ANALYZING EFL LEARNERS' DIFFICULTY IN UNDERSTANDING PHRASAL VERBS

THESIS

Submitted by:

CUT NURUL AZMAR

NIM. 140203187

Student of Faculty of Education and Teacher Training

Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING

ISLAMIC STATE UNIVERSITY OF AR-RANIRY

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By:

CUT NURUL AZMAR

Students of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No.: 140203187

Approved By:

Main Supervisor,	Co-Supervisor,
Drs. Lukmanul Hakim, MA	Yuliar Masna, S.Pd.I., M.TESOL

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Chairman,

Drs. Lukmanul Hakim, MA

Secretary,

Fithriyah, S. Ag., M. Pd

Member,

Yuliar Masna, S.Pd.L, M. TESOL

Member,

Azizah, M. Pd

Certified by:
The Dean of Education and Teacher Training Faculty
Islamic State University of Ar-Raniry

(Dr. Muslim Razali, SH., M. Ag)
NIP. 195903091989031001

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ABSTRACT

This study was designed to find out the difficulties faced by students in understanding the English phrasal verbs. It was conducted at Faculty of Education and Teacher Training specifically in the Department of English Language Education of Islamic State University of Ar-Raniry (UIN Ar-Raniry). The population and the samples were the third year undergraduate students (Batch 2017) in academic year 2018/2019. To collect the data, the test was given to a class that consisted of twenty-five students. It showed that most of the students (68%) got D (failed) and E (insufficient) score. Then, 28% of the students got C (average) and4% of the students got B (good score), but no students got A (excellent). It was proved that the students' mastery of phrasal verbs was weak. In addition, the result of the interview showed that the semanticand syntactic errorbecametwo of the difficult aspects faced by students in learning and understanding phrasal verbs. From this result, it can be concluded that it is necessary to take into consideration and to pay serious attention on teaching phrasal verbs to the students.

Key Words: *EFL Learners, Difficulty, Phrasal Verb*

CHAPTER I

INTRODUCTION

A. Background of Study

Phrasal verbs or multi-word constructions consist of more than one word mixed up with other English grammatical aspects like particle, preposition, or noun. These phrasal verbs can cause difficulties for the students to understand. It is because phrasal verbs are one of the elements of colloquial English which have multi-word units that only some people can understand, figure out, perceive, and listen to the conversation without the fundamental knowledge of them.

In order to overcome such difficulties, it is necessary for EFL learners such as the Indonesian learners to focus their learning on the phrasal verbs. However, most of them rarely realize the importance of these phrasal verbs in language learning. So, they frequently do not know the meanings, synonyms, or structures containing the phrasal verbs.

The two following sentences, for example, have the same meaning, but the one uses phrasal verb while the other one does not. (1) Mother asked me to *put out* the fire. (2) Mother asked me to *extinguish* the fire. From the two sentences, learners are usually more familiar with the second sentence than the first one, because the first example contains a phrasal verb which is considered to be difficult for them.

Because of the difficulty of phrasal verbs and since they are so frequent in spoken and written discourse, the student should be able to understand and to produce them. It also presented the student especially EFL learners a special challenge in learning and understanding the phrasal verbs.

The issues on related topic to phrasal verbs in the language-learning process illustrates the profoundly amount of research interest by some researchers toward the topic of this multi-word units. For instance, “Learning Phrasal Verbs through Conceptual Metaphors: A Case of Japanese EFL Learners” by Sachiko Yasuda (2010).

Another study investigated the difficulties that faced by Saudi university EFL students when was conducted by Maha H. Alhaysony (2017) when using and understanding English idioms as well as the strategies that they used in order to figure out the meaning of such expressions. The findings of the study revealed that majority of students faced a number of difficulties when learning and understanding phrasal verbs. Thus, teachers should adopt different methods of teaching phrasal verbs in order to help students overcome such difficulties.

Not only in the foreign contries, but this is also happens to some Indonesian students who learned English as the foreign language. It was specifically take place in the English education department of Ar-Raniry State Islamic University. For example, the word “look” which in their opinion means as “see something”, but if the

word “look” is mixed up with another grammatical aspect such as a preposition, it will change the meaning. The example is “*look down”* it will be interpreted by students as “bow the head down” but basically, it has the exact meaning which is “underestimate”.

It is necessary to have the ability in mastering phrasal verbs because they are frequently used in both oral and written materials. Since English is a foreign language, it is understandable why most students faced difficulties in understanding words meaning, especially dealing with phrasal verbs.

Like other English aspects, phrasal verbs also have a certain area of difficulties. Phrasal verbs are part of English materials, which EFL learners should master. The mastery of phrasal verb is very important because they are frequently used in daily communication. Good ability in phrasal verbs is very helpful for EFL learners to get the message of the material conveyed. On the contrary, poor ability on phrasal verbs can cause a hindrance for EFL learners to get the message of the given material.

Therefore, this study is designed to find out the difficulties faced by students in understanding the English phrasal verbs and to give some important recommendations to develop their ability in understanding the phrasal verbs.

B. Research Question

1. In what aspects do most students faced the difficulties in learning English phrasal verbs?

C. The Aim of Study

1. To find out the aspects of difficulties faced by the students in learning English phrasal verbs

D. The Significance of Study

The result of the study is expected to give some benefits. The benefits of the study can be stated as follows:

1. For the lecturers

The lecturers can find out the level of the student's mastery of phrasal verbs, so they can prepare a proper teaching material. Besides, they can find out the specific difficulties faced by students in mastering phrasal verbs and anticipate the way of overcoming them.

2. For students

The result of this study can be used as an additional knowledge to improve the students' mastery of vocabulary of phrasal verbs. With the mastery of the phrasal verbs, students can implement them in daily conversation. They can also develop

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their mastery of phrasal verbs in speaking, listening, reading and writing. By using more than one expression, they can say one idea in various ways.

3. The result of the study can be used as stimulant information to conduct further research on phrasal verbs since this research discusses phrasal verbs only.

E. Terminology

There are some terms in this research which should be defined in order to avoid misunderstanding. The terms are:

1. Analyzing

In Oxford dictionary, the word "analyzing" defines as examine (something) methodically and in detail, typically in order to explain and interpret it. According to Keraf (2002) analysis is a process for breaking things into parts that are related to each other. Meanwhile, analysis, based on Hornby (2000) in Oxford Advanced Learner's Dictionary of Current English is defined as the study of something by examining its parts and their relationship.

In other word analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it. In this study, the analysis was restricted to the difficulties faced by the English Department students of Islamic State University of Ar-Raniry in understanding English phrasal verbs.

2. EFL learner's difficulty

EFL is English as Foreign Language. As we know, English is one of languages used by people all around the world to communicate with each other. In Indonesia, a lot of people are interested in learning English as a foreign language, because they know that English is the international language used in many countries all over the world.

A learner is a person (especially a student) who explores a particular subject deeply. Oxford dictionary interprets learner as a person who is learning a subject or skill. In this context, the meaning of learners is defined as the students who are still learning something, especially about English phrasal verbs.

Difficult is an adjective defined as complicated. According to Merriam Webster learners dictionary, the difficulty is something that is hard to do, deal with, or understand. Thus, the word "difficulty" in this research means as a complicated challenge faced by EFL learners in understanding English Phrasal verbs.

3. Phrasal Verb

Definition of the term "a phrasal verb" is debatable among grammarians and researchers. The verb plus particle combination functioning as a single unit is commonly termed as "a phrasal verb". Some linguists call such combination as "a multi-word verb" (Schmitt & Siyanova, 2007).

In addition, Hornby (2003, p. 865) stated that “Phrasal Verb is (abbreviated as phrase verb) a simple verb combined an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from that of simple verbs e.g. go in for, win over, blow up”. Then, Redman (2003) added that a phrasal verb is a verb combined with an adverb and preposition and occasionally with an adverb and preposition.

