THE USE OF AUTHENTIC READING MATERIALS TO REINFORCE   THE STUDENTS IN USING PHRASAL VERBS IN THEIR WRITING

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Abstract

Phrasal verbs are one of these idiomatic expressions which students find difficulty in forming and using them. These difficulties in understanding and using phrasal verbs may be due to the feel that either such expressions do not exist in Arabic language "students "native language or because of that phrasal verbs consist of two different parts of speech. This study aims to shed light on how to use authentic texts as an effective device in teaching phrasal verbs as well as encouraging students to use these phrasal verbs in their writings. Therefore, the researcher hypothesizes that if the students were provided with authentic texts as a device while teaching phrasal verbs, students will gradually become familiar with phrasal verbs and most important they will start to use such items in their writings

The research design applied in this study is to employ qualitative and quantitative design by using pre-experimental method. The participants in the present study are 15 academic Libyan students. The mean age of participants is 24 up to 27. The method of sampling used in this study is the random sampling, all of the participants are studying in master program in Diponegoro University in Semarang Indonesia and this study will apply a pre test, post test and questionnaire for the students and questionnaire for the Libyan teacher.

The authentic material proves to be effective when applied to the students in this research. It also stimulates them to try to explore ideas on their mind freely without any boundaries that they finally came up with something best according to their feeling as they are given much freedom to express anything into written words in this research. Based on the research, the writer has come to a conclusion that in teaching phrasal verb, creative designs are needed such as by making such stories like in cartoons and authentic material (product labels, advertisements, brochures, newspapers, reports, literacy excerpts, audio recordings, and videotapes) which is going on in current popular language nowadays

Key Words: Phrasal verbs, authentic material, effective teaching aids, creative media.

CHAPTER I

INDRODUCTION

1.1 Background of the Study

In English language there are many idiomatic expressions which constitute major problems for foreign learners of English. Phrasal verbs are one of these idiomatic expressions which Libyan students find difficulties in forming and using them. These difficulties in understanding and using phrasal verbs may be due to either such expressions that not exist in Arabic language "students "native language or because that phrasal verbs consist of two different parts of speech. For these reasons

learners of English as a foreign language need to recognize the various meaning of these verbs and how to use them appropriately in the context.

Phrasal verb is an important feature of English, their importance lies in the fact that they form such a key part of everyday English. Not only are they used in spoken and informal English, but they are also a common aspect of written and even formal vernacular. Understanding and learning to use phrasal verbs, however, is often problematic and there are many reasons for this. The meaning of a phrasal verb, for example, often bears no relation to the meaning of either the verb or the particle which is used with it.

Phrasal verbs are very important components in English language, and their integrity appears in their different situations and contexts. Phrasal verbs are combined with prepositions or adverbs, sometimes both give new meaning. In other times, this meaning can be guessed through its parts but most of the time, it is too separated from the individual words; i.e. they are idiomatic. "They often arise from the uses of language and eventually work themselves into mainstream of language".

It has proved that authentic materials overused and opened up a great opportunity for the purpose of communicative language in classroom. For this reason, authenticity is not a characteristic of texts themselves; rather it implies the real interaction between the reader and the text. In other words, authenticity denotes how much readers infer the messages that are conveyed by writers.

Authentic texts are considered as effective tools in teaching and learning a language because they provide a useful input of language learners. They are also seen as a suitable source for naturalistic, consciousness-raising approach in learning grammar. Furthermore, they affect different

factors as motivation, participation and involvement that are considered as crucial factors in learning languages. A further advantage of authentic texts is that they create motivation in any group of learners. They make sense of relevance and interest. Therefore, in order to select an authentic text, it frequently depends a lot on students' needs from their reliability to their interest. As Ellis points out in Mishan, F (2005:41), using texts leads to communication in the classroom or the context of learning which is considered as a motivating factor simply because they can spur intrinsic motivation in which the learning experience is in its own reward Arnold and Brown, (1999:14) and this is where authentic texts are usually picked up according to their reliability.

This study aims to shed light on how to use authentic texts as an effective device in teaching phrasal verbs as well as encouraging students to use these phrasal verbs in their writings. This procedure is based on the assumption that phrasal verbs enable us to speak and write advanced English. Therefore, in order to speak, read, and most of all write advanced English, one needs to be skilled in them. Phrasal verbs are verbs as idiomatic curiosities in which they play a crucial role in spoken and written English, and it is impossible for students who want to master an advanced language that can afford to overlook them.

1.2 Hypothesis and Research Questions

Despite the fact that students know some of phrasal verbs, they do not use them; this is why the researcher attempts to examine the effectiveness of authentic texts in teaching phrasal verbs. Therefore, the researcher hypothesizes that:

If the students were provided with authentic texts as a device while teaching phrasal verbs, students will gradually become familiar with phrasal verbs and most important they will start to use such items in their writings.

In accordance with this, the researcher put the following research questions:

a) How to encourage students to become familiar with phrasal verbs and take part regular conceptual patterns?

b) How effective is authentic reading materials used to teach students about phrasal verbs?

1.3 Purpose of the Study

a) To encourage the students ability in using phrasal verbs in their writing.

b) To find out the effectiveness of using authentic reading materials to teach students about phrasal verbs.

1.4 Scope of the Study

This study focuses on the implementation of phrasal verbs and the result of applying authentic material on teaching phrasal verbs to the Libyan students in Diponegoro University.

It is realized that EFL students do not use at all phrasal verbs in their writing, and if they do that, it is probably once or twice in an entire essay. This problem bothers them a lot. This is why; it makes the researcher wonder for the reason, which makes the students do not use phrasal verbs in their writing. The researcher believes that it is because the techniques teachers use in teaching phrasal verbs or students do not give much interest to use them.

It is realized that EFL students do not use phrasal verbs either in their speech or in their writing productions; they replace them by one- word verbs that are considered for them more accurate and valid. Students have not realized the importance of phrasal verbs; therefore, teachers should take this as the starting point and try to influence their thoughts towards phrasal verbs and their status in mastering English language. This is why the researcher would like to suggest a device in teaching phrasal verbs to be part of students' knowledge and hence will be used in their writings.

1.5 Organization of the Study

The researcher organizes this study by dividing it into five chapters in order to make it easily understood. Each of them is concerned with different issues but it is related to each other.

Chapter I is introduction. It consists of the background of the study, the hypothesis of the study, research question, the purpose of the study, the scope of the study, and   organization of the study.

Chapter II deals with the previous studies and the underlying theory which is about phrasal verbs, an over view of phrasal verbs, definition of phrasal verbs, and their crucial role in the English language. It points out different types of phrasal verbs. It also states the difficulties students face in learning phrasal verbs as well as over view about what is authentic material.

Chapter III is research method it consists the description about the way the study is carried out and how the data are collected and analyzed. It covers research design, population, sample and sampling techniques, the treatment of the study, the schedule of the study and techniques of data collection.

Chapter IV is practical deals with the analysis of the teachers and students' questionnaire. And also deals with the analysis of the pre and the post tests.

Chapters V summarizes the results of this study and recommends the possibilities for further research in this area.

CHAPTER II

LITERATURE REVIEW

2.1 Review of the Literature

The previous study about authentic in teaching English is already done by Al.Musallam (2007). She conducted research on about Using Authentic Materials in the Foreign Language Classroom: Teachers' Perspectives in Saudi Arabia. The research shows that teachers have positive attitudes toward using authentic materials in FL classes. This finding is consistent with the literature which shows that the suitable level for presenting authentic materials is one of the most debated aspects in the field. This study explored the attitudes of teachers toward using authentic materials in the FL classroom in Saudi Arabia. The results reveal that all of the teachers indicated positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. Teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicate that the internet and TV would be the most used sources for obtaining authentic materials.

There is another previous study about using authentic materials in teaching English language already done by Fadeli (2009). His research about "The effectiveness of authentic material in teaching reading viewed from students English learning interest" shows that authentic materials are more effective than textbook to teach reading for the seventh grade students of SMP Negeri 2 Kunjang Kediri in 2008/2009 academic year. The reading achievement of the seventh grade students of SMP Negeri 2 Kunjang Kediri in (2009) academic Year having high learning interest is better than those having low learning interest. There is an interaction between teaching materials and learning interest in teaching reading for the seventh grade students of SMP Negeri 2 Kunjang Kediri in (2009) academic year. Based on the research findings, the conclusion is that the authentic material is an effective teaching material for teaching reading to the seventh grade students of SMP Negeri 2 Kunjang. Since the authentic materials are taken from the real world around students' daily life, they are able to attract

the students to be more active in the teaching and learning process. The result of the research implies that authentic material is a very effective teaching material for teaching reading to the seventh grade students.

