in mastering phrasal verbs. The purpose of this study was to know the students' difficulties in mastering phrasal verbs. This study used descriptive qualitative research. The subjects are 10 students of Hamzanwadi University. The result is the students' faced difficulties in mastering phrasal

²⁴ Monika, Dini Mona, "An Analysis of Phrasal Verb Errors Used By Fifth Semester Students of English Study Program of IAIN Bengkulu", "A Thesis", (Bengkulu: IAIN Bengkulu, 2019), p. 56 <http://repository.iainbengkulu.ac.id/>

²⁵ Hutapea Ristani, "An Analysis of Students Difficulties in Translating English Phrasal Verb in Sentences into Indonesian", "A Thesis", (Universitas HKBP Nommensen, 2022), p. 44 <http://repository.uhn.ac.id/handle/123456789/6402>

verbs. These difficulties are caused by many problems such as difficult in using phrasal verbs, low phrasal verbs understanding, lack of vocabulary and so on.²⁶

The forth research is done by Azmar. The research is about learners' difficulties in understanding phrasal verbs. It was done at Faculty of Education and Training especially in English Department of Islamic State University of Ar-Raniry (UIN Ar-Raniry). The population and samples were the third year undergraduate students in academic year 2018/2019. The result showed that the students' phrasal verbs mastery was weak. The result of the interview stated that there are two difficult aspects faced by students, they are semantic and syntactic.²⁷

The fifth research is done by Pahlevi. The research is about the students' difficulties in mastering verb preposition combinations. This research was done at Semarang State University. The population is the eight semester students and the samples are 30 students among them that chosen randomly. This study focused on three items of verb preposition, namely syllable, separable and inseparable verb preposition.²⁸

Based on several related findings previously, it can be concluded this research has the same topic of interest to be investigated. This research also talks

²⁶ Marzuki. (2018). *An Analysis of Students' Difficulties in Mastering Phrasal Verbs*. <https://eprints.hamzanwadi.ac.id/3321/>

²⁷ Azmar, Cut Nurul. (2019). *Analyzing EFL Learners' Difficulties In Understanding Phrasal Verbs*. p. 28.

²⁸ Pahlevi, Syahnaz Reza. (2010). *An Analysis of Students' Difficulties in Mastering Verb Preposition Combinations*. p.39. <http://lib.unnes.ac.id/4171/1/8187.pdf>

about phrasal verbs at the second semester of Intensive Language Program in UIN Syahada Padangsidempuan. Furthermore, there are some differences from previous related findings. The most general difference is the related findings talked about the students' difficulties on phrasal verbs mastery whereas this research talks about students' ability in mastering phrasal verbs.

The first related finding is about the phrasal verb errors made by students. The researcher used descriptive qualitative method, whereas this research talks about students' ability in mastering phrasal verbs. The researcher used descriptive quantitative method.

The second related finding is about the students' difficulties in translating phrasal verb in sentence into Indonesian. The subject of this related finding is the students at the senior High School level. Furthermore, this research is about students' ability in mastering phrasal verbs. The subject of this research is the students in the college level.

The third related finding research is about students' difficulties in mastering phrasal verbs. The researcher used descriptive qualitative method, whereas this research talks about students' ability in mastering phrasal verbs. The researcher used descriptive quantitative method. The differences are same as the first related finding.

The fourth related finding is about learners' difficulties in understanding phrasal verbs. This research used quantitative method, whereas this research is

about students' ability in mastering phrasal verbs by using descriptive qualitative method. These differences are also same as the first and third related findings.

The fifth related finding is about the students' difficulties in mastering verb preposition combinations. This research focused on three items, they are syllable, separable and inseparable phrasal verbs. In this study, the researcher investigated the students' ability in mastering phrasal verbs. This research focused on how the students distinguish separable and inseparable phrasal verbs.

Based on the previous related findings, where all the researchers investigated the learners' difficulties in understanding phrasal verbs. The researcher plans to show the students' ability in mastering phrasal verbs. The stressing point of this research is how the students' ability in distinguish separable and inseparable phrasal verbs.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done in the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan which is located on Jln. H. T. Rizal Nurdin Km. 4,5 Sihitang Fax. 24022 Kode Pos: 22733. The object was the second semester students in Tarbiyah and Teacher Training Faculty of UIN Syahada Padangsidempuan in 2021/2022 academic year. This research was conducted from September until October 2022.

B. Method of the Research

The title of this research is “Students’ Ability in Phrasal Verbs at the Second Semester of Intensive Language Program in UIN Syahada Padangsidempuan”. This research was focused on the category of the students’ ability and how is their ability in phrasal verbs of Intensive Language Program in UIN Syahada Padangsidempuan. The second semester students in UIN Syahada Padangsidempuan were the participants of this research.