Darwin and Gray (2000), defined phrasal verbs as all verbs and particle combinations that function as a unit both lexically and syntactically such as “bring about”, “take on”, and “give up”. Nevertheless, the phrasal verb that the researcher means in this study is one of the materials in English grammar skills in which EFL learners face difficulties in understanding it.

CHAPTER II

LITERATURE REVIEW

A. General Concepts of Phrasal Verbs

One of the characteristics of most English verbs is that it can be combined with a preposition or an adverbial particle to form a new meaning. Although we often find English grammarians give different names and definitions for such combinations, the common name is phrasal verbs.

Frank (2002, p. 173) said that "a preposition may combine with a verb to form a new vocabulary item". This verb-preposition combination goes by several names – composite verbs, two-part verbs, and phrasal verbs. The prepositional form used with the verb may be referred to as an adverb, a prepositional adverb or by the more general term "particle".

The verbs in such situations are mostly one-syllable words; over the most common preposition are those denoting places – *in, of, out, off, over, up, down, away, through, etc.* Listed below is some of the most common verb-preposition combination taken from Frank (2002):

For example:

Bring:

- Bring about – *cause*

I wonder what *brought about* his strange behavior.

- Bring on - *result in*

His long exposure in the rain *brought on* a bad cold.

- Bring up – *raise a subject*

He *brings up* that subject at every opportunity.

Bring up – *rear*

They *brought up* their children to behave well.

Do:

- Do over – *redo, redecorate*

We plan to *do over* our entire apartment.

- Do without (nonseparable) – *sacrifice, no need*

No one can *do without* sleep.

In addition, Crowell (2001, p. 401) stated that "a two-word verb is a combination of a verb and a particle which together have a meaning, different from the customary meanings of the two words". For example, in the sentence "The man will call up the stairs" the verb *call* has its customary meaning of "speak loudly", *up* has its customary meaning of "from below to a higher meaning". However, in the sentence "The man will call up his friends", in this case, *call* and *up* have the meaning of the verb "telephone". Therefore, in the second sentence the combination of *call* and *up* is classified as a two-word verb (phrasal verb), but in the first sentence is not. In line with the statement above, Redman (2003) added that a phrasal verb is a verb combined with an adverb or preposition, and occasionally with an adverb and preposition.

Another expert also added some of their arguments toward the definition of phrasal verbs. Azar (2003) stated that the term phrasal verb refers to a verb and preposition, which together have a special meaning. Likewise, McCarthy and O'Dell (2005) defined phrasal verbs as basic verbs, which can combine with a different preposition (or articles) to make verbs with completely new and often unguessable meaning.

Moreover, Frank (2002) mentioned that a phrasal verb is a combination of a verb and a preposition to form a new vocabulary item. This argument is almost similar to the statement of Hornby (2000) that stated a phrasal verb is (abbreviated as phrase verb) a simple verb combined with an adverb or a preposition or sometimes both, to make a new verb with a meaning that is different from those of simple verbs e.g. go in for, win over, blow up.

Here are some examples:

- The price of petrol may go up (= increase) again next week.

- He fell over (= fell to the ground) when he was jumping the fence.

- She tries to find out (= learn/discover) the name of that new company.

Speakers of English tend to use phrasal verbs and idioms (especially in informal English conversations) instead of one word since sometimes there is no other precise word to say it. For instance, it sounds funny to say "enter" to substitute "come in" in response to the door knocked. Another example of using

the phrasal verb, it is more precise to say “the tank blew up” instead of saying “the tank exploded”.

The combination of verb + particle has syntactic features. The verb is a word or phrase indicating what somebody or something does, what state of somebody or something is in, what is becoming of something or somebody (Hornby, 2000). The particle is a minor part of speech e.g. an article (a, an, the), a preposition, or adverb (up, in, out), a conjunction (or), and an affix (un-, in-, -ness, -ly) (Hornby, 2000). In other words, we can conclude that phrasal verbs are combinations, which consist of a verb and followed by an adverb particle. Many words belong to particle but those that combine with a verb to phrasal verbs are only some prepositions and adverbs.

B. Characteristic of Phrasal Verbs

Alwasilah (2003) gives restrictions on phrasal verbs as follows:

1. The combination is limited to a certain particle such as *down, on, off, in, out, up.* Although there is no restriction on the verbs, however, the most common verbs are those simple and short ones such as *put, take, get, and make.*

2. The combination is not freely formed. It is a collocation restriction. The restriction is clearly seen when we substitute the particle with its antonym. We can say “put up with it”, but we cannot say “put down with it”. The words “*give out* and *carry off* are not the antonym of *give in* and *carry on.*

3. The combination usually can be substituted with a one-word verb. However, their meaning is not exactly the same, *carry on* means continue, *put up with* means tolerate, *put off* means postpone, etc.

C. Types of Phrasal Verbs

Gethin (2011) classified phrasal verbs into two types, namely adverbial phrasal verbs and prepositional phrasal verbs. The adverbial phrasal verbis a verb, which combines with an adverbial particle to form a new vocabulary item. Followings are the rules of adverbial phrasal verbs:

1. The particle may come either before or after a noun object, although it precedes a noun object when it has a long modification such as a phrasal or a clause. For example:

- Please *turn on* the lights OR Please *turn* the lights *on.*
- She *called up* the nurse who takes care of her sister NOT she *called* the nurse who takes care of her sister *up.*

2. The particles always come after the object when it is a personal pronoun such as *me, it, them* or indefinite pronoun *one,* standing for a noun used with *a/an.* For example:

- Please *throw* it *away* NOT Please *throw away* it.
- I subscribe a magazine. Every Monday the magazine boy *brings* one *round* for me.

3. Although it precedes nouns, all directly follows personal pronouns and so must also precede an adverbial particle. For example:

- The government has started *bringing in* in a new regulation.

Unlike adverbial phrasal verbs, a prepositional phrasal verb is a verb with a preposition, or with an adverb and a preposition to form a phrase, which like main adverbial phrasal verbs, has a meaning of its own, distinct from that of the separate words (Gethin, 2011).

In prepositional verb, the preposition always comes before the object, whether or not this is a pronoun and whether or not is combined with an adverbial particle in the three-word phrasal verb. For example:

- My friend *got over* his cold. He *caught up with* the others.

Related to the example presented above, Azar (2003) classifies phrasal verbs as follows:

a. Separable phrasal verbs

With a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition. For example:

- I *handed* my paper *in* yesterday. OR I *handed in* my paper yesterday.

A pronoun comes between the verb and the preposition if the phrasal verb is separable. For example:

- I *handed* it *in* yesterday.

b. Non - Separable phrasal verbs

With a non-separable phrasal verb, a noun or pronouns must follow the preposition. For example:

- I *ran into* an old friend yesterday.
- I *ran into* her yesterday.

D. Differences between the Phrasal Verbs and Prepositional Verbs

There are some combinations of a verb such as combinations of verbs and preposition or verb and adverb. However, we can not name all phrasal verbs since there are verb-preposition combinations that look like phrasal verbs, but in fact, they are not. We call such situations as prepositional verbs. Leech *et.al.* (2009) distinguished phrasal verbs from prepositional verbs as follows:

a. Prepositional verb

Verb + preposition + noun phrase

e.g. Listen to radio

The purpose of the preposition is to link the noun phrase to the verb.

b. Phrasal verb

Verb + adverb

e.g. Carry on

The purpose of the adverb is to change the meaning of the verb. Moreover, phrasal verb often looks like a prepositional verb that is a verb + preposition. But we can see they are different when we use a pronoun as an object. For example:

- Phrasal verb: I *look up* the word OR I *look* the word *up* OR I *look* it *up*.

- Prepositional verb: I *looked at* the painting OR I *looked at* it NOT I *looked* it *at*.