2.2   Underlying theory

2.2.1   Phrasal verbs

Phrasal verbs are combination of set of short verbs with a set of adverbs or prepositions, sometimes the two together to create new concepts and new word category. A phrasal verb is according to the Cambridge advanced learners Dictionary: "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.

According to the Longman Student Grammar of Spoken and Written English Biber, Conrad, & Leech, (2002), phrasal verbs consist of a verb followed by an adverbial particle, such as the verb "find out." Commonly, the adverbials used with phrasal verbs have a less than literal meaning, making the phrasal verb as a whole idiomatic in meaning. This idiomatic meaning allows the phrasal verb to be replaced with a single word verb. For instance, the phrasal verb "carry out" can be replaced with the single word verb, "undertake". Phrasal verbs are made up of a verb and a particle. A particle can be an adverb (such as "out" or "away") for example: "go out", "put away", or it can be a preposition (such as "with" or "from") for example: "deal with", "shrink from". Some phrasal verbs have two particles; both an adverb and a preposition for example:

"get on with", "stand up for".

A phrasal verb is a type of English verbs that operates more like a phrase than as a word. In other words it functions as one single entity. Some consider them as collocations as Lipka (1972: 74) for example who states that phrasal verbs are simplex verbs collocate with practices. The same assumption made by Stroka, (1972) who calls them "the practical collocations" Palmer,

(1974:212) who states that such combination are not all freely formed there are severe collocation restrictions.

There is a further classification, which is totally against this background, where the phrasal verb could be considered as a grammatical collocation. Such classification is supported by Mitchelle, (1958:103) who states that, it is the word class approach that explains the tendency in which to regard the particle component of English phrasal verbs as prepositions or adverbs rather than considering them as one unitary grammatical piece with verbal component. As Howarth,(1998:28) states that phrasal verbs are considered as grammatical collocations, which denote interference of grammar, and lexis because they consist of one open class verb as well as one close item the particle.

Phrasal verbs are limitless group of verbs that are combined to a series of short adverbs or prepositions to create a new type of verbs with new subtle meaning from their original components. For example:

Verb with preposition	look after	Take care
	Come across	Find by chance
Verb with adverb	Give up	Surrender, quit
	Take off	leave quickly, Fly away
Verb with Prep and Adv	Put up with	Tolerate
	Look up to	Respect

The combination between the verb and the particle has different labels; multi-word verbs, two-three word verbs, or phrasal verbs The term phrasal verb was proposed by the Great English Grammarian Logan Pearsall Smith. However, the term itself comes up with

argumentation by some grammarians. Some think that when there is no logical combination between the verb and its particle, which leads to different meanings as figurative, metaphorical, or idiomatic it should be called phrasal verb. As Martha kolln (2006) who encouraged this assumption; she viewed that phrasal verbs refer only to those phrases whose meaning cannot be guessed from their components. This is the semantic view that concentrates on the meaning of the verb and particle. For example, Kolln presumed that the compound verb *go up* in the sentence the *balloon went up into the sky*, is not a phrasal verb. In this case *up* is only an adverb modifies the verb went; because in rephrasing this sentence, it would be; *Up* the balloon went into the sky.

Some other grammarians believe that phrasal verb is an identical term that is used to describe the combination between the verb and the particle; either by keeping its logical entire and partial meaning, or changes it all up; they should be named phrasal verbs.

2.2.2 Types of Phrasal Verbs

While phrasal verbs consist of the same components and sameness in structure, they are usually classified into four types.

2.2.2.1 Intransitive Phrasal Verbs

Some phrasal verbs are intransitive. It means that the verb does not require an object. Therefore, it is possible to use such elements in sentences on their own, or we can add further information to the sentence or structure. However, there is only one separability restriction concerning separation, we cannot separate verbs and their particles.

Example: The plane *took off*.

The plane *took off* at 4 pm.

The plane *took off* without me on it.

2.2.2.2   Transitive Phrasal Verbs

In this type of phrasal verb, the verb does have an object, which infers them in other words, verbs and particles can be separated.

Example:

He did not know what the word meant so he *looked up* the word in the dictionary.

He did not know what the word meant so he *looked* the word *up* in the dictionary.

He did not know what the word meant so he *looked* it *up* in the dictionary.

2.2.2.3   Transitive Inseparable Phrasal Verbs

Such type of phrasal verb indicates that it is impossible to place a word between the verb and its particle. For example:

I am looking for Lee.

I am looking for him.

2.2.2.4   Inseparable Phrasal Verbs

Since they have two particles following the verb, they are inseparable.

Example:

I am really *looking forwards* to my holiday next year, as I have not *been away*   for ages.

2.2.3   Passivation In Phrasal Verbs

Passivation is possible with transitive phrasal verbs. For example, the light was *turned out* (by him), and in, it was *blown up*. Phrasal verbs can be rendered in

the passive for two reasons: firstly, they are transitive where they have the ability of logical inversion of subjects and objects. Secondly, such inversion does not violate the structure of prepositional phrase.

For example:

I *gave up* the key can be rendered in the passive as the key *were given up* by me.

When separable phrasal verbs transformed to the passive, the object of the verb cannot split them because the active verb is the passive sentence; it indicates that the object does not exist.

Active: Jim *called back* Mike. Jim *called* Mike *back.*

Passive: Mike was *called back.*

Active: It is time they *did away* with rules.

Passive: It is time these silly rules *were done away*.

2.2.4   Phrasal Verb Patterns

A phrasal verb contains either a preposition or an adverb (or both), and may also combine with one or more nouns or pronouns.

2.2.4.1 Particle Verbs

Phrasal verbs that contain adverbs are sometimes called "particle verbs", and are related to separable verbs in other Germanic languages. There are two main patterns: intransitive and transitive. An intransitive particle verb does not have an object:

When I entered the room he looked up.

A transitive particle verb has a nominal object in addition to the adverb. If the object is an ordinary noun, it can usually appear on either side of the adverb, although very long noun phrases tend to come after the adverb:

Switch off the light.

Switch the light off.

Switch off the lights in the hallway next to the bedroom the president is sleeping in.

With some transitive particle verbs, however, the noun object must come after the adverb. Such examples are said to involve "inseparable" phrasal verbs:

The gas gave off fumes. (not *The gas gave fumes off.)

Still other transitive particle verbs require the object to precede the adverb:

They let the man through. (not *They let through the man.)

With all transitive particle verbs, if the object is a pronoun, it must normally precede the adverb:

Switch it off. (not *Switch off it.)

The smell put them off. (not *put off them)

They let him through. (not *they let through him)

2.2.5   Prepositional Verbs

Prepositional verbs are considered as a type of compound verbs since they contain two parts one genuine verb of motion and one short preposition that has a meaning of an adverb which is similar to the adverb of phrasal verb. For example:

He *walked across* the bridge.

He *ran up* the hill.

In such utterances, there is a motion of *walking* and *running* with some extent relation to the bridge or the hill, and the terminus position, *across* the bridge *up* the hill.

2.2.5.1 Phrasal-prepositional Verb

A phrasal verb can contain an adverb and a preposition at the same time. Again, the verb itself can have a direct object:

No direct object: The driver *got off to* a flying start.

Direct object: Onlookers *put* the accident *down to* the driver's loss of concentration.

2.2.6   The Characteristics of Phrasal Verbs

Phrasal verbs are simply verbs combined with particles, and this combination creates new form and meaning to the verb. They are worthy to be studied and used because they are the colour of the language.

Despite the fact that phrasal verbs are replaced by their synonyms one-word or classical words, yet they are more expressive than their equivalents. Therefore, people are more likely to say they have *climbed down* the ladder rather than *descended* it; they have *put up with* a noisy neighbor rather than *tolerated* him or her.

Furthermore, phrasal verbs are the key for successful reading and writing English as natives because phrasal verbs are crucial components of English structure. Therefore, foreign learners tend to pick up phrasal verbs in order to perform and produce authentic language.