This research used quantitative research, especially descriptive quantitative approach. The researcher presented the students’ ability in phrasal verbs in understanding the meanings, how to use and distinguishing separable and inseparable phrasal verbs at the second semester of Intensive Language Program in UIN Syahada Padangsi2dimpunan. The researcher knew

the students' ability by doing a test. The test consisted of 25 questions that divided into two types they are matching and fill in the blank items. After that, the test result analyzed to get the conclusion data by several steps that explained in the next part. Then, the data is presented in chapter IV.

C. Population and Sample

1. Population

The population of this research was the students of Intensive Language Program in UIN Syahada Padangsidempuan. There are 1527 students in Intensive Language Program in UIN Syahada Padangsidempuan. The students were divided into four faculties they are Tarbiyah and Teacher Training Faculty (FTIK), Shariah and Law Faculty (FASIH), Economic and Business Islamic Faculty (FEBI) and Communication and Dakwah Faculty (FDIK). There are 875 students in Tarbiyah and Teacher Training Faculty (FTIK), 147 students in Shariah and Law Faculty (FASIH), 410 students in Economic and Business Islamic Faculty (FEBI) and 95 Students in Communication and Dakwah Faculty (FDIK).

From these four faculties, the researcher chose the students in Tarbiyah and Teacher Training Faculty as the population. There are 857 students in several education majors. The researcher chose this faculty because there are several reasons, such as in this follows:

- a. The researcher studies in the same faculty.
- b. This faculty is only one faculty that have English major.

c. The students' ability in phrasal verbs was low.

2. Sample

The sample of this research was the students in Tarbiyah and Teacher Training faculty. There are 857 students that divided into 10 majors. However, the researcher focused on English students that consist of 112 students. The researcher used random technique for taking the sample. There are more than 100 students in this major. The researcher took 24 students.

D. Instrument of the Research

The instrument of this researcher was test. The test was matching item. It consisted of 25 questions. These questions were divided into three categories they are, matching the phrasal verbs into its meaning, matching the phrasal verbs into blank sentences, and categorizing separable and inseparable phrasal verbs. The first part consisted of six questions. The researcher wrote the phrasal verbs in sentences from 1-6, then the students required to match them into the definition in a-f. Moreover, the second part was consisted of six questions. The researcher provided phrasal verbs in the box. The students' job was matching the phrasal verbs into blank sentences. The third part consisted of thirteen questions. Students were required to organize separable and inseparable phrasal verbs based on the available column.

The indicators of test are as follows:

Table 3.1

The indicator of the test

No	Indicator	Number of Item	Total of the Item	Total of Score
1	Meaning of Phrasal verbs	1, 2, 3, 4, 5, 6	6	24
2	Using phrasal verbs	7, 8, 9, 10, 11, 12	6	24
3	Separable phrasal verbs	13, 16, 17, 18, 19,	5	20
4	Inseparable phrasal verbs	14, 15, 20, 21, 22, 23, 24, 25	8	32
Total			25	100

E. Technique of Data Collection

In this research, the researcher used a test to collect the data. The researcher used this technique in order to serve how the data are collected before analyzed. Here are some procedures that the researcher literally did in collecting the data, as follows:

1. Preparing

The researcher prepared the best and suitable questions. After that, the researcher finished all the administration.

2. Testing

The researcher met the participants in their free time. After that, the researcher gave the test. The participants answered the questions.

3. Collecting

After finishing the test, the participants collected the answer sheet to the researcher.

4. Analyzing

The researcher analyzed the data to get the result. This step will be described in part F of this chapter.

5. Presenting

The last step was presenting. The researcher presented the data in chapter IV as the finding and discussion of this research.

The test materials were taken from the teaching materials (students' text book). The test was given to the students that consisted of 25 questions.

The classification of the test questions were:

- 1) Matching the phrasal verbs into its meaning.
- 2) Placing a suitable phrasal verb to a short story.
- 3) Classifying separable and inseparable phrasal verbs.

F. Technique of Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. This path is done after the data has been collected. The data from the test analyzed qualitatively. This technique will be applied to find the participants' errors in mastering phrasal verbs. The steps for analyzing the data were as follows:

1. The researcher checked the answer sheet one by one.

2. The category of students' ability is calculated by using mean score.

$$M = \frac{\sum x}{n}$$

Notation:

M : mean score

$\sum x$: total of the correct answers

n : sum of the respondent

3. The researcher classified the low, average and high score.
4. The researcher made the conclusion to get the final result.