E. Multiple Meaning

Redman (2003, p. 36) stated that "There are many phrasal verbs have more than one meaning". In the examples marked italic, the phrasal verb is much more natural than the explanation in brackets. It was so hot so I decided to *take off* (=remove) my jacket. I'm always nervous when the plane *takes off* (=leaves the ground). I think she will *get through* the exam (=pass).

My alarm clock didn't *go off* (=ring) this morning. Besides, Praninskas (2014, p. 216) said that "there are many two-word verbs express different meanings in different contexts, and thus the grammatical patterns they follow is also different". One example is the unit of *take off*; which is listed below as either transitive or intransitive but not as both. In the context of clothes, *take off* means to remove and as transitive; in the context of travel, it means to leave and it is intransitive.

F. The Main Problem in Mastering Phrasal Verbs

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It is well known that *phrasal verbs* are a challenging area of English-language learning and teaching. In this section, some problems that learners experience when they try to use *phrasal verbs* in their own speech and writing will be discussed. As stated by Bywater (1969, as cited inFolse, 2004) the

following main problems have been highlighted in relation to *phrasal verbs* of this type:

1. Avoidance
2. Style deficiency
3. Semantic confusion
4. Lack of collocational awareness
5. Using idiosyncratic phrasal verbs
6. Syntactic errors

Phrasal verbs are often presented as characteristic of informal spoken English. Although this is an oversimplification, *phrasal verbs* can be found even in the most formal types of text. It is nevertheless true that native speakers of English use approximately half as many *phrasal verbs*in formal writing as in informal speech.

On the other hand, EFL learners have a tendency to use more *phrasal verbs* in formal writing than in informal speech. In addition, it can be seen that learners also use *phrasal verbs* that are not typically associated with formal writing. One of the possible reasons why learners tend to use more *phrasal verbs* in writing than in speech is that writing task usually gives learners more time to plan and encode their messages. A learner actually may consider the possibility of using a group of verbs that they are generally not very familiar with in using it.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative research design. According to Creswell (2012) a qualitative research is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of the informants, and conducted in a natural setting. This design also chose because it related to this study which is focused on searching human problem especially EFL learners' problem in understanding English phrasal verb.

In addition, related to the design of this research, the interview was chose as the main instrument of the research. Eventhough there was a test conducted in finding the result, but it was only use for strengthen the data of the interview result later. Additionally, in doing this final project, the researcher collected the required data and information from the two main sources: library research and field research. The library research referred to the activity of gathering data from library facilities such as references to fundamental theories, which support the writer's effort in conducting the research. Field research referred to the research that conducted at English Educational Department of State Islamic University of Ar-Raniry.

B. Population and Sample

The population was the most significant factor in conducting a research. Sutton (2015) stated that the population was the group of the interest to the researcher, the group to which he or she would like the result of the study to be generalized. The population used in this study was the third semester students of the English department of UIN Ar-Raniry in the academic year of 2018/2019. The student was choosen as the subject of the research because in the researcher's opinion they had known enough vocabularies since they took vocabulary and pronounciation class at the first semester.

Furthermore the sample of the research was also chosen by using random sampling technique. In this technique, the researcher put the classes' names that have written in a piece of paper in a hat. Then, it chosen by closing the eyes to get a sample of class. It was more appropiated and fairly representative because it will not be favor to certain members.

According to Singh (2006), there were two types of samplings techniques in general; probability sampling and non-probability sampling. This research involved the probability sampling technique to determine the target samples from the population of the third year undergraduate students of English department of UIN Ar-Raniry in academic year 2018/2019. According to Singh (2006, p.85), "probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals of the population equal chances of

being selected". Therefore, the target sample was only 10% of the population which is contained 25 students of approximately 250 students.

C. Data Collection

The data of this study was collected through test and interview process which were asked to those students during their free time after they have taken the test first. It was conducted in face-to-face test, in-person interview with those students. Creswell (2012, p.234) stated, "it is better to select a few, rather than many, individuals or sites to study, to provide an in-depth understandings of the phenomenon". The respondents' answer of the test was systematically analyzed for the data that strengthen the interview, and the interviewee's response was recorded by the researcher, so that the data could be transcribed and analyzed easily then.

1. Instrument

An instrument was anything used to collect data (Schreiber & Asber-self, 2011). The instrument of the research was a tool or facility used by the researcher for collecting data in order to get a better result. To achieve that result, two data-gathering instruments were applied in this study: test and semi-structured interview. The instruments were described in the following subsections:

a. Test

In simple terms, test is explained as a method is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by

individual or group of student to collect the data (Brown, 2004). Actually test has two kinds of instruments, namely objective and essay test. The instrument of the test in this research is used both of the kind of the test. They are multiple choice and completion, considering that is adaptable to the measurement. The researcher also could directly get as many as possible the specific difficulties faced by learners in understanding phrasal verbs that the researcher actually wants to measure.

The test material took from the teaching material that have been taught at campus by the lecturer. The test consisted of 30 questions which is included the multiple choice and completion type of the test. From number 1 until 10 was the multiple choice type of the test with a choice of distracters: A, B, C, and D. From 11 until 20 was the substituting two or more words with phrasal verbs which have similar meaning (synonym/ same meaning). The last 10 questions was the completion type of the test which is from number 21 until 30.

A student got score 100 if all the answers were correct (3.33 for one correct answer). There are two criteria of the students' score which are those who got below average score and those who got above average score.

b. Interview

The interview was a further step in to gathering objective evidence on the ability of EFL learners in comprehending phrasal verbs. In this thesis, kind of interview is semi-structured interview, which is the question systematically listed

and directly answered by the interviewee. The participants of the interview were selected purposively based on three criteria required by researcher, which are:

- Whom got below average score in answering the test
- Whom got no correct answer in aswering the test

A major advantage of the interview was its adaptability, instructiveness, and the direct response got elicitly from the informants. The researcher has some controls over the course of the interview, although the interviewee is allowed to negotiate what is being discussed (Nunan, 2000). In this way, more information could be picked up from the conversation between the interviewer and the interviewee. In this type of interview, the researcher needed to listen carefully to the participant's responses and followed his or her lead.

Fontana and Frey (2000, p.645) as cited in Creswell (2012, p.46) stated, "Semi-structured interview is one of the most powerful ways in which we try to understand our fellow human beings". To gather the information about participants' self-management, the researcher used recorder to record the participants' responses and prepared the interview protocol to get accurate data. It can be seen in the appendix 1.

The interview was given to achieve more accurate information. It was aimed to find out the difficult aspects that most student face in understanding phrasal verbs. The result of interview was analyzed qualitatively using descriptive narration. It was based on participants' uttarance. Then it concluded after comparing each of participants' perspectives.

2. Data Collection Procedures

The research was conducted from November 29th until December 20th 2018. The test process was going on November 29th– December 6th 2018 with 10% of the population. Otherwise, The interview process was going on December 10th– December 20th 2018 that involved 11 students of those 10% of the population. The procedures of collecting the data of the study involved several steps, which are:

a. Arrangement of the Test Items

The test materials was take from the teaching materials (lecturer's syllabus) that being taught. The test was given to the students that consisted of 30 questions. The clasification of the questions of the test are:

1) Placing a suitable phrasal verb in context

   Multiple-choice number: 1-10

2) Finding the synonym/ same meaning for the phrasal verb

   Completion number: 11-20

3) Filling a suitable particle(s) for the phrasal verbs in context

   Completion number: 21-30

b. Administration of the Test

To collect the data, the written test was used. It was conducted at Faculty of Education and Teacher Training specifically in the Department of English Language Education of Islamic State University of Ar-Raniry (UIN Ar-Raniry) in

the academic year 2018/2019. The total students of the third-year undergraduate students were approximately 250 students. Therefore, the test was given to 25 students as the sample of the test and it was randomly chosen by the researcher.