2.2.7   Typical Difficulties of Phrasal Verbs

2.2.7.1 Recognition of the Verb but not the Particle

Phrasal verbs are considered among the difficult components of English to be mastered, such difficulty appears when learners recognize the verb but not its particle. Such misleading could happen when the verb and the particle are split up into by some words in sentences. That would lead to missing the second part. That is to say, the particle, which is supposed to combine the verb and

so, adds further meaning. For example, can you please *drop* the boxes of glass and China *off*? In this case, despite the fact that learners have already known the phrasal verb *drop off* but their attention would be focused on glass and China, and would forget about the crucial part of the verb, the particle *off* which adds an extra meaning. Therefore, learners would interpret the message of the sentence wrongly simply because *drop* means something and *drop off* in this context means another thing. As Parrot, (2000: 108) states that since English verbs show up with subtle advantages that vary from being adverbs, prepositions or the two together, they can be confusing because such particles add further meaning to the basic verb and so change it all up.

2.2.7.2 Misleading By the Meaning They Already Know

Learners may fall in trick of phrasal verb when it has different meanings and this will lead learners to assume the meaning they have already known. For example, learners who have already learned the meaning of phrasal verb *come round* to mean visit would assume this meaning whenever they met this phrasal verb in any context. Therefore, learners would not interpret correctly the meaning of the following sentence:

After she had lain on the ground for some minutes, she *came round*.

On *coming round* the patient probably has a headache

Thanks God, dear, you were *coming round* (you fainted) Ibid.

2.2.7.3   Choosing the Wrong Particle

Since phrasal verbs are simply a combination of a set of verbs with set of particles, it is easy to make up such combination by attaching the two together. However, it is not as easy as it seems; learners may utter wrong particles to combine verbs. Therefore it is quite difficult to choose the particle to make a combination of phrasal verbs and even such combination seems as unsystematic.

*Let us *put over* the meeting until tomorrow, instead of, *put off*.

He *made up* he was ill, instead of, *made out*.

Other times, learners may use unnecessary particles when they try to create a phrasal verb instead of one-single verb, which is mostly needed or best to be employed. For instance, as a courtesy to other passengers, please *wipe off* the washbasin after use. As the case of Arabic learners who frequently take away particles or put on unnecessary one or even picking up incorrect particles whenever they try to create phrasal verbs. These difficulties are merely due to their L1 interference or their blending-up between their L1 and the target structures.

2.2.8   Phrasal Verbs and One-Word Synonyms

Phrasal verbs usually have one-word synonym that sounds more formal and proffered in formal contexts than their equivalents phrasal verbs but both can replace each other and exist in language structure. This idea will illustrate in the following table:

Phrasal verb	Synonym (one word- verb)	Example
Put forward (idea, opinion, view)	present	In her latest article, Kaufman *puts forward* a theory which is likely to prove controversial.
Carry out	conduct	I intend *carry out* a series of experiments.
Make up	constitute	Children under the age of 15 *made up* nearly half of the countries 'population.
Make up of	consist of	Parliament is *made up of* 2 houses.
Point out	observe	Greme *points out* that the increase in life expectancy has led to some economic problems.
Point up	Highlight	The study *points up* the weakness in the current school system.

**Table 1: Phrasal Verbs and their Equivalent One-word Verbs
Misleading by the Meaning They Already Know**

Learners may fall in trick of phrasal verb when it has different meanings and this will lead

learners to assume the meaning they have already known. For example, learners who have already

learned the meaning of phrasal verb *come round* to mean visit would assume this meaning whenever they met this phrasal verb in an context. Therefore, learners would not interpret correctly the meaning of the following sentence:

After she had lain on the ground for some minutes, she *came round*.

On *coming round* the patient probably has a headache.

2.2.9   Writing skill

Writing is very crucial skill that indicates all skills; it opens up the whole space to apply things to be known. In addition, writing production is the main source in assessing learners' thoughts and knowledge. Writing is considered as one of the main complex and emotional processes a person may get involved in. The writing skill is as any other skills of language, which needed to be learned and practiced by foreign learners. It is not simply combining words together to form paragraphs, but it is the transmission of thoughts and ideas that are needed to be properly selected and organized in an acceptable way. As Neman (1995) argues "writing is a craft, an artistic process with techniques and conventions that can be learned, employing skills that can be improved". Writing is shifted to reach fluency. In other words, its focus lies upon the representation of ideas and concepts rather than grammar and spelling**.** Therefore, the main aspect in writing production is the extent to which learners practice what has achieved. As it is stated by Syder, (1993:233) that what makes students look like natives and achieve their whole language system is their production of multi-word items because they are considered as the natural components and expressions that are used by natives. The role of writing skill in the classroom indicates continuation of discovering the available capacities to seek the suitable and effective language for communicating one's thoughts and feelings. It is considered as the major skill in learning, and the most essential component in teaching curricula, because it provides individual as well as pair work in language classes. Consequently, writing is the open-up path that gives the learners the opportunity to practice what they

have learned. As phrasal verbs, learners could not become familiar with such components unless they would make them in a practical way and so in their writings.

2.2.10   Authentic Materials

Authentic materials are materials created for native speaker of the language and use in a class in its original form and design. In other words, they are not changed in any way and also authentic materials are considered as the most interesting and motivating materials for learners who inspire to cope with the language in the real and natural world, by teaching them in the classroom, it has been proved that authentic materials overused and opened up a great opportunity for the purpose of

communicative language in classroom. For this reason, authenticity is not a characteristic of texts themselves; rather it implies the real interaction between the reader and the text. In other words, authenticity denotes how much readers infer the messages that are conveyed by writers, which are surrounded by linguistic rhetorical conventions. Authentic texts are considered as effective tools in teaching learning a language because they provide a useful input of language learners. They are also seen as a suitable source for naturalistic, consciousness-raising approach in learning grammar. Furthermore, they affect different factors as motivation, participation and involvement that are considered as crucial factors in learning languages Mishan, F (2005: 41). A further advantage of authentic texts is that they create motivation in any group of learners. They make sense of relevance and interest.

There are several ways in which authentic materials are motivating and useful to second language learners For example, one way authentic texts increase student motivation is by giving the learner the feeling that he or she is learning the 'real' language; that they are in touch with the living entity, the target language as it is used by the community, which speaks it Some of these authentic materials include newspapers, magazines, books, films, menus, brochures and advertisements etc... In addition,

authentic texts are often regarded as more interesting than textbook materials because they can be more up-to-date, and relate to everyday issues and activities

CHAPTER III

RESEARCH METHOD

After revealing a number of theories related to the study, the next step is to discuss the research method used in the study. It provides the description about the way the study is carried out and how the data are collected and analyzed. It covers research design, population, sample and sampling techniques, the treatment of the study, the schedule of the study and techniques of data collection.

3.1   Research Design

Based on the two research questions above, the study employed qualitative and quantitative design by using pre-experimental method.

3.2 The Population

There were many definitions of population. Saleh (2002:17) says that population is group of objects, events or indicators that become targets of the research. Meanwhile Johnson, D.M (1987:110) states that population is the entire group of entities or person to which the results of a study are intended to apply, Brown A and Dowling, (1998:33) also say that population is the notional class of possible subjects and it may be defined at any level of analysis, the populations in this study are the Libyan students of UNDIP and the Libyan teachers they are study PhD abroad.

3.3 Sample and Technique of Sampling

Sample is a sub group of the population that affects the conclusion which refers to the result Johnson. D.M (1987:111). Arikunto, (2002:109) says that sample is a limited number of

elements from a population to be representative of the population. The participants in the present study are 15 academic Libyan students. The mean age of participants is 24. 27. The method of sampling used in this study is the random sampling, all of the participants are studying in master program in Diponegoro University in Semarang Indonesia and this study applied a pre test, post test and questionnaire for the students and questionnaire for the Libyan teachers.

3.4 Techniques of Data Collection

In this study, several procedures used in order to get the empirical data required. The research conducted in two ways namely questionnaire and test.