After doing all the steps above, the researcher classified the students' score according to the following criteria:

Table 3.2

Criteria Score Interpretation¹

No	Score	Interpretation of the value
1	81-100	Very good
2	61-80	Good
3	41-60	Enough
4	21-40	Low
5	0-20	Very low

After finding the mean score, the researcher presented to the criteria as follows:

1. If the score is 81-100, could be categorized into the very good category.
2. If the score is 61-80, could be categorized into good category.

¹ Riduwan, (2005). *Belajar Mudah Penelitian untuk Guru-guru Karyawan dan Peneliti Pemula*. Bandung: Alfabeta. p. 89.

3. If the score is 41-60, could be categorized into enough category.
4. If the score is 41-60, could be categorized into good category.
5. If the score is 0-20, could be categorized into very good category.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presented the result of research, findings, discussion and the threat of the research based on the data was collected from the second semester of Intensive Language Program in UIN Syahada Padangsidimpuan. Students' ability is displayed in this chapter. For better explanation, the researcher explained students' ability in understanding the meaning of phrasal verbs, using of phrasal verbs and distinguishing separable and inseparable phrasal verbs.

The data of the research was collected from the second students of Intensive Language Program in UIN Syahada Padangsidimpuan. It was taken from 24 students that have been chosen randomly. The researcher collected the data through the phrasal verbs test in matching items. Taking the data has been done on November 15th, 2022. The students answered the questions which consisted of 25 questions.

The object of the research was meaning, using and separable and inseparable phrasal verbs. The researcher placed them randomly to avoid the students' aware of the tested object. From the test result was known that students' ability in using phrasal verbs and also distinguishing them where is separable and inseparable. Based on the indicator of the test, there are two types of phrasal verbs they are transitive and intransitive phrasal verbs where transitive is divided into two types as separable and inseparable phrasal verbs.

The data to be analyzed in this research is the students' score from the test of phrasal verbs. There are 25 questions. The score is the total number of correct answers times by 4. So, the highest score is 100. It means that the score is in scale 0-100.

A. Description of the Data

1. The category of students' ability in mastering phrasal verbs

The researcher collected the data through test in completion item. The questions consisted of 25 questions. Those questions are classified in three types, they are matching the phrasal verbs into its meaning, using and distinguishing separable and inseparable phrasal verbs.

After classifying the components of the questions, the researcher analyzes the data based on each type of the questions. The analyzing of the data is as follows:

a. Students' ability in understanding the meaning of phrasal verbs

The first part of the test is about matching the phrasal verbs into its meaning. The questions consisted of six questions. The phrasal verbs in this part are sort out, came across, got over, saw off, picked up and dropped off. Those phrasal verbs are written in sentences. The definition of those phrasal verbs wrote under the six questions. The students' job is matching the phrasal verbs in 1-6 to the definition in a-f.

The first question is phrasal verbs "sort out" where the definition is (b) found an answer to a problem. Twenty two students answered this

question correctly, only two students were incorrect. From that result, was gotten the percentage of score 91.67% (22 students) for correct answer. This question was the easiest for students, where only 8.33% (2 students) answered incorrectly. In addition, the students' ability in this question was very good category.

The second question is phrasal verbs "came across" where the definition is (e) met someone or found something by chance. Seventeen students answered this question correctly and the others were incorrect. From that result, it was gotten that the percentage of score 70.83% (17 students) for the correct answers and 29.17% (7 students) for incorrect one. In addition, the students' ability in this question was good category.

The third question is phrasal verbs "got over" that has meaning (a) felt well or happy again after something bad. Twenty two students answered this question correctly with the percentage 91.67%. This percentage was same as the first question. In addition, this question was mastered by almost all of the students. The students' category for this question was very good category.

The fourth question is phrasal verbs "saw off" which the meaning is (f) said good bye to someone who was going in a journey. 83.33% of the students answered this question correctly. From this result, 16.67% was gotten the percentage of students' incorrect answers with the amount of

students is 4 students. In addition, the students' ability in this question is very good category.

The fifth question is phrasal verb "picked up" where the definition is (c) took someone or something in a car. Seventeen students answered this question correctly while the others are incorrect. More than half students have understood this question well. The incorrect answers were found in 7 students with the percentage 29.17%. In addition, the students' ability in this question is good category.

The last question is phrasal verbs "dropped off" which the meaning is (d) let someone get out of your car. Seventeen students answered this question correctly while the others are incorrect. Thus, the percentage of this question was 70.83% (17 students) for the correct answers and 29.17% (7 students) for the incorrect one. However, the students' ability in this question is same as the first and the fifth question where category is good.