The test was carried out in 100 minutes. Ten minutes were used to distrubute the test paper and to inform the instruction clearly. 75 minutes were used by the students to take the test. The test was conducted on Thursday, November 29th 2018. Then, the scoring result directly began in the following day until December 6th 2018.

c. Construction of the Interview

The interview was conducted otherwise to find the aspects of difficulties specifically faced by the students in learning and understanding phrasal verbs. The interview process was going on December 10th until December 20th 2018. It carried out in approximately ten minutes for each interviewee. Then, the result analyzed using the coding system.

D. Data Analysis

Operational testing can be achieved by test planning and statistical methods for test design. It's also noted that achieving the full benefit of test requires a design that takes account of how test data are to be analyzed. In reviewing some reports which documented the analysis of operational test data, it found that vast majority focused on calculating means and percentages of measures of effectiveness and developing significance tests to compare means and

percentages with target values derived from the test requirements (“Analyzing and Reporting Test Results” 1998). Thus, this approach became enlightenment for the researcher in analyzing the data of the test.

The data obtained from the interview is analyzed by using the six steps qualitative data analysis from Creswell (2012, p.236-237). These are the following steps:

1. Preparing and organizing the data (transcripts).
2. Exploring and coding the database.
3. Describing findings and forming themes.
4. Representing and reporting findings.
5. Interpreting the meaning of the findings.
6. Validating the accuracy of the findings.

These were a source of description that will be managed and controlled in doing grounded theory and case study research. By using this coding process, the researcher was able to see the direction of his research, so he/she could become selective and focus conceptually on particular social problem (Glaser & Hon, 2014).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter deals with the finding and discussion of the research. It consists of the difficulty aspects faced in understanding phrasal verbs which will be divided into some components; avoidance, style deficiency, semantic confusion, lack of collocational awareness, using 'idiosyncratic' phrasal verbs, and syntactic errors.

This chapter analyzes the research findings based on the obtained data from the test process that was going on November 29th– December 6th 2018 with those 10% of the population. The interview process that was going on December 10th– December 20th 2018 involved 11 students as the interviewees. The selected students are in initials of EA, ROJ, CMA, MF, SS, NPP, H, EAH, AHQ, RFP, YA.

The findings data is analyzed by researcher using statistical and non statistical analysis. After finishing the computation of the students' achievement of phrasal verbs from the test, the researcher needs to put the result in a form that is readily interpretable. Those data are useful to describe whether there was the difficulty faced in understanding phrasal verbs or not and it linked to the interview result later.

In relation to the research question, the finding of the test is presented in the table version to show that there is the difficulty faced by EFL students' in English Department of UIN Ar-Raniry in understanding phrasal verbs. Additionally, the interview result is also descriptively presented in this chapter.

1. Statistical Analysis

a. Classification of the Test Items

Before the table is presented, the researcher administered, analyzed, and then interpreted them. Statistical analysis is concerned with the organization and interpretation of the test score and on the numerical data collected through measurement. Before calculating the score of the student test, the classification of the test items was made first in terms of *phrasal verbs:*

a) Placing a suitable phrasal verb in context Multiple-choice number: 1-10
b) Finding the synonym/ same meaning for the phrasal verb Completion number: 11-20
c) Filling a suitable particle(s) for the phrasal verbs in context Completion number: 21-30

The total numbers of the test items were 30. The test item can be seen in appendix 2.

b. Scoring of the Test

There were 10 items of multiple-choice type and 20 items of completion type. A student will get score 100 if all the answers were correct (3.33 for one correct answer). The table below shows the students test score:

TABLE A.1. Findings

Test Scores of EFL Learners' in Understanding Phrasal Verbs

No.	Student Initial	Correct Answer	Score
1	EA	8	26,64
2	ROJ	9	29,97
3	CMA	10	33,3
4	MF	10	33,3
5	SS	11	36,63
6	NPP	11	36,63
7	H	11	36,63
8	EAH	11	36,63
9	AHQ	12	39,96
10	RFP	13	43,29
11	ENI	13	43,29
12	YA	13	43,29
13	MC	14	46,62
14	SR	14	46,62
15	CRAN	16	53,28
16	M	17	56,61
17	HN	17	56,61
18	CUM	20	66,6
19	R	20	66,6
20	STA	20	66,6
21	Y	20	66,6
22	MJ	20	66,6
23	PM	21	69,93
24	NS	21	69,93
25	HN	22	73,26

In order to make it easy to analyze, it is necessary to put this result into the table of frequency based on grading criteria of Islamic State University of Ar-Raniry as follows:

TABLE A.2. Findings

Grading Criteria of Students Achievement

Interval	Criteria/Grade	Level of Achievement	Frequency	Percentage
0 - 50	E	Failed	12	48%
51 - 60	D	Insufficient	5	20%
61 - 72	C	Average	7	28%
73 - 85	B	Good	1	4%
86 - 99	A	Excellent	0	0%
Total			25	100%

From the table above, it clearly shows that most of the students (68%) got D (failed) and E (insufficient) score. Then, 28% of the students got C (average) and 4% of the students got B (good score), but no students got A (excellent). It means that the students' mastery of phrasal verbs of third-year undergraduate students of the Islamic State University of Ar-Raniry was weak. it also showed that the student the lowest students score was 26,64 and the highest score was 73,26 as shown previously in the **TABLE A.1.**Findings.

c. Central Tendency

Dealing with the statistical analysis, the central tendency was measured. According to Heaton (2008), there are three kinds of measurement that should be considered when talking about central tendency which is *mean, median, and mode.*

1) Mode

The mode is the score that occurs most frequently in a distribution. Heaton (2008) stated that the mode refers to the score, which most candidates obtained. The mode is determined by tallying up the scores occurring in distribution and selecting the score that occurs frequently.

From the scores of the test, we know that the mode is 66.6 because 66.6 is the most frequently appeared scores, it showed up five times. Eventhough that the most frequently appeared score (66.6) was included in average score, it didn't mean that the students mastery in understanding phrasal verbs is good enough. It's because there were more students got low score than good score, as shown previously in the **TABLE A.1.**Findings.

2) Median

The median is known as the fiftieth percentile or middle score. Heaton (2008) mentioned that the median refers to the score gained by the middle candidate in order of merit. It could be no middle person thus the scores halfway between the lowest score, in the top half and highest score in the bottom half is taken as the median. Except if the candidate is odd, the median is directly shown in the middle. Since the data above is odd, so the middle score is 46.62 as the median.

3) Mean

Heaton (2008) also stated that the mean score of any test is the arithmetical average which is the sum of the separate scores divided by the total number of the testers. It could be a most efficient measurement of central tendency, but it not always appropriate.

Thus, the mean is the average of the group scores. It represents by *(X)*. The computation is by adding a series of scores and then dividing this sum by the number of scores.

Heaton (2008) also added that the formula used for computing the mean is as follows:

$$\boldsymbol{X = \frac{\Sigma X}{n}}$$

Where: X = the mean

ΣX = the sum of the test scores

n = the number of scores in the distribution

Before applying the formula, the result of ΣX needed to calculate first. the computation of the ΣX goes like this:

$$\Sigma X = X_1 + X_2 + X_3 + X_4 + ... + X_n$$

Because “n” was the number of scores in the distribution or in other word was the number of the test takers, thus “n” here is 25.

So, the result of the average of the scores goes like this:

$$\boldsymbol{X = \frac{\Sigma X}{n}}$$

$$\boldsymbol{X = \frac{X1 + X2 + X3 + X4 + \ldots + Xn}{n}}$$

$$\boldsymbol{X = \frac{26{,}64+29{,}97+33{,}3+33{,}3+ \ldots +73{,}26}{25}}$$

$$\boldsymbol{X = \frac{1178{,}82}{25}}$$

$$\boldsymbol{X = 47.15}$$

Since the average score of the students is 47.15, it provided that students faced so many difficulties in answering and trying to understand the question in the topic of phrasal verbs. It also has been indicated in grading criteria of students achievement in **TABLE A.2.**Findings which is 68% of the students got below average score, while 32% of students got above average score.