3.4.1 Questionnaire

Generally speaking, a questionnaire is a means of collecting data. In other words, it is a series of questions that respondents are supposed to answer in order to gather data. Questionnaires are beneficial; they allow us to gather large amount of data. In addition, they are widely used by researchers for the sake of investigating people attitudes and opinions. In this study, questionnaire for the students and questionnaire for the teachers. The students' questionnaire is expected to clarify their opinions and insights towards phrasal verbs; while the teachers' questionnaire is for the purpose of getting information about their experience in teaching and the technique they would use to teach phrasal verbs.

3.4.2 Test

This study was carried out through two tests: a pre-test to see the students background knowledge, and post-test to see whether the device in teaching of phrasal verbs using authentic materials is an effective one.

3.4.2.1 The Pre-Test

This test is given to 15 academic Libyan students (master program) in Diponegoro University to have an idea what the students choose in their writing, whether they depend on one-word verbs, phrasal verbs, or the two together. The researcher asked the students to write about their holiday after completing studies and ask the students to make sentences based on the pictures as authentic materials. The researcher chooses that topic to the students because it is an easy and entertaining topic, the students can work on it. The purpose of this test is to measure the application of verbs that the students used it in their writing.

3.4.2.2   The Post Test

After teaching the students the techniques of authentic material that are loaded with phrasal verbs and providing them with cartoons, the researcher investigated whether his device in teaching such components are reflected on students' production by asking them to write an essay in one hour and a half by choosing one of the following topics:

a)   Your experience in Indonesia.

b)   The best or the worst adventure that you passed in your life.

3.5 The Treatment of the Study

As mentioned earlier, it was a technique chosen in presenting phrasal verbs in order to reinforce the students to use phrasal verbs in their writing.

Concerning this experiment, it lasted in five lectures, divided into, one lecture for the pre test, three lectures for teaching this technique to the students and the last lecture to examine the student in their writing whether they use phrasal verbs in their writhing.

In this study the researcher wants to come up with a technique in teaching phrasal verbs, which is different from the previous techniques the students have already dealt with. This

technique of teaching phrasal verbs depends on texts, following by a series of cartoons as a form of classroom task, which are going to add some motivation to the students.

The first material is about three texts, these texts are easy, short, and funny. Thus, the most important thing for teaching is to make students interested in the material, during teaching these texts to the students these texts make the students guess the meaning of phrasal verbs from the context, the second material is the presentation of cartoons that considered as a technique of teaching phrasal verbs.

The main point to present the lectures by series of cartoons of phrasal verbs does not only appear in its form of containing phrasal verbs. However, cartoons make students get interested and take their attention and such cartoons present phrasal verbs in a form of a dialogue as a message being communicated between the two persons, and set in a specific context. These presentations depend on the device in teaching phrasal verbs by authentic materials *(texts and cartoons)* as it indicate in the following table. The following table indicates the division of one hour and half between reading, brainstorming and short activities based on pictures.

Lectures	Ways of Presenting the Lectures	Lectures Time and Division
The first lecture	Revision about phrasal verbs and their importance. The use of the texts: reading comprehension and brainstorming. Asking the students to replace phrasal verbs by their equivalents one-word verbs.	45 minutes 45 minutes
The second lecture	Text and discussion. Brainstorming. Cartoons and discussion.	45 minutes 45 minutes
The third lecture	Text. Cartoons. Activity.	30 minutes 30 minutes 30 minutes

Table 2 : The Treatment

The researcher tried to teach by using this technique to the students through three lectures:

In the first lecture, it was about revision and what phrasal verbs are their multiplicity, their role in expressing ideas and thoughts with their comparison to one-word verbs. And in this lecture the researcher presented text but not cartoons. After making the students know about phrasal verbs, the researcher introduced story contain phrasal verbs and asked the students to read it by themselves for ten minutes. After that, the researcher asked the students to read the text, to make sure that they get the total message of the text or not and after that the researcher asked them to replace each phrasal verb in the text by its equivalent one- word verb to make clear that they are familiar with the two verbs.

In the second lecture, the researcher asked the students to speak about a person whom they know as a heavy smoker and how they help him to give up smoking, to see that they are going to use phrasal verbs in their speaking or not, after that the researcher presented the second text in purpose to make the students notice how they did narrate about a heavy smoker and how this text presents a heavy smoker with plenty of phrasal verbs, and after that the researcher provided them with cartoons presented in a form of dialogue between the two, and students are supposed to pick up the right phrasal verbs and put it in its appropriate context, such cartoons present phrasal verbs in a form of a dialogue, it made the students participate and communicate with each other.

In the third lecture, the researcher presented a short text and presents a series of cartoons, and after that the researcher asked the students to write an essay about ten lines and make them focus on peppering their essays with phrasal verbs. After teaching students these techniques of authentic material that are loaded with phrasal verbs and providing them with cartoons, the researcher wanted to see whether his device in teaching such components will be reflected on students' production by asking them to write an essay in one hour and a half by choosing one of the following topics:

a)   Your experience in Indonesia.

b)   The best or the worst adventure that you passed in your life.

CHAPTER IV

FINDINGS AND DISCUSSION OF THE RESULT

This section will present discussion the findings of collecting data in terms of using reading authentic material to reinforce the students of using phrasal verbs in their writing through analysis the teachers' and student s' questionnaire and the pre and the post test of the students. The aims of this chapter are to investigate whether using reading authentic material is effective one of teaching phrasal verbs or not to the students.

4.1 Background of Teaching Phrasal Verbs

It is interesting to examine the importance of phrasal verbs as one often neglects it in the practice of writing a good paragraph and making utterance in speaking while its presence is somewhat crucial or relatively needed to make good expressions. This notion is in line with the objective of teaching that focuses on the development of student's ability towards English mastery. Furthermore, students will be expected to be able to express their thought either in academic writing, prose and spoken language in the future.

It will be necessary though when it comes to making such stories like in cartoons that actually employ creative design coupled with catchy words going on in current popular language nowadays. In this case, such idioms or phrasal verbs are obviously taken into account. In addition, the use of phrasal verbs represents the student's ability to expose their competence in exploring vocabularies that might be new to other people.

In teaching phrasal verb it is better to avoid teaching phrasal verbs in the following ways (Walter, 2011):

By presenting huge lists (in fact, lists of words the cover a page are unimaginative and

daunting for any item of vocabulary, imagine having to learn all the animals by looking at a page with their names on it).

By focusing always and exclusively on the verb (e.g. phrasal verbs with GET). Often this results in a list (admittedly shorter) of verbs that are unrelated and can be confused.

4.2 Teacher's and Student's Opinions about Phrasal Verbs

After analyzing teachers and students questionnaire, the writer like to compare between the obtained results of both, that reflect their attitudes and feelings. The analysis of teachers ' questionnaire has revealed many facts about teachers' ways, attitudes and feelings about phrasal verbs as components of English. They admit by themselves about the importance of phrasal verbs in mastering English and achieve proficiency, beside their role in making foreign learners competent and native-like. However, they do not mention the importance of phrasal verbs as indicated in table 4 nor they use such items in their daily usage as they have stated in table 5. Concerning the agreement upon authentic texts as an effective device in teaching phrasal verbs. Teachers who have answered by yes explained that they consider a u t h e n t i c literary texts as an effective device simply because authentic language by itself is considered as an effective tool. Another one reported that literary texts provide an excellent opportunity to be exposed to the language in its daily context. Some other teachers' think that since students try to memorize new items by learning them by heart especially in a form of a list, which is useless for the case of phrasal verbs. Therefore, authentic texts are considered as an effective device in teaching phrasal verbs because they present them in real and natural contexts and more than that, they raise students' awareness about phrasal verbs in their use. However the teachers admit that the main difficulties in learning phrasal verbs in students' essays because of the multiplicity they keep as well as their lack in their mother tongue and other teachers indicate the multiplicity of phrasal verbs as the main source of making such components tough for learners. Around seven out of ten teachers, about (70%) think that the use of phrasal verbs reflects a good mastery of English. They state this by saying; since phrasal verbs do not always refer to the

literal meaning of their constituents, mastering them is a sign of authenticity and native-like use of language. Other two teachers said that knowing different phrasal verbs means the ability to use variety of vocabulary according to different contexts. Sometimes, the phrasal verbs may express the meaning, which is appropriate to particular context and which cannot be expressed by using a different word. The further two teachers indicate that only proficients are capable of using phrasal verbs in their daily speech and writings. The remaining three about (30%) teachers replied by no. One of them about (10%) obtained from giving any explanation; the remaining two about (20%) teachers admit that the application of phrasal verbs is only a small part of mastering English beside its further components.