Based on the explanation above, the researcher concluded that most of the students were very good in questions number 1, 3, and 4. It means these questions were easier than number 2, 5, and 6. Moreover, the students' ability for the first type of the test was very good category. This succeed is suitable for university students.

The researcher analyzed 14 students answered all the questions correctly. The interpretation of the value for this category is very good. It

also can be concluded that they have understood about the meaning of these phrasal verbs very well. 8.33 % (2 students) answered four questions correctly. The interpretation of the value for this category is good. It means that they have a good knowledge for the meaning of these phrasal verbs. Seven students (29.17%) answered three questions correctly. The interpretation of the value for this category is enough category. It means that they have enough understanding in meaning of these phrasal verbs. In addition, the data shown that only one student out of twenty four reached the lowest score, 2 correct answers. In addition, the result of the test proved that the second semester students of Intensive language Program in UIN Syahada Padangsidempuan have mastered the phrasal verbs in this part of the test well.

b. Students' ability in using phrasal verbs

Based on the test result, the students' ability can also be analyzed from the second type of the test, using of phrasal verbs. The sum of the questions for this part is same as part before is six questions. The description for this type of the test is a simple paragraph. The students filled the blank sentences with the available phrasal verbs. Based on the researcher, this types of the test is easier than type before because the students only matching the sentences to the suitable phrasal verbs without thinking of its correct formation.

After analyzing the data, it can be known that nineteen students are succeed in passing this type of the test by answering the minimum correctness (4 questions) and eleven among them were stated answered all the questions correctly. Five other students are avowed failed because only answered two questions correctly. If the percentage of succeed students in this type of the test compared with the first type can be announced that the percentage in this type is higher than before where the percentage is 79.17% and percentage of the first type is 66.67%. It means that the students' ability is better in using phrasal verbs than knowing its meaning. Based on the researcher, one of the reasons for this is because students had to fill the blank sentences with the available phrasal verbs.

From the nineteen students who had good score in using phrasal verbs, there are eleven students answered 100% correctly. It means that nineteen out of twenty four students have mastered or have understood how to use phrasal verbs well. This glory will be very effective if they help their friends in understanding this kind of test for getting better score. Besides, one student answered 5 questions correctly with the percentage 4.17%. The data informed that she missed one question with no written answer. There are seven students answered 4 questions correctly. However, 5 students were failed in this kind of the test by answering lower than half question.

- c. The students' ability in differentiating separable and inseparable phrasal verbs

The third type of the test is differentiating separable and inseparable phrasal verbs. This type of the test has a bit difficulty for students because there is no rule explains how to distinguish separable and inseparable phrasal verbs. Furthermore, it will be easier if the students comprehend about separable and inseparable phrasal verbs and read many books of phrasal verbs to get more knowledge for this. In addition, the students can read the several questions in two parts before. They can pay attention to the formation of phrasal verbs that have been written. There are thirteen phrasal verbs in this part of the test. The students were instructed to place the separable and inseparable phrasal verbs into available column. For detail, the researcher wrote five separable and eight inseparable phrasal verbs.

Based on the students' answer sheets, the researcher analyzed and found that six students answered more than ten questions correctly. It means that only 25% of the students can differentiate which are separable and inseparable phrasal verbs. From these six students, there was a student answered all the questions correctly. It is shown that she has mastered separable and inseparable phrasal verbs in this test well. 4 students were in the lowest score, only two correct answers. It means that 16.67% of the students can't distinguish separable and inseparable phrasal

verbs in this test even though the phrasal verbs have been written in the previous section.

The researcher calculated the percentages of the students' score through three kinds of questions and concluded that seven students (29.17%) had score 81-100. If the score presented into interpretation of the value it will be very good category. For more detail, eight students (33.33%) got score 61-80 with interpretation of the value is good category. Four students (16.67%) were in enough category with score 41-60. The same percentage also found in low category with score was in scale 21-40. In addition, it can be avowed that the comparison for the students' percentages who have good ability and do not is 66.67% : 33.33%.

After analyzing, the researcher calculated the students' mean score to receive the students' ability.

1. Mean score

$$\begin{aligned} X &= \frac{1.916}{24} \\ &= 79.83 \end{aligned}$$

2. Median score

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 66.5 + 14 \left(\frac{\frac{1}{2}24 - 3}{6} \right) \end{aligned}$$

$$= 66.5 + 14 \left(\frac{12-3}{6} \right)$$

$$= 66.5 + 14 \left(\frac{9}{6} \right)$$

$$= 66.5 + 14 (1.5)$$

$$= 66.5 + 21$$

$$= 86.6$$

3. Modus score

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 80.5 + 14 \left(\frac{6}{6+1} \right)$$

$$= 80.5 + 14 \left(\frac{6}{7} \right)$$

$$= 80.5 + 14 (0.86)$$

$$= 80.5 + 12.04$$

$$= 92.9$$

Table 4.1

The resume of variable score in phrasal verbs

No	Statistic	Variable
1	Highest score	100
2	Lowest score	24
3	Mean	79.83
4	Median	86.6
5	Model	92.9

Based on the table above, can be informed that the highest score is 100, lowest score is 24, mean is 79.83, median is 86.6, and the modal is 92.9. This data was calculated from the test that tested to the total sample.