2. Non-Statistical Analysis

After doing the statistical analysis dealing with the students' scores, the next step is dealing with the interview result. As it's well known that phrasal verbs are a challenging area of English-language learning and teaching, Bywater (1969, as cited in Folse, 2004) stated some problems highlighted in relation to phrasal verbs of this following types:

1. Avoidance

2. Style deficiency

3. Semantic confusion

4. Lack of collocational awareness

5. Using idiosyncratic phrasal verbs

6. Syntactic errors

Refer to the result of the interview, it found out that seven of eleven interviewees have a really big consideration on understanding the meaning. It became the difficulties aspect faced by them in understanding phrasal verbs. It showed when they said:

> Int. 2: *"Eum.. for example some vocabularies some phrasal verbs that I don't ever look before make me eum.. hard hard to eum.. understand* ***the meaning****"* Int. 3: *"Yeah, it's hard to understand because eum.. saya masih tidak mengetahui eum..* ***meaning*** *from phrasal verb"* and add with, *"I think the difficulties eum.. find the synonym and* ***the meaning****"*
>
> Int. 5: *"Aspect* ***meaning****, or in eum.. the word is very not familiar for me"* Int. 8: *"Eum. I difficult to understand eum..* ***the meaning*** *of phrasal verbs because it have the same eum.. verb but eum.. different particle"*
>
> Int. 9: *"I'm confused eum.. a little in eum.. understanding* ***the meaning****"*
>
> Int. 10: *"Because I don't know all* ***the meaning*** *of that"*
>
> Int. 11: *"I think is* ***the meaning*** *of eum.. the phrasal verbs, like eum.. question eleven until eum.. twenty"*

In relation to meaning confusing, it called semantic errors. By far, it's the most common errors made by learners when using phrasal verbs reflected an incomplete understanding of the meaning of phrasal verbs.

Additionally, still according to the result of the interview that the rest of four students thought that they faced difficulties in the aspect of combining the suitable particle to the verb. It's showed when they said:

Int. 1: *"I think the aspect difficult eum.. when* ***matching*** *the word between* ***particle and verb****"*

Int. 4: *"Eum.. when* ***combining*** *between* ***particle and verb****"*

Int. 6: *"Eum. I think how to* ***combining*** *eum.. phrasal verb between eum..* ***particle and verb****"*

Int. 7: *"I think I just eum..* ***make a match*** *from the sentence like ee.. what the first sentence and the last in each we need to eum.. put the word in the middle or in the first we need to read the last one the last sentence"*

This is showed that students have a lack of 'syntactical awareness': that is, they tend to be unaware or don't know of the preferred relationships that exist between some words. Some words belong together with other words and occur more naturally with these words rather than with that of other words with the same meaning.

Students tend to be less aware of these special relationships, which means that they often combine words (between particle and verb) that do not normally have a connection in each other's word. For example:

Students use the right verb but the wrong particle:

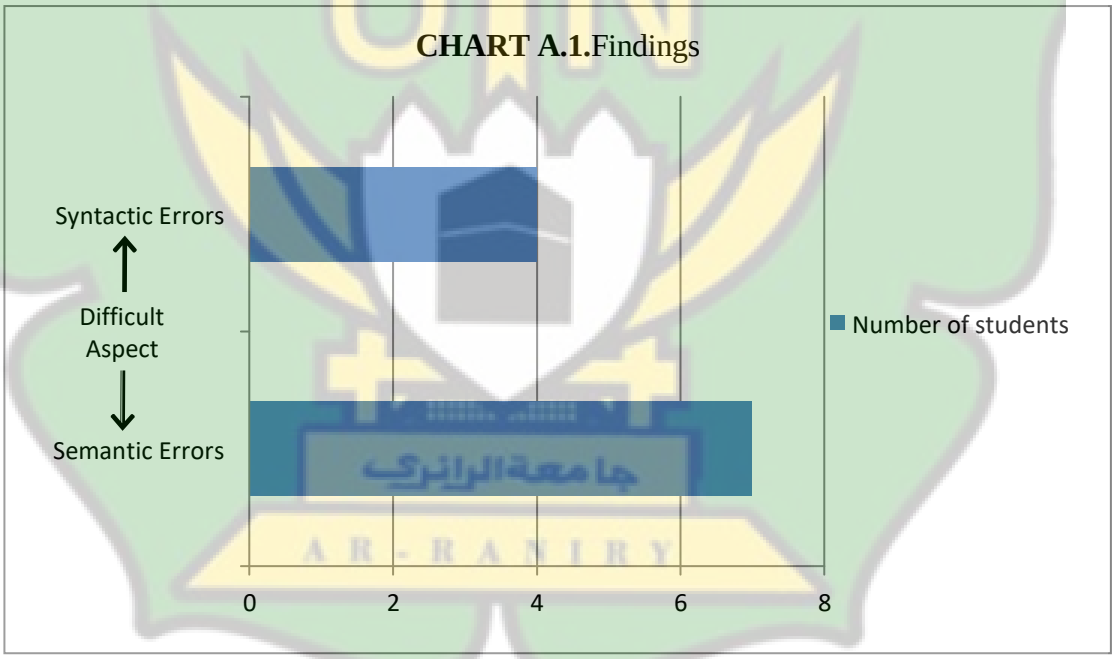
- They fill up (fill in) many forms.

Students use the right particle but the wrong verb:

- We tried to come back to (go back to) Los Angeles.

Based on two difficult aspects that explained before, it can be drawn in graphical form as follows:

CHART A.1. Findings



B. Discussion

Based on the test result, it showed that the average score of the student is 49.82. Fourteen of the total students are below average and it's mean that there were the difficulties exist faced by the students in understanding the phrasal verbs. It proved by students with initials of EA, ROJ, CMA, MF, SS, NPP, H, EAH, AHQ, RFP, ENI, YA, MC, and SR who got the score under the average (49.82).

Nevertheless, the mode or the score that occurs most frequently based on the test result is 66.6, which means even though the average is 49.82, but there were students that passed the average with a good enough score. There are with initials of CRAN, M, HN, CUM, R, STA, Y, MJ, PM, NS, and HN.

From the test result, it helped and supported the interview result which means that there were the difficulties exist faced by students especially EFL learners in understanding phrasal verbs.

It found that more than a half of sample told that the most difficult aspect faced by them is in understanding the meaning of the phrasal verbs. It's mean the students should fully aware when using phrasal verbs reflecting a complete understanding of the meaning of that phrasal verbs.

Another difficult aspect was a syntactic error. It's hard for the students when combining the verb and the particle. They have to deal with the same word but need different particle, also sometimes the same particle but different word.

Referring to those two kinds of difficult aspects (meaning confusing or called as semantic confusion and syntactic errors), it can be concluded that there was the difficulty faced by EFL learners in understanding phrasal verbs. Additionally, it can also be inferred that there was not only because of these aspects but also the result of the test helped the research much by giving the absolute evidence based on the acquired average.

As has been stated by Bywater (1969, as cited in Folse, 2004), the phrasal verbs were a challenging area of English-language learning and teaching. He added that there are some difficult aspects in relation to phrasal verbs which are:

1. Avoidance
2. Style deficiency
3. Semantic confusion
4. Lack of collocational awareness
5. Using idiosyncratic phrasal verbs
6. Syntactic errors

Therefore, the result of the research has found two of those six aspects of difficulties which are semantic confusion and syntactic errors.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the research conclusion and suggestion. It consists of the background of the research and the discussion result summary. Also, some suggestion are presented for the proposed study and recommended for future research related to the study in the same field of phrasal verbs by other researchers.

A. Conclusion

Phrasal verb is one of the elements of colloquial English that only some people can understand, figure it out, comprehend it without the fundamental knowledge of them. In order to master English, EFL learners such as Indonesian learners have to be knowledgeable in phrasal verbs. This grammatical aspect helped EFL learners in using the language well.