Students on their parts indicate that their teachers use phrasal verbs in their daily usage. Their statement is really weird, it could mean that since students are so far from phrasal verbs and do not use such components in their speech as well as their writings, their teachers ' mention of one phrasal verb from time to time is seen as their capacity in using different lexemes than them. Consequently, teachers might be considered as one among the reasons beneath the lack of such components in students' production. Concerning the difficulties students find in learning phrasal verbs, teachers admit about the lack of phrasal verbs in L1 as well as the multiple meaning they keep. The multiplicity of phrasal verbs would not lead to interest in learning. Students by their turn admit about the multiplicity and their fear about misusing them or choosing wrong particle. Furthermore, the researcher has asked whether students use phrasal verbs in their written production, students mentioned that they use such chunks in their writing process about (87%). However, when researcher has asked the teachers about the lack of such components in their students' production all of them about (100%) replied by yes, that their students do not use such chunks in their writings and it figured out this fact from their essays that manipulated as pre- test. Concerning the worthiness in teach phrasal verbs all students, only one by admitting that they are interested in learning phrasal verbs. Students proved this during

the representation of lectures, their participation and discussion as well as their manipulation of such items in their written production. Concerning for the student's care and carelessness in choosing phrasal verbs, around eight out of fifteen students admitted that their care in using phrasal verbs because it add power to their style and it reflect richness of vocabulary. while the remain of the students they said that they don't care of using phrasal verbs in their writing because they think that phrasal verbs across their minds as other items and their appearance is not due to deliberate choice. And also about (60%) of the students admit of high lighten phrasal verbs whenever they face them in their reading because they consider them as any other items. while the remaining of the students they do not care about phrasal verbs; their main concern depends on interpreting the meaning nothing more than that. Concerning about the students' opinion about the teachers' way in introducing phrasal verbs some of the students say that the introduce phrasal verbs in a very simple, and clear way, beside, they illustrate them by examples. And other students said that the teachers present phrasal verbs in a clear but boring way. While the remaining students admitted that the teachers do not present phrasal verbs in a way that they should be. Besides that, they do not give much more interest about them, one of them claim that teachers themselves find difficulty in handling out phrasal verbs, and they get confused about them.And most of the students admit that their teachers sometimes use phrasal verbs in the class room while the others convinced that their teachers have never used phrasal verbs.Concerning to the last questionnaire of the students it is about the important of learning phrasal verbs almost of the students confirm that it is very important to learn phrasal verbs to be able to use it in their writing.

4.2.1   The Analysis of Questionnaire Result of Teachers' Opinion

The researcher administered ten questionnaires to ten teachers. In addition, they all have answered them:

This table describes the experience of the teachers of how long they have been teaching English language:

Years	2	3	4	6	8	9	11	12	Total
Number of teachers	1	1	2	1	1	2	1	1	10
Percentages	10%	10%	20%	10%	10%	20%	10%	10%	100%

Table 3: **Teachers' Experience**

Table one shows teachers' experience in teaching, range from two years to twelve. However, only two teachers have not a long period in teaching. In other words, all teachers who were conducted to answer this questionnaire have been teaching for more than four years up to twelve. This indicates that they have experience in teaching English.

This table indicates whether teachers' noticing about the absence of phrasal verbs in students' writings:

Yes	No	Total

10	0	10
100%	0%	100%

Table 4: Teachers' Noticing about the Absence of Phrasal Verbs in

Students' Writings

In this question, the researcher wanted to know whether teachers themselves know that their students use phrasal verbs in their writings or not. By manipulating this question, all the teachers (about 100%) have said that they have noticed that their students do not use such items in their writings.

This table shows whether teachers tried to know the reason behind the absence of Phrasal verbs in Students' Essays:

Yes	No	Total
1	9	10
10%	90%	100%

Table 5 Whether Teachers tried to know the Reason behind the Absence of Phrasal verbs in

Students' Essays.

This question is related to the previous one. The researcher wanted to check out whether the teachers tried to know why or at least asked about the reasons beneath the reality of the absence of phrasal verbs in students' production. Most of them about (90%) reported that, they did not try to know but seven of them have explained the reasons they think lead to the absence of phrasal verbs in students' production. They indicate different reasons ranging between the lack of such items in students' mother tongue, the idiomaticity and multiplicity they keep and the fear of misusing them. While about 90% of them said, they did not try to ask why, about (10%) of them said that, when he tried to know why do not they use phrasal verbs in their essays, students replied that they have difficulties in using them appropriately. This is why they choose on purpose not to apply them.

This table indicates whether the teachers mention the importance of phrasal verbs in everyday usage:

Yes	No	Total
4	6	10
40%	60%	100%

Table 6 : Teachers' Mentioning of the Importance of Phrasal Verbs in Everyday Usage.

The point behind asking this question is whether teachers tried to push up students towards using phrasal verbs or not. This could be achieved when teachers keep on mentioning the importance of phrasal verbs in daily usage. From the total number of ten teachers, six of them (60%) report that they do mention the importance of phrasal verbs while the remaining four (40%) simply replied by no.

This table shows the frequency of mentioning phrasal verbs by teachers, which are divided between always, sometimes, and rarely.

Always	Sometimes	Rarely	No answer	Total
0	4	2	4	10
0%	40%	20%	40%	100%

Table 7 : The Frequency of Mentioning the Importance of Phrasal Verbs

This question is made to figure out the frequency of mentioning phrasal verbs by teachers. The researcher has made three choices, which are divided between always, sometimes, and rarely. Since four of them have reported before that they do not mention whether phrasal verbs are important or not, the remaining six ranged between sometimes as indicated by four teachers (about 40%) and rarely by two other teachers(about 20%) . Therefore, even teachers who mention the

importance of phrasal verbs, they do not do that always but from time to time.

This table shows whether the teacher have seen their students' essays made up of phrasal verbs:

Yes	No	Total
7	3	10
70%	30%	100%

Table 8 : The Teachers' Noticification of Phrasal Verbs in Authentic English Materials

The researcher has asked teachers if they have seen their students' essays made up of phrasal verbs, what would be their implications. Teachers therefore have reported this question in a similar way. Seven of them (about70%) said they would appreciate students' work and praise them especially if students have used them properly. The remaining teachers (about 30%) said that such essays would reflect that learners have reached an advanced level of proficiency in the language, while others said that they show clearly their richness of vocabulary

This table shows the agreement of the teachers upon authentic texts as an effective device in teaching phrasal verbs.

No	Yes	Total
4	6%	10
40	60%	100%

Table 9 : The Agreement upon Authentic Texts as an Effective Device in Teaching Phrasal

Verbs.

As far as the teachers have taught for a period, they have approximate ideas how phrasal verbs are presented, and whether this method of presentation is considered as a beneficial one or not. Therefore, Researcher is conducting this question to see the implication of teachers towards teaching phrasal verbs in authentic literary loaded texts. Indeed nine teachers about (90%) said yes they agreed upon teaching phrasal verbs in authentic texts and considered them as an effective device, while the remaining teacher, one of them, about (10%) answered by no , he did not justify or give his/her point of view.

Those teachers who have answered by yes explained that they consider a u t h e n t i c literary texts as an effective device simply because authentic language by itself is considered as an effective tool. Another one reported that literary texts provide an excellent opportunity to be exposed to the language in its daily context. Some other teacher's think that since students try to memorize new items by learning them by heart especially in a form of a list, which is useless for the case of phrasal

verbs. Therefore, authentic texts are considered as an effective device in teaching phrasal verbs because they present them in real and natural contexts and more than that, they raise students' awareness about phrasal verbs in their use.

This table shows the teacher's opinions about the reason behind the difficulties faced students in learning phrasal verbs:

Multiple Meanings	Grammar	Style	Lack in L1	Multiple Meanings and Lack in L1	Total
3	0	0	0	7	10
30%	0%	0%	0%	70%	100%

Table 10 : The Main Difficulties in Learning Phrasal Verbs

As the table indicates, most teachers about (70%) refer to the absence of phrasal verbs in students' essays because of the multiplicity they keep as well as their lack in their mother tongue. Most of the teachers seven of them tick the two boxes together; multiple meanings of phrasal verbs as well as their lack in L1. The other three teachers about (30%) indicate the multiplicity of phrasal verbs as the main source of making such components tough for learners.