Table 4.2
Frequency Distribution in Phrasal Verbs

No	Interval Class	Frequency Absolute	Frequency Relative
1	24-37	4	16.67%
2	38-52	3	12.5%
3	53-66	3	12.5%
4	67-80	6	25%
5	81-94	7	29.16%
6	95-108	1	4.17%
	I=14	24	100%

The data in the table above can be drawn at histogram as follows:

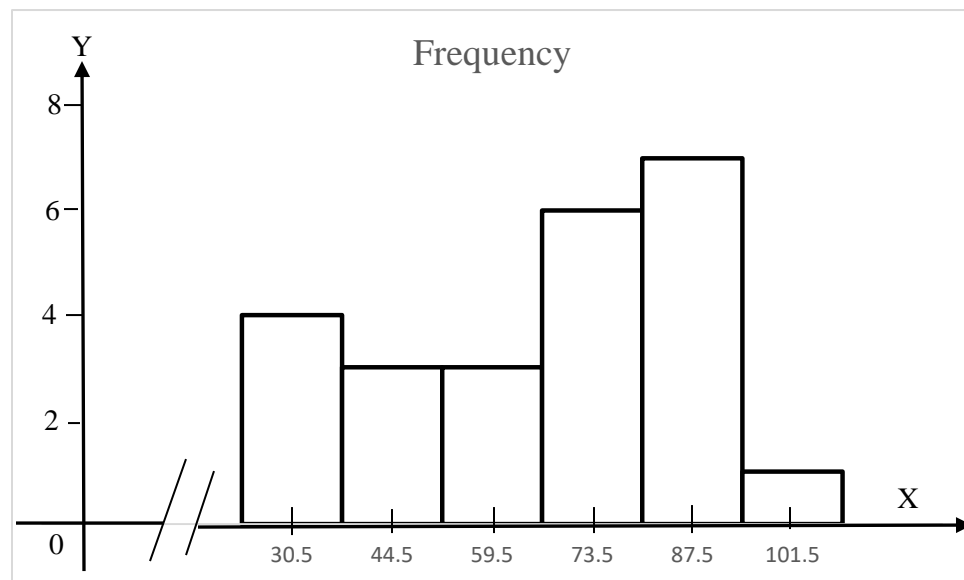


Diagram 1: The histogram of students' ability in phrasal verbs at the second semester of intensive language program in UIN Syahada Padangsidempuan

The histogram above shows only one student got score 100. Most of the students got score in scale 80-100. Score the same frequency is in two interval classes. They are 38-52 and 53-66.

The table below shows the interval score, frequency, percentages and interpretations of the value of the finding:

Table 4.3

The frequency of the students' score

No	Interval score	Frequency	Percentage	Interpretation of the value
1	81-100	8	33.33%	Very good
2	61-80	8	33.33%	Good
3	41-60	4	16.67%	Enough
3	21-40	4	16.67%	Low
4	0-20	0	0%	Very low
Total			100%	

After analyzing as good as possible, the researcher makes an inference that the students' ability in phrasal verbs at the second semester of Intensive Language Program in UIN Syahada Padangsidempuan is good and has to be improved. Based on the contention of the researcher, this enough ability comes from several reasons. The first is the students have limit vocabularies especially in phrasal verbs. The second is many

students have not study English deeply. Some of them come from classic country that has no good educational system especially English lesson. The third, some of the students do not like English and they pay less attention to it. The fourth, the facilities are limited for studying. They can't use android because they stay in dormitory which it is one of the useful furniture studying in now days.

2. Students' ability in phrasal verbs

There are 8 students got score above 80. They are TH, FWN, SZH, KS, RSS, DSN, RER, and RA. The category for this score is very good. From their answer sheet can be seen that they have good understanding about phrasal verbs in the test. All of them have comprehended the phrasal verbs in the test well. FWN, student got the highest score, answered all the questions correctly. It means that she has understood the meaning of the phrasal verbs in this part of the test.

The good category with score 61-80 was received by 8 students. They are AN, WH, EDH, WA, UH, PAA, YSS, and NHL. Some of them were good at the third kind of the test, distinguishing separable and inseparable phrasal verbs. While in the first and the second kinds of the test, they only answered a half question correctly.