Phrases were considered to be figurative expressions that can not be translated it to the word by word literally stated. It was also frequent in spoken and written discourse. So, that's why understanding and being able to produce those phrases presented EFL learners with a special challenge.

The issues on related topic to phrasal verbs in the language-learning process illustrated the profoundly amount of research interest by some researchers toward the

topic of this multi-word units. For example, “Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students” by Maha H. Alhaysony (2017).

Different from the previous study, this research only focus to find the aspect of difficulties faced by the student. The findings revealed that the majority of students face a number of difficulties when learning and understanding phrasal verbs. Thus, teachers should adopt different methods of teaching phrasal verbs in order to help students overcome such difficulties.

Additionally, students are in need of improving their communication skills through phrasal verbs-based learning. Further, EFL students face different difficulties because of the lack of deep understanding to the phrasal verbs. This result affirms the importance of not only teaching the phrasal verbs but also using it in the daily language. Hence, the EFL learners could be familiar more with phrasal verbs. In addition, teachers should help in raising students’ awareness of idiom through teacher instruction and many other procedures.

Moreover, the results of interview illustrated that guessing from context is the most frequently used strategy in learning phrasal verbs because of incomplete understanding of the meaning of the phrasal verbs. This highlights the importance of teaching and learning phrasal verbs in context, as it helps in guessing meaning of the target phrasal verbs by limiting the amount of unfamiliar figurative language. This

indicates that teachers should equip learners with appropriate skills to utilize the context in guessing the figurative meaning of phrasal verbs.

Furthemore, it showed that students rely on translating the literal meaning into L1 as a way to understand English phrasal verbs. This indicates that teachers as the syllabus designers should consider the fact that the students find it easy to learn phrasal verbs that have conceptualization in both first and foreign or second language.

B. Suggestion

Learning phrasal verbs with collaborated more strategies between learners and lectures will be more effective to meet successful achievement and goals. Therefore, the researcher would like to give some suggestions as follows.

First, for the students, they should be able to take advantages on the study of English grammar especially about phrasal verbs. They could use it as an additional knowledge to improve their mastery of vocabulary of phrasal verbs. With the mastery of the phrasal verbs, they could implement them in daily conversation. They can also develop their mastery of phrasal verbs in speaking, listening, reading and writing. By using more than one expression, they can say one idea in various ways.

Second, for the lecturers and university, the researcher expects that the result could give positive messages and/or idea to find out the level of the student's mastery

of phrasal verbs, so they could prepare a proper teaching material. Besides, they might find out the specific difficulties faced by students in mastering phrasal verbs and anticipate the way of overcoming them. In addition, if possible, teachers should try to highlight connections between the learners' first and target languages, because the students will rely on their first language when trying to understand phrasal verbs in a foreign language.

Last but it's not least, for the next researches, it suggested to implement some other aspects further and to investigate deeper on phrasal verbs field because the study is limited for only two aspects which are meaning confusion or called as semantic errors and syntactic errors. Thus, it will be more challenging, interesting and detailed in a wider scale with also more participants to have more data and more result.

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Appendix 1: Instrument (Interview Protocol)

Interview Protocol

Project: Analyzing EFL Learners' Difficulty in Understanding Phrasal Verbs

Time of interview : 10:00 am
Date : 20th of December, 2018
Place : Tarbiyah Faculty building B of UIN Ar-Raniry
Interviewer : Cut Nurul Azmar
Interviewee : Interviewee 1
Position of Interviewee : English Department Student of UIN Ar-Raniry

This is a research study about the analyzing EFL learners' difficulty in understanding phrasal verbs. The purpose is to find out the difficult aspects that most students of English Department of UIN Ar-Raniry faced in learning English phrasal verbs. The data is collected through a semi-structured interview which is recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about your difficulty faced in comprehending phrasal verbs. The interview process will take about 10 minutes.

Questions:

1. Are you familiar with phrasal verbs?
2. Can you give an example of the phrasal verbs and its meaning?
3. Do you often use the phrasal verbs in your writing or speaking?
4. Are the questions in test items too difficult for you to answer?
5. Is it hard for you to understand all of the questions and the instructions?
6. In what aspect do you think you faced the difficulties? Why?
7. How do you solve that problem?

Thank You

The Format Source: Asmussen and Creswell (1995) as cited in Creswell (2012, p.226)

Appendix 2: Interview Transcript

Interviewee 1:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Not too, eum.. never heard but i did not know it turned out to be a phrasal
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: For example, turn off matikan
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Yes eum.. i often use phrasal verbs in writing
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Eum.. Not too
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: I think eum.. it hard
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: I think the aspect difficult eum.. when matching the word between particle and verb
7. **Interviewer:** How do you solve that problem?
   Interviewee: Eum.. By learning more diligently

Interviwee 2:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Eum.. yes i familiar
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: Eum.. i often use eum.. general phrasal verb for example eum.. pick me pick me up eum.. and eum.. put it on
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Eum... no i only use in my speaking
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Yes, difficult to answer
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Eum.. for instruction, eum.. for instruction eum.. not difficult but for eum.. question is difficult
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: Eum.. for example some vocabullaries some phrasal verbs that i don't ever look before make me eum.. hard hard to eum.. understand the meaning
7. **Interviewer:** How do you solve that problem?
   Interviewee: Eum.. i just eum.. make as the form, the next a match before what is the phrasal verbs and before a eum.. phrasal verbs what is text talking about

Interviewee 3:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Yes, of course
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: For example, put off melepas like you can't put off your shoes here
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: I often use phrasal verbs in speaking
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Eum.. i think yeah, because i still rarely use it
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Yeah, it's hard to understand because eum.. saya masih tidak mengetahui eum.. meaning from phrasal verb
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: I think the difficulties eum.. find the synonym and the meaning
7. **Interviewer:** How do you solve that problem?
   Interviewee: To solve the problem eum.. i learn more about phrasal verbs

Interviewee 4:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Yes, i am familiar with that phrasal verbs
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: For example eum.. fall down terjatuh maybe
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Yes, i often using phrasal verb in speaking
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: No, but eum.. i am not learn
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Yes, phrasal verb to me eum.. is hard
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: Eum.. when combining between particle and verb
7. **Interviewer:** How do you solve that problem?
   Interviewee: Have to learn eum a lot, and eum.. you have to i have to know the vocabulary a lot

Interviewee 5:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Yeah that is familiar for me
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: Eum .. like turn off, turn on, or packed in, the meaning eum.. mematikan, menyalakan, or stop or berhenti

3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Eum.. sometimes or in the special times
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Eum.. not only, but eum.. i have some eum.. some eum.. what? Word i can't i can't know meaning them
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: eum.. the instruction is clear but eum i'm difficulties to answer the question
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: aspect meaning, or in eum.. the word is very not familiar for me
7. **Interviewer:** How do you solve that problem?
   Interviewee: Solve that, i'm searching in the google and i see translate

Interviewee 6:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Yes, eum.. the phrasal verbs is really familiar for me
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: For example is like eum.. broke out
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Eum.. i often use it in my speaking
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: No, it's not really difficult for me if i learn it
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Yeah.. it's hard, because there is eum.. some questions about phrasal verb that i eum.. don't really understand
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: Eum.. i think how to combining eum.. phrasal verb between eum.. particle and verb
7. **Interviewer:** How do you solve that problem?
   Interviewee: So, how to solve the problem is eum.. i should more study hard and learn more about phrasal verb

Interviewee 7:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Yes, i often .. heard it in a song or in movie
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: Hmm.. like pick the children up, it means aa.. aa jemput, yeahh jemput me..jemput anak-anak
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Yes, but it not too .. but it sometimes in speaking