This table shows whether phrasal verbs decrease reading motivation to the students in the class room:

Yes	No	Total
4	6	10
40%	60%	100%

Table 11 : Shows Whether Phrasal Verbs Decrease Reading Motivation.

Most teachers about (60%) claim that phrasal verbs are not considered as obstacles in decreasing students' reading motivation.   The others; however, report that indeed phrasal verbs are the obstacles in decreasing reading motivation. If a text or a story is read by a student who does not have a large amount of such items, he will not check per-second the meanings of each phrasal verb, especially if it has enormous meanings that are depended on context. These students would let the book or the story and give up reading.

This table indicates whether using phrasal verbs reflects a good mastery of English:

Yes	No	Total
7	3	10

70%	30%	100%

Table 12 : The Betterment Master of English Lies upon the Use of Phrasal Verbs

As the above table indicates, nearly seven out of ten teachers, about (70%) think that the use of phrasal verbs reflects a good mastery of English. They state this by saying; since phrasal verbs do not always refer to the literal meaning of their constituents, mastering them is a sign of authenticity and native-like use of language.

Other two teachers said that knowing different phrasal verbs means the ability to use variety of vocabulary according to different contexts. Sometimes, the phrasal verbs may express the meaning, which is appropriate to particular context and which cannot be expressed by using a different word. The further two teachers indicate that only proficients are capable of using phrasal verbs in their daily speech and writings.

While the (70%) teachers gave their point of view about phrasal verbs by answering yes and explained what they think. The remaining three about (30%) teachers replied by no. One of them about (10%) obtained from giving any explanation; the remaining two about (20%) teachers admit that the application of phrasal verbs is only a small part of mastering English beside its further components.

4.2.2 The Analysis of Questionnaire Result of Student's Opinion

This table shows whether students apply phrasal verbs in their writing or simply they do not:

No	Yes	Total
2	13	15
13%	87%	100%

Table 13 : **Students' Application of Phrasal Verbs**

The first question in students' questionnaire seeks to investigate whether students know the fact that they use phrasal verbs or simply they do not. In fact, nearly all of them answered by yes about 13 students (87%) while the remaining two students about (13%) replied by no.

The students were asked to explain the reason why they used and not used them. Those who reported by saying yes, gave different reasons of their own. Four of them said that they use phrasal verbs because they are important in English, and they use them in order to make their writing more expressive. Three report that they use them to add flavor and power to their writing style. One said that he uses phrasal verbs in his writings because he needs them. Another three also said that they help them to make their writing different. Another two said they use them to

influence the person who reads their writing. The remaining student said that being unique denotes being attractive, he likes using them to make my own touch, beside that they make his writing and speech as natives. While 13 students about (87%) reported by answering yes, and explained the reason why they used phrasal verbs. The remaining students about (13%) answered by no and explained as well why they did not use them in their writings. One of them said that phrasal verbs are hard to be composed and using them inappropriately would affect the meaning of the sentence. Another one reported that since he did not know the meaning of most of phrasal verbs, he simply avoided to be in a critical situations.

This table indicates whether students care or they do not care of choosing phrasal verbs in their writing:

Deliberately	Not Deliberately	No Answer	Total
5	6	4	15
33.4%	40%	26.6%	100%

Table 14 :   Their Care and Carelessness in Choosing Phrasal Verbs.

This question reveals students' choice of using phrasal verbs between choosing them on purpose or occurred in their writings without any preceding intentions. Therefore, the researcher get respondents' answers vary between yes and no. Those who answered by yes five about (33.4%) of them ranged between the reason beneath such choice. One of them said that whenever he learns a new item he uses it in his production, and phrasal verbs are no exception. Two respondents use them on purpose to add power to their style. While two further students said that, they reflect richness of vocabulary.

However, six respondents about (40%) reported by no, two of them explained this by saying that phrasal verbs across their minds as other items and their appearance is not due to deliberate choice. Two others obtained from giving their explanation. Two further students said that they do not care to use them or not. The important thing for them is to find a verb that transmits the message and that is all their concern.

This table shows the frequency of phrasal verbs in students' writings:

Always	Often	Never	Total
2	11	2	15
13%	74%	13%	100%

Table 15 : The Frequency of Phrasal Verbs in Students' Writings

This table clearly shows that students often use phrasal verbs in their writings; nearly 11

students about (74%) often use them. While two students about (13%) inform they always use them in their writings, and two students about (13.3%) replied that they never use them in their writings.

This table clarify whether students interesting in learning phrasal verbs or not:

Yes	No	Total
13	2	15
86.7%	13.3%	100%

Table 16 : Students' Interest in Learning Phrasal Verbs

Almost all of the students consider learning phrasal verbs as an interested one. Thirteen of them about (86.7%) answered with yes and explained the reason for learning phrasal verbs. Four of them said that they are interested in learning phrasal verbs because they are sign of maturity beside they show that they are not stuck in what they have learnt years before rather they refresh their knowledge and reached a large amount of vocabulary. Three of them said that, since

they have reached a level where they are supposed to vary their style of writings between the two kinds of verbs not relying on one kind and so stuck in those simple verbs. Two admits that such phrasal verbs make the impression of improvement to whoever reads their writings. While the remaining said that, they want to know and learn more about them and most important to be capable of using them whenever they need them simply because they make their language resemble to natives and so appear as competent.

As any other question to be answered, some answered by yes while others replied by no. Two students out of 15 about (13.3%) replied that they are not interested in learning phrasal verbs. One reports that if phrasal verbs are part of his curriculum, it would be obliged for him to learn them. However, if it is not he is not interested in learning them at all. While the other student admit that they are important but teachers and even books present them in a boring way, which make them less interested in learning such items.

This table shows and clarifies the frequency of students of reading authentic materials:

Yes	No	Total
8	7	15
53.3%	46.7%	100%

Table 17 : Authentic English Materials Students' Read

This table indicates that there is a parallel between the two choices. However, eight students about (53.3%) answered that they read authentic English materials, the remaining

seven students about (46.7%) answered by no. This question seeks to investigate that those who regularly read English materials would face phrasal verbs in whatever they read.

This table concerning reading authentic materials to show whether students who read authentic materials have noticed that such authentic materials are full of phrasal verbs or not:

Yes	No	Have No Idea	Total
10	0	5	15
66.7%	0%	33.3%	100%

Table 18 : The Students' Noticification of Phrasal Verbs in

Authentic English Materials

This question is related to the previous one, concerning reading English materials. The researcher wants to know whether those who read English materials have noticed that such materials are full of phrasal verbs or not. Therefore, they were asked to answer by yes, no or have no idea. Almost all of them about (66.7%) have answered by yes. Ten students said yes while the remaining five about (33.3%) answered by have no idea. This is strange; this question opted to those who said yes they read English materials but as the researcher has noticed from the above statistics that they all wanted to share their opinions. Therefore, in the above question eight students have about (53.3%)

answered by yes in reading English materials whereas ten students have about (66.7%) answered by yes in noticing that English materials are full of phrasal verbs.

This table shows the students' reaction in facing new phrasal verbs:

Yes	No	Total
9	6	15
60%	40%	100%

Table 19 : The Students' Reaction in Facing New Phrasal Verbs.

This question admits students to tick either yes or no, as well as explaining their ideas. As the table clarifies that nine students about (60%) tick the yes box revealing that students high lighten phrasal verbs whenever they face them in their reading because they consider them as any other items. However, one among those nine students report that he does not high lighten phrasal verbs but he has mentioned that this does not mean that he does not care. He checks the meaning in dictionary and tries to memorize it in his mind.

The remaining students six out of fifteen about (40%) replied this question by no. They argued that they do not care about phrasal verbs; their main concern depends on interpreting the meaning nothing more than that. Four among them indicate their total careless because of the difficulty in distinguishing between their meanings. Another one admits that whenever he faces a phrasal verb, he keeps reading and tries to predict the meaning that suits the content.

Another one indicates that he does not care at all but, if he confronted with a phrasal verb, which is totally, differs from its logical meaning; he underlined it in order to check its meaning out.