Score 41-60 with category enough was received by 4 students. They are DH, ARR, NHH, and NA. Most of the students were very low in matching the phrasal verbs into its meaning. It proved by answering only 1 or 2

questions correctly. There are 3 students who answered all the questions in the first and the second part of the test correctly but they were poor in differentiating them by having only 1 correct answer. There are 2 students who have no correct answer in the second part of the test. It means that they do not understand the phrasal verb in this part at all. From their answers sheets, the researcher makes an inference that most of them were low in the first and second part. The most correct answers were only 1-3.

There are 4 students who have score 21-40 with the interpretation of the value is low category. They are SR, SAR,RH, and RFN. These 4 students were very low in matching phrasal verbs into its meaning. In the answers sheets, the researcher found only 1 and 2 correct answers, only a student has more than a half. In using phrasal verbs part, the most correct answers were only 2 even a student has no one. Moreover, in categorizing separable and inseparable phrasal verbs they only have 6-7 correct answers.

B. Findings

Based on the researcher efforts that have been done in finishing this research, can be found synchronization between findings and some formulations that have been defined previously. The findings are as follows:

1. The category of students' ability in phrasal verbs is categorized good category. It proved by mean score that has been calculated, it was 79.83.
2. Most of the students were good at the first kind of the test.

C. Discussion

Based on the result presented previously, it was known that the students' ability in phrasal verbs at the second semester of intensive language program in UIN Syahada Padangsidempuan was categorized into good category with mean score 79.83. This statement was received from the students' answer sheet after doing test. More than a half of the students were categorized into good and very good level. It was proved by each student's score that presented in appendix 4.

From the grading that purposed by Ridwan, the students' ability can be categorized from very low to very high category. Score 61-80 was gotten by 8 students with interpretation of the value is good category. However, very high category was reached by the same percentage, 8 students. In addition, almost 90% of students could pass this test well. There were only around 16.67% who categorized into low category. It means that the learning program regarding phrasal verbs is going successfully in Intensive Language Program of UIN Syahada Padangsidempuan.

Phrasal verb is one of the difficult materials for young learners. Some students say because there is no form or formula how to form a phrasal verb. The only one way to master this material is by memorizing. However, the handbook that used in Intensive Language Program conducted the repetition regarding phrasal verbs. Material of phrasal verbs repeated twice in this book. The students

also required to do many exercises in the text book. Exercises have a few of benefits, they are:¹

1. To know the achievement of learning indicator.
2. To receive the students' feedback in result of learning.
3. To know the progress of students' ability.
4. To be guidance for the next planning.

Moreover, the researcher limited the phrasal verbs in the test by writing only the available in the textbook.

The results are in line with research that has been done by Lazuarni. The result from his analysis is there are 4 students who categorized into very high level with score 85-100. In high level, there are 10 students with 75-84. The biggest percentage was received by 12 students with category enough or sufficient and the score is 60-74. Moreover, low category was received by 5 students with score 40-59. From the students' correct answers, the researcher calculated and made an inference that the students' ability in translating phrasal verbs is sufficient or enough level.² The researcher did the same as Lazuarni by researching the same topic, it is about phrasal verbs. However, Lazuarni and friends only focused on the students' ability in translating phrasal verbs into Indonesian while the researcher focused on the category of students' ability and

¹ Nasih, Ahmad Munjin and Lilik Nur Kholidah, *Metode dan Teknik Pembelajaran Pendidikan Agama Islam*, (Bandung: PT Refika Aditama, 2013), p. 160.

² Lazuarni, Emi Kurnia, "*The Students' Ability in Translating English Phrasal Verbs into Indonesian By Sixth Semester Students of English Department of FKIP Mataram*", "*A Thesis*", (Mataram: Universitas Mataram, 2011), p. 53. <http://eprints.unram.ac.id/11348/>

how the ability of students of Intensive Language Program in UIN Syahada Padangsidempuan. Lazuardi also informed that the students' difficulties in this case were they were confused about the meaning of phrasal verbs and the combination structure of verbs and particle. The students or sample of this research also feel the same. It survived by their low score even there was a student answered all the questions incorrectly.

The second research is done by Setiani. After calculating, informed that the mean score was 44.42. She inferred that the students' mastery in phrasal verbs was categorized as unsatisfactory or failing level. The test was divided into two types of meaning, they are literal and idiomatic meaning. In literal meaning test, mostly students are categorized into failed ability because they made many incorrect answers. Moreover, in idiom meaning test, there are 62,83% of students categorized into unsatisfactory ability.³ According to Setiani, one of the difficulties faced by students is distinguishing separable and inseparable phrasal verbs. They confused to connect the verbs and particle when an object comes. These difficulties also faced by students in Intensive Language Program of UIN Syahada Padangsidempuan. Where the students who successful in this kind of the test only about 23.33%.