4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Eee.. for me yeah because i never ee.. learnt about phrasal verb before in formal, but ee.. i just know it in hmm.. in the music from the music and the movie
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Yes, this is the first time for me to learn phrases, and then ee.. it so hard to match ee.. the word and with the sentences
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: I think i just eum.. make a match from the sentence like ee.. what the first sentence and the last in each we need to eum.. put the word in the middle or in the first we need to read the last one the last sentence
7. **Interviewer:** How do you solve that problem?
   Interviewee: I think to more ee.. learn about phrasal verbs after this, that i can eum.. handle all of the problem

Interviewee 8:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Yes, i am familiar with phrasal verbs
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: Example eum.. turn on the stove, nyalakan
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Yes, i often use phrasal verbs in speaking and writing
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Yes i think eum... it was difficult because i still don't understand about the phrasal verbs
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Yes, it was eum.. very hard for me to understand the question than instruction
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: Hmm.. i difficult to understand eum.. the meaning of phrasal verbs, because it have the same eum.. verb but eum.. different particle
7. **Interviewer:** How do you solve that problem?
   Interviewee: To solve this problem, eum.. i have to learn more about phrasal verbs

Interviewee 9:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: I'm not too familiar but i often heard about the phrasal verbs
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: Eum.. for example like eum.. turn off the lamp, turn, turn off the light, eum matikan lampu

3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Eum.. not too much eum.. but eum.. i am still using it when eum.. there is when i got exercise like essay writing or something like that
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Eum.. it's not too easy but it's not too difficult
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Eum.. for instruction eum.. not too difficult but for eum question maybe
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: I'm confuse eum.. a little in eum.. understanding the meaning
7. **Interviewer:** How do you solve that problem?
   Interviewee: I'm just studying hard and read about eum some exercise about the phrasal verbs

Interviewee 10:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Yeah i'm familiar with phrasal verb eventhough i don't know all the meaning
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: Example of, it just like give up, eum.. turn on, turn off, think of think through, eum.. give up means menyerah, turn on menghidupkan, turn off mematikan
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: No just sometimes i use i just what i have known but it sooooo seldom
4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Yes, so diffucult to answer because it i just like strange like ..
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Eum.. eum.. i have a difficulties to answer to the question but the instruction is clear
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: Because i don't know all the meaning of that
7. **Interviewer:** How do you solve that problem?
   Interviewee: I just eum.. make a list for the meaning that like call up, i think that related to something phone, like that

Interviewee 11:

1. **Interviewer:** Are you familiar with phrasal verbs?
   Interviewee: Ee.. i think i'm not too familiar but i know just a little about it
2. **Interviewer:** Can you give an example of the phrasal verbs and its meaning?
   Interviewee: Turn on the light eumm.. hidupkan eum.. menghidupkan lampu
3. **Interviewer:** Do you often use the phrasal verbs in your writing or speaking?
   Interviewee: Yes, but eum.. sometimes in my writing

4. **Interviewer:** Are the questions in test items too difficult for you to answer?
   Interviewee: Eem.. yeah because i never ee.. learnt about phrasal verb before
5. **Interviewer:** Is it hard for you to understand all of the questions and the instructions?
   Interviewee: Instruction is okay but eum.. the question is a little bit eum.. hard, difficult
6. **Interviewer:** In what aspect do you think you faced the difficulties? Why?
   Interviewee: I think is the meaning of eum.. the phrasal verbs, like eum.. question eleven until eum.. twenty
7. **Interviewer:** How do you solve that problem?
   Interviewee: Maybe i look for the meaning also and then i memorize it eum.. i used to speak

جامعة الرانري
AR-RANIRY

Appendix 3: Instrument (Test Items)

Name:

Student Number:

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to join that club, you have to …. a form and send it to your secretary.

a) Fill up
c) Fill into
b) Fill out
d) Fill over

2. Don't worry we'll have to wait a little longer because I'm sure he'll …. Soon.

a) Turn up
c) Turn into
b) Turn in
d) Turn down

3. Last week I …. that book you wanted in a small shop.

a) Came up
c) Came across
b) Came into
d) Came by

4. What you have to do is to …. a new idea that will enable us to make a lot of money.

a) Think over
c) Think about
b) Think out
d) Think up

5. I need to find some kind of chemical that will …. the weeds in the garden.

a) Keep off
c) Keep down
b) Keep out
d) Keep on

6. When spring comes, people often feel inclined to …. their houses.

a) Do over
c) Do up
b) Do through
d) Do in

7. The time has now come when it will be necessary to …. making a plan.

a) See about
c) See through
b) See over
d) See into

8. It's easy to see from the way the garden is looking that winter has ….

a) Set out
c) Set up
b) Set in
d) Set off

9. You don't need to worry that you'll be left on your own because I will always …. you.

a) Stand for
c) Stand by
b) Stand to
d) Stand from

10. You can tell by the way she talks and behaves that she …. her mother.

a) Takes to
c) Takes back
b) Takes in
d) Takes after

Find the synonym/the same meaning of the underlined phrasal verbs!

11. The car is <u>playing up</u> again. It won't start.	a. Stop an activity
12. Five people were promoted, but I <u>missed out</u> again.	b. Manage to succeed
13. I couldn't quite <u>make out</u> what the notice said.	c. Behave or work badly
14. Let's <u>run over</u> the plan once more.	d. Draw attention to a fact
15. Jean is always <u>sending up</u> the French teacher.	e. Lose a chance
16. The company agreed to <u>stand by</u> its original commitment.	f. Manage to see or understand g. Investigate
17. I <u>pointed out</u> that I would be on holiday anyway.	h. Take revenge
18. The police have promised to <u>look into</u> the problem.	i. Make fun of by imitating
19. It was a tricky plan, but we <u>pulled</u> it <u>off</u>.	j. Keep to an agreement
20. John has <u>packed in</u> his job.	k. Check

Fill in the blank with most appropriate adverb or preposition!

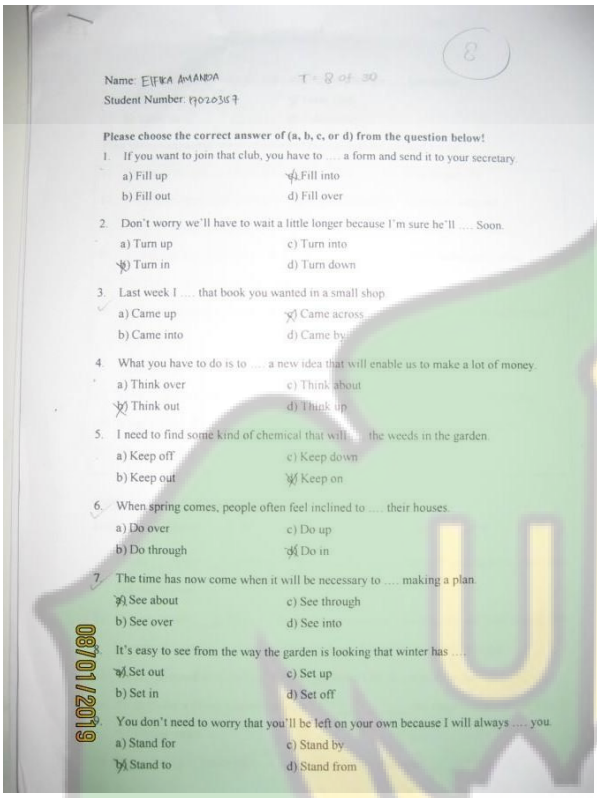
(*across down in into on out over up*)

21. I wake_____at 6:00 AM, but I usually stay in bed until around 6:30, I am not a morning person.
22. Our car broke_____in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived.
23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow_____.

24. To apply for a driver's license, please fill_____this form and proceed to line B for the eye exam.
25. If you don't pay your rent, your landlord is going to kick you_____.
26. The environmental activists were standing by the side of the road handing _____ leaflets to protest the construction of the new beach hotel.
27. When American students go to their high school proms, they dress_____in tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy!
28. Sandy majored in French in college, but she has forgotten a lot of her vocabulary. She is going to Paris next summer to visit some old friends and brush_____on her French.
29. A thief broke_____their house while they were on vacation and stole their television, their VCR, their microwave, their personal computer and all of their jewelry.
30. The old country house Susan and Bill bought in Connecticut need some major work before they can stay in it. However, once they fix the place_____, it will make a great vacation home.

Appendix 4: Students Test Answer Sheets

1. Test Result of The Interviewee 1

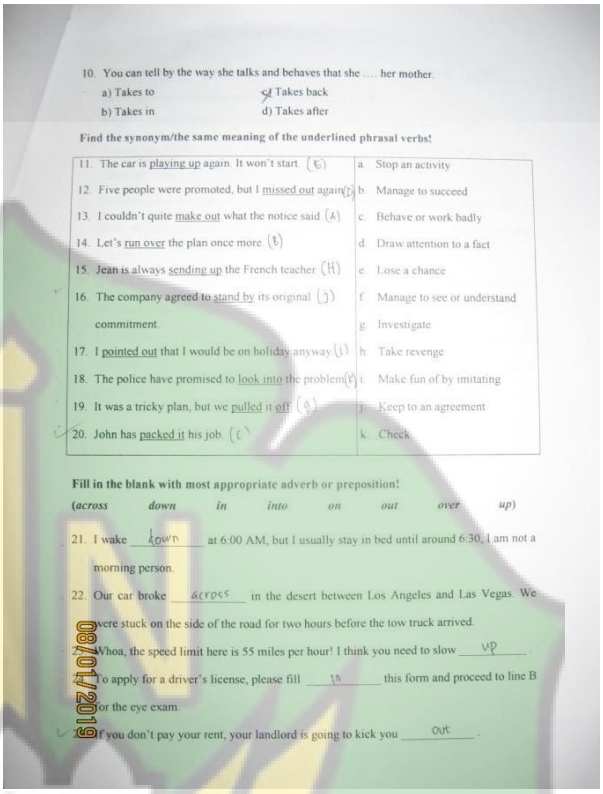


Name: ELFIKA AMANDA T = 8 of 30
Student Number: 17020357

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to join that club, you have to .... a form and send it to your secretary.
   a) Fill up b) Fill out c) Fill into d) Fill over
2. Don't worry we'll have to wait a little longer because I'm sure he'll .... Soon.
   a) Turn up b) Turn in c) Turn into d) Turn down
3. Last week I .... that book you wanted in a small shop.
   a) Came up b) Came into c) Came across d) Came by
4. What you have to do is to .... a new idea that will enable us to make a lot of money.
   a) Think over b) Think out c) Think about d) Think up
5. I need to find some kind of chemical that will .... the weeds in the garden.
   a) Keep off b) Keep out c) Keep down d) Keep on
6. When spring comes, people often feel inclined to .... their houses.
   a) Do over b) Do through c) Do up d) Do in
7. The time has now come when it will be necessary to .... making a plan.
   a) See about b) See over c) See through d) See into
8. It's easy to see from the way the garden is looking that winter has ....
   a) Set out b) Set in c) Set up d) Set off
9. You don't need to worry that you'll be left on your own because I will always .... you.
   a) Stand for b) Stand to c) Stand by d) Stand from

08/01/2019



10. You can tell by the way she talks and behaves that she .... her mother.
    a) Takes to b) Takes in c) Takes back d) Takes after

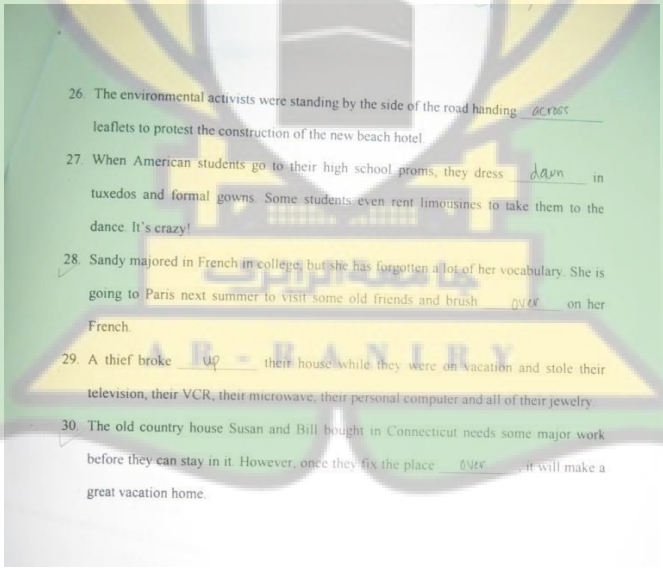
Find the synonym/the same meaning of the underlined phrasal verbs!

11. The car is playing up again. It won't start. (E)	a. Stop an activity
12. Five people were promoted, but I missed out again (D)	b. Manage to succeed
13. I couldn't quite make out what the notice said. (A)	c. Behave or work badly
14. Let's run over the plan once more. (B)	d. Draw attention to a fact
15. Jean is always sending up the French teacher. (H)	e. Lose a chance
16. The company agreed to stand by its original commitment. (J)	f. Manage to see or understand
	g. Investigate
17. I pointed out that I would be on holiday anyway (I)	h. Take revenge
18. The police have promised to look into the problem (K)	i. Make fun of by imitating
19. It was a tricky plan, but we pulled it off (G)	j. Keep to an agreement
20. John has packed it his job. (C)	k. Check

Fill in the blank with most appropriate adverb or preposition!
(across down in into on out over up)

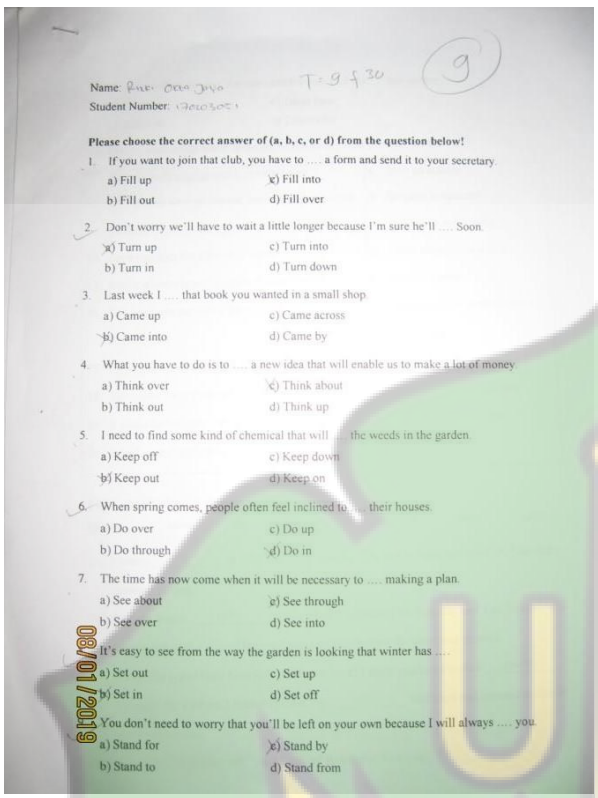
21. I wake down at 6:00 AM, but I usually stay in bed until around 6:30, I am not a morning person.
22. Our car broke across in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived.
23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow up.
24. To apply for a driver's license, please fill in this form and proceed to line B for the eye exam.
25. If you don't pay your rent, your landlord is going to kick you out.

08/01/2019



26. The environmental activists were standing by the side of the road handing across leaflets to protest the construction of the new beach hotel.
27. When American students go to their high school proms, they dress down in tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy!
28. Sandy majored in French in college, but she has forgotten a lot of her vocabulary. She is going to Paris next summer to visit some old friends and brush over on her French.
29. A thief broke up their house while they were on vacation and stole their television, their VCR, their microwave, their personal computer and all of their jewelry.
30. The old country house Susan and Bill bought in Connecticut needs some major work before they can stay in it. However, once they fix the place over, it will make a great vacation home