This table shows whether the students like the way teachers in introducing phrasal verbs in the class room:

Yes	No	No Answer	Total
6	7	2	15
40%	46.6%	13.4%	100%

Table 20 : Students ' Position Vis-à-vis Teachers' Way in Introducing Phrasal Verbs

This question figures out students' opinions about the method teachers use in presenting phrasal verbs. Such question shows up a parallel amount in answering which is divided between yes and no. Six students answered by yes about (40%) three argued that teachers introduce phrasal verbs in a very simple, and clear way, beside, they illustrate them by examples. Furthermore, they also admit that teachers are their leaders; they know how to transmit knowledge to them. However, two report they present them in a clear but boring way. While one, did not claim about teachers' method.

A nearly similar number, seven students about (46.6%) replied this question by saying no and they gave their arguments. Three students claim about the way the teacher introduced phrasal verbs by saying that they did not think that teachers presented phrasal verbs in a way that they should be. Beside that, they did not give much more interested about them, one of them claim that teachers themselves find difficulty in handling out phrasal verbs, and they get confused about them. Two said that teachers present a large number of phrasal verbs all together in isolated sentences; they can not even use them in different contexts to make their students aware of the multiplicity they keep. Furthermore, one student replied that he does not think that, there is a good method we would consider in teaching phrasal verbs.

This table shows whether the teachers use phrasal verbs in the class room or not:

Yes	No	Total
12	3	15
80%	20%	100%

Table 21 :   Teachers' Use of Phrasal Verbs

Almost all students 12 about (80%) opted for the first choice. That is to say, they have recognized that their teachers use phrasal verbs in every day usage. While the remaining three students about (20%) answered by no.

This table shows the frequency of using phrasal verbs by teachers in the class room, which

are divided between always, sometimes, and never:

Always	Sometimes	Never	Total
3	9	3	15
20%	60%	20%	100%

Table 22 :   The Frequency of Phrasal Verbs

This question seeks to know the frequency teachers' use of phrasal verbs. This frequency is divided up between always, sometimes, and never. Students differ in their answers. Three of them (20%) admit that their teachers always use phrasal verbs. Almost all of them nine students (60%) replied that their teachers sometimes use phrasal verbs while the remaining three (20%) are totally convinced that their teachers have never used phrasal verbs.

This table shows whether the students think that phrasal verbs are worthy patterns to be learned or not:

Yes	No	No Answer	Total

14	0	1	15
93.3%	0%	6.6%	100%

Table 23: The Importance of Learning Phrasal Verbs

The statistics related to this question shows clearly that all of the students about 14 (93.3%) think that phrasal verbs are worthy components to be learned. They even make the answer clear by giving their opinions about their answers. However, only one student did not tick any of the given options either the yes box or the no box. Besides, he did not even explain his point of view.

4.3 The Analysis of the Pre-Test Result

This kind of test is conducted by giving writing material to gain overall findings from the students involved in this research. This test is given to 15 academic Libyan students (master program) in Diponegoro University to have an idea what the students choose in their writing, whether they depend on one-word verbs, phrasal verbs, or the two together. The researcher asked the students to write about their holidays and asked them to make sentences based on the pictures as authentic materials--all in a one-hour and half. Therefore, the students have enough time to organize their ideas and choose their appropriate ideas and words. The result of pre-test is shown in the table 24 as

follows:

Statistics of Pre Test						
		Total Verbs Employed	Total One Word Verbs Employed	% of One Word Verbs from Total Verbs Employed	Total Phrasal Verbs Employed	% of Phrasal Verbs from Total Verbs Employed
N	Valid	15	15	15	15	15
	Missing	0	0	0	0	0
Mean		37.80	36.33	96.16%	1.47	3.84%
Min		21	20	92.54%	1	2.04%
Max		67	62	97.96%		7.46%

					5	
Sum		**567**	**545**	**96.12%**	**22**	**3.88%**

Table 24 . Statistics of Pre Test

Source: Primary data processed by SPSS

Out of 15 students tested, the total verb employed is 567 verb, the total One Word Verb employed is 545 or 96.12% from the total verb employed, and the total Phrasal Verb employed is 22 or 3.88% from the total verb employed. This table clearly shows that students' production has low degree in the application of phrasal verbs, which ranged between one Phrasal Verb (minimum) and five Phrasal Verbs (maximum). The lowest percentage of phrasal verb from the total verb used is about 2.04% while the highest percentage is about 7.46%. The average (mean) percentage of phrasal verb from the total verb used is only about 3.84% (1. 47 Phrasal Verb). This number is so low when it is compared with the percentage use of One Word Verb from total verb used which is 96.16% in average point (36.33 of One Word Verb).

The students' productions for their using of One Word Verb are in the ranged between 20 verbs (minimum) and 62 verbs (maximum). The lowest percentage of One Word Verb from the total verb used is about 92.54% while the highest percentage is about 97.96%. Therefore, in the pre test, the students really focus and depend on using one-word verbs much more than phrasal verbs. The result of pre test from each student is presented by the table 25 bellow:

Student's No	Total Verbs Employed	Total One Word Verb Employed	% of One Word Verbs from Total Verbs Employed	Total Phrasal Verbs Employed	% of Phrasal Verbs from Total Verbs Employed
1	67	62	92.54%	5	7.46%
2	23	22	95.65%	1	4.35%
3	45	44	97.78%	1	2.22%
4	49	48	97.96%	1	2.04%
5	32	31	96.88%	1	3.13%
6	51	49	96.08%	2	3.92%
7	36	35	97.22%	1	2.78%
8	40	38	95.00%	2	5.00%
9	23	22	95.65%	1	4.35%
10	22	21	95.45%	1	4.55%
11	47	46	97.87%	1	2.13%
12	39	37	94.87%	2	5.13%
13	43	42	97.67%	1	2.33%
14	21	20	95.24%	1	4.76%
15	29	28	96.55%	1	3.45%

Table 25 . The Total Number of Verbs, One-Word Verbs and Phrasal Verbs Employed in the

Pre-test of Every Student's Essays

Source: Primary data analyzed

The table 25 above shows that the highest percentage of phrasal verbs employed in the pre test reaches 7.46 % or 5 phrasal verbs from the use of verbs totaling 67 times produced by student number one. The lowest place goes to student number 4 who claims 2. 04% or 1 phrasal verb out of 49 verbs employed.

4.4 The Analysis of the Post-Test Result

The treatment for post test also has the same mechanism from the pre test. The result of post-test is shown in the table 26 and 27 as follows:

Statistics Post Test

		Total Verbs Employed	Total One Word Verbs Employed	% of One Word Verbs from Total Verbs Employed	Total Phrasal Verbs Employed	% of Phrasal Verbs from Total Verbs Employed
N	Valid	15	15	15	15	15
	Missing	0	0	0	0	0
Mean		34.07	28.87	85.36%	5,2	14.64%
Min		12	11	76.92%	1	5.88%
Max		55	44	94.12%	12	23.08%
Sum		**511**	**433**	**84.74%**	**78**	**15.26%**

Table 26 . Statistics of Post Test

Source: Primary data processed by SPSS

Out of 15 students tested in the post test, the total verb employed is 511 verb (less than the pre test), the total One Word Verb employed is 433 (less than the pre test) or **84.74%** from the total verb employed, and the total Phrasal Verb employed is 78 (almost 4 times from the pre test) or **15.26%**% from the total verb employed. This table clearly shows that students' production has high degree in the application of phrasal verbs, which ranged between one Phrasal Verb (minimum) and twelve Phrasal Verbs (maximum). The lowest percentage of phrasal verb from the total verb employed is about 5.88% (higher than pre test) while the highest percentage is about 23.08% (almost 3.5 times from the pre test). The average (mean) percentage of phrasal verb from the total verb used is growing significantly which reaches about 14.64% (5.2 phrasal verb) or almost 3,5 times from the result in pre test (3.84%). Although, this number is still low when it is compared with the percentage use of One Word Verb from total verb used which reaches 85.36% in average point (28. 8 of One Word Verbs).

The students' productions for their using of One Word Verb are in the ranged between 11 verbs (minimum) and 44 verbs (maximum). The lowest percentage of One Word Verb from the total verb used is about 76.92% while the highest percentage is about 94.12%. The comparison result between the pre test and the post test can be seen in the pair samples test as presented in table 27.