The third research was done by Belly. He concluded that the students' ability in differentiating separable and inseparable phrasal verbs of English

³ Septi Setiani, "Students' Mastery on Phrasal Verbs", "A Thesis", (Pontianak: Tanjung Pura University, 2014), p. 44 <https://media.neliti.com/media/publications/213884-students-mastery-on-phrasal-verbs.pdf>

education study program at IAIN Syaikh Abdurrahman Siddik Bangka Belitung was categorized into poor or failed category. The mean score was 48.9. The minimum score that students' have to receive is 56.⁴ Belly and friends concluded that the separable phrasal verbs are problematic for students in using phrasal verbs. The difference between research of Belly and this research is Belly focused only in separable and inseparable while this research also focused in the definition and using phrasal verbs.

D. Limitation of the Research

The researcher released that this research is far from excellence research. In doing this research, there were found many threats and researcher realized it. Of course, it commenced from the tittle, collecting until analyzing the data.

One of the threats that faced by researcher was threats of time. Students have many schedules that should be done on a daily basis. So, the researcher only had a quiet of their time. The students had to finish the test in limited time. Besides, the students also did not answer it seriously. However, the researcher analyzed it directly without any considering. Even though these threats accompanied the researcher, however the researcher received a hand from the advisors and friends to get better written.

⁴ Belly Januarta, Indrawati and Muslim Ansori, "The Mastery of English Phrasal Verbs among the Students of English Education Study Program", " *A Thesis*", (Bangka Belitung: IAIN Syaikh Abdurrahman Siddik Bangka Belitung, 2001), p. 45.
<https://jurnal.lp2msasbabel.ac.id/index.php/EEJ/article/view/2086>

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of this study, the researcher made the conclusion as follows:

1. Students' ability in phrasal verbs at the second semester of intensive language in UIN Syahada Padangsidimpuan was categorized into good category.
2. Most of the students were better in the first kind of the test, matching the phrasal verbs into its meaning.

B. Suggestions

In this chance the researcher is going to give some suggestions to two objectives, they are students and lecturers.

1. Students

The suggestions for lecturers are:

- a. Students have to study harder by adding time for study and utilizing worth library in UIN Syahada Padangsidimpuan.
- b. Students should pay more attention to English especially in phrasal verbs by memorizing at least the available in the textbook.
- c. Students should read more English book especially phrasal verbs books to receive more understanding about it.

- d. Students have to find motivation in learning English that very required in now days.

2. Lecturers

The suggestions for lecturers are:

- a. The lecturers have to give the students more engaging exercise for receiving better understanding.
- b. The lecturers have to give students more learning motivation especially in learning English.

3. Next researcher

The suggestion for the next researchers is to do the research in experimental research so that the material that will be analyzed will become larger.

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CURRICULUM VITAE

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University : UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan

Appendix 1

Match the phrasal verbs in bold in 1-6 to the definitions a-f!

1. He was able to **sort** the problem **out**.
 2. They **came across** the bear near the river.
 3. Hasan **got over** his injury.
 4. Their friends and families **saw** them **off**.
 5. A van **picked** her **up** after only five minutes.
 6. The van **dropped** her **off** near the finishing line.
-
- a. Felt well or happy again after something bad.
 - b. Found an answer to a problem.
 - c. Took someone or something in car.
 - d. Let someone get out of your car.
 - e. Met or found by chance.
 - f. Said goodbye to someone who was going in a journey.

Complete the text with the correct form of the phrasal verbs from the box!

Ask out	break up	get along
go out	sit down	take off

When Jack ask me to (7)..... I was so excited. We work in the same office and I didn't know if he would (8)..... me We (9)..... really well, but you never know what will happen. We went to a lovely Italian restaurant and he was so nice. He helped me (10)..... my coat and then waited for me to (11)..... . We had a really nice time, so I was very surprised when he (12)..... with me the next day.

Categorize the phrasal verbs below into separable and inseparable!