		Paired Differences							
	Paired Samples Test								
		Mean	**Std. Dev.**	**Std. Error Mean**	**95% Confidence Interval of the Difference**		**t**	**Df**	**Sig. (2-tailed)**
					Lower	**Upper**			
Pair 1	**Total Verb Employed in** **Pre test vs. in Post test**	3.733	19.916	5.142	-7.296	14.762	0.726	14	0.480
Pair 2	**Total of One Word Verbs Employed** **in Pre test vs. in Post test**	7.467	17.480	4.513	-2.213	17.147	1.654	14	0.120
Pair 3	**% of One Word Verb from Total Verbs Employed** **in Pre Test vs. in Post Test**	0.108	0.063	0.016	0.073	0.143	6.641	14	0.000
Pair 4	**Total Phrasal Verb Employed** **in Pre test vs. in Post test**	-3.733	3.432	0.886	-5.634	-1.833	-4.213	14	0.001
Pair 5	**% of Phrasal Verb from Total Verbs Employed** **in Pre Test vs. in Post Test**	-0.108	0.063	0.016	-0.143	-0.073	-6.640	14	0.000

Table 27 . Paired Samples Test Pre test vs. in Post test

Source: Primary data processed by SPSS

The p-value (Sig.) for the pair 4 and 5 between Total Phrasal Verb Employed in Pre test vs. in Post test is 0.001 and also % of Phrasal Verb from Total Verbs Employed in Pre Test vs. in Post Test is 0.000. Both are lower than 0.05 this means that Total Phrasal Verb Employed and Percentage of Phrasal Verb from Total Verbs Employed in the Pre Test is significantly different from Total Phrasal Verb Employed and Percentage of Phrasal Verb from Total Verbs Employed in the Post Test.

		Mean	N	Std. Deviation
	Paired Samples Statistics			
Pair 1	Total Verb Employed in Pre test	37.80	15	13.11
	Total Verb Employed in Post test	34.07	15	12.26
Pair 2	Total of One Word Verbs Employed in Pre test	36.33	15	12.41
	Total of One Word Verbs Employed in Post test	28.87	15	10.02
Pair 3	% of One Word Verbs Employed in Pre Test	96.2%	15	0.01
	% of One Word Verbs Employed in Post Test	85.4%	15	0.06
Pair 4	**Total Phrasal Verb Employed in Pre test**	**1.47**	**15**	**1.06**
	Total Phrasal Verb Employed in Post test	**5.20**	**15**	**3.10**
Pair 5	**% of Phrasal Verb Employed in Pre Test**	**3.8%**	**15**	**0.01**
	% of Phrasal Verb Employed in Post Test	**14.6%**	**15**	**0.06**

Table 28: Paired Samples Statistics

The result of post test is higher than the result of the pre test which can be seen in table 28 above that the percentage of Phrasal Verb Employed in Post Test is 14.6% and the percentage of

Phrasal Verb Employed in Pre Test is only 3.8%. In the post test, the students have improved their using of phrasal verb significantly which means that the treatment conducted in this research by the researcher in term of "the use of authentic reading materials as material of teaching phrasal verbs has really reinforce the students significantly in their using phrasal verbs in their writing.

The result of post test from each student is presented by the table 29 bellow:

No	Total Verb	Frequency of One Word Verb	% of One Word Verb	Frequency of Phrasal Verb	% of Phrasal Verb
1	37	33	89.19%	4	10.81%
2	49	44	89.80%	5	10.20%
3	26	20	76.92%	6	23.08%
4	37	34	91.89%	3	8.11%
5	32	28	87.50%	4	12.50%
6	12	11	91.67%	1	8.33%
7	55	43	78.18%	12	21.82%
8	31	28	90.32%	3	9.68%
9	49	39	79.59%	10	20.41%
10	26	20	76.92%	6	23.08%
11	22	18	81.82%	4	18.18%
12	45	36	80.00%	9	20.00%
13	38	33	86.84%	5	13.16%
14	35	30	85.71%	5	14.29%
15	17	16	94.12%	1	5.88%

Table 29 . The Total Number of Verbs, One-Word Verbs and Phrasal Verbs Employed in the

Pre-test of Every Student's Essays

The table 29 above shows that the highest percentage of phrasal verbs employed in the post test reaches 23.08 % or 6 phrasal verbs from the use of verbs totaling 26 times produced by student number three and ten. The lowest place goes to student number 15 who claims 5, 88 % or 1 phrasal verb out of 17 verbs employed.

4.5 The Effectiveness of Using Authentic Material

The authentic material proves to be effective when applied to the students in this research. It also stimulates them to try to explore ideas on their mind freely without any boundaries that they finally came up with something best according to their feeling as they are given much freedom to express anything into written words in this research.

Authentic materials have also been many times discussed as beneficial in teaching English for different skills. However, for settings other than general English, these materials may also work as a motivating feature and as a link between students' general knowledge of language and their professional language needs. Authentic materials, being a part of the real world, can serve as excellent resources for introducing language in its real form to English learners whose final goal in using phrasal verbs in their writing to communicate properly in real-world contexts. Some of these materials which English learners encounter in their professional settings include articles as a part of their specific filed literature, product labels, advertisements, brochures, newspapers, reports, literacy excerpts, audio recordings, and videotapes and best of all internet which unlike other sources is updated continuously (Crossley et al. ,2007; Horwitz, 2008). Besides, Berardo (2006) refers to internet as a stimulating and interactive source which promotes a more active approach towards reading. Internet is also appreciated by Bell (2005) since "the authenticity, immediacy, and scope of materials now available via the web are unprecedented in history". However, English teachers who as literature suggests also take the role of material developers may consider the benefits inherent in authentic materials. This can be used in creating a connection between English learners' needs/objectives and the real world outside the

instructional context. Thus, in professional settings it may be possible to simulate the real world in classrooms via presenting authentic materials that are probable in occurring outside the safe classroom context and in learners' future vocational settings.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research, the writer has come to a conclusion that the data show the followings criteria:

1. In teaching phrasal verb, creative designs are needed such as by making such stories like in cartoons and authentic material (product labels, advertisements, brochures, newspapers, reports, literacy excerpts, audio recordings, and videotapes) which is going on in current popular language nowadays. These materials may also work as a motivating feature and as a link between students' general knowledge of language and their professional language needs. Authentic materials, being a part of the real world, can serve as excellent resources for introducing language in its real form to English learners whose final goal in using phrasal verbs in their writing to communicate properly in real-world contexts.

2. To understand how deep the understanding of students in employing phrasal verbs in their writing, the pre test is conducted. The result shows that that students' production has low degree in the application of phrasal verbs, when it is compared with the percentage use of One Word Verb from total verb used.

3. After the treatment conducted by the researcher in term of teaching the students of authentic reading materials, the post test shows better results than pre test. The average

(mean) percentage of phrasal verb from the total verb used is growing significantly which reaches almost 3.5 times from the result in pre test. In the post test, the students have improved their using of phrasal verb significantly which means that the treatment conducted in this research by the researcher in term of "the use of authentic reading materials as material of teaching phrasal verbs has really reinforce the students significantly in their using phrasal verbs in their writing.

5.2 Suggestions

The analysis gives necessary suggestion that might be useful in for the future research and recommendation for the effective teaching of phrasal verb:

1. Methods of teaching phrasal verbs using the authentic material is effective in improving students' mastery of using phrasal verbs when writing so that this method needs to be maintain and improved further with longer hours of instruction and entertaining authentic materials.

2. Using cartoons in presenting phrasal verbs because they take students' attention and break up the dull atmosphere; and they bring up participation especially if they are presented in a form of classroom activity.

3. Asking students to write an essay by focusing on using, as much as they can, phrasal verbs in their writings.

To sum up, this study sets light on phrasal verbs as very important English components that are needed to be learned and most of all be manipulated by the students in order to achieve proficiency and native-like language. Such components are used to be presented in a large amount and in isolated sentences. This is why students did not get interested in learning such items despite they know the crucial role they play in English. Therefore, reading authentic materials as a device in teaching phrasal verbs with the

presentation of cartoons in a form of classroom activity, along with real application of
phrasal verbs in their writings yielded up positively, and so, confirmed the hypothesis
concerning teaching students phrasal verbs with reading authentic material considered as an
effective device.

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