Sort out	came across	got over	saw off
picked up	dropped off	Ask out	break up
get along	give up	go out	sit down
			take off

No	Separable	Inseparable
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Appendix 2

Key Answers

Part 1. Matching phrasal verbs into its meaning

1. B
2. E
3. A
4. F
5. C
6. D

Part 2. Fill in the blank sentences

7. Go out
8. Ask out
9. Get along
10. Take off
11. Sit down
12. Break up

Part 3. Categorizing separable and inseparable phrasal verbs

No	Separable	Inseparable
13	Sort out	-
14		Came across
15		Got over
16	Saw off	
17	Picked up	
18	Dropped off	
19	Ask out	
20		Break up
21		Get along
22		Give up
23		Go out
24		Sit down
25		Take off

Appendix 3

THE STUDENTS' TOTAL SCORE

No	Initial Name	Meaning of Phrasal verbs	Using Phrasal Verbs	Differentiating Separable and Inseparable Phrasal Verbs	Total	Score	Category
1	NA	6	2	5	13	52	Enough
2	NHH	6	2	5	13	52	Enough
3	NHL	6	5	7	18	72	Good
4	YSS	3	4	9	16	64	Good
5	PAA	2	6	9	17	68	Good
6	TA	4	6	12	22	88	Very good
7	ARR	3	4	7	14	56	Enough
8	RFN	3	4	2	9	36	Low
9	UH	3	6	9	18	72	Good
10	DH	4	1	8	13	52	Enough
11	RH	3	4	2	9	36	Low
12	FWN	6	6	13	25	100	Very good
13	SZH	6	4	11	21	84	Very good
14	WA	6	6	8	20	80	Good
15	KS	6	6	10	22	88	Very good
16	RSS	6	6	10	22	88	Very good
17	SAR	3	1	2	6	24	Low
18	DSN	6	6	11	23	92	Very good
19	EDH	6	6	8	20	80	Good
20	SR	3	4	2	9	36	Low
21	WH	6	4	9	19	76	Good
22	AN	6	1	9	16	64	Good
23	RER	6	6	10	22	88	Very good
24	RA	6	6	11	23	92	Very good

Appendix 4

DESCRIPTION OF THE DATA USING MATHEMATIC FORMULA

1. The students' score from low to high score

24 36 36 36 52 52
 52 56 64 64 68 72
 72 76 80 80 84 88
 88 88 88 92 92 100

2. The highest score = 100
 3. The lowest score = 24
 4. Range = highest score – lowest score
 = 100 - 24
 = 76
 5. Total of the classes (K) = $1 + 3.3 \log (n)$
 = $1 + 3.3 \log (24)$
 = $1 + 3.3 (1.38)$
 = $1 + 4.55$
 = 5.55
 = 6

6. Interval (i)

$$i = \frac{R}{K}$$

$$= \frac{76}{5.55}$$

$$= 13.69$$

$$= 14$$

No	Interval Class	f _{abs}	f _{rel}
1	24-37	4	16.67%
2	38-52	3	12.5%
3	53-66	3	12.5%
4	67-80	6	25%
5	81-94	7	29.16%
6	95-108	1	4.17%
	Total	24	100%

Appendix 5

DOCUMENTATION

Giving the test to the students



Mentoring the students`



Collecting the students` answer sheets





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/19 Agustus 2022

Hal : **Izin Penelitian**
Penyelesaian Skripsi

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IAIN Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

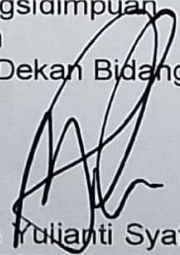
Nama : Asmida Yanti siregar
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Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Desa Aek Bargot Kec. Sosopan Kab. Padang
Lawas

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"Students' Error on Phrasal Verbs at the Second Semester of Intensive Language Program in IAIN Padangsidempuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, Agustus 2022
a.n. Dekan
Wakil Dekan Bidang Akademik


/ / Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A. 1
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25 November 2022

SURAT KETERANGAN
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Kepala Pusat Pengembangan Bahasa UIN Syahada Padangsidimpuan

Dengan ini menerangkan bahwa :

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Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 26 Oktober 2022 dengan Judul : **“Student Error on Phrasal Verbs at the Second Semester of Intensive Language Program in IAIN Padangsidimpuan”**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .



Wassalam
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6 Oktober 2022

Kepada Yth:

1. **Zainuddin, M.Hum.** (Pembimbing I)
2. **Sri Minda, M.Hum.** (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

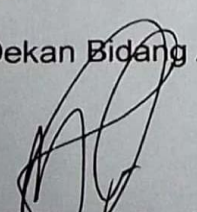
Nama : Asmida Yanti Siregar
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Judul Skripsi : Students' Ability in Phrasal Verbs at the Second Semester of Intensive Language Program in State Islamic University Syekh Ali Hasan Ahmad Addary padangsidimpuan

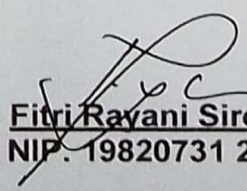
Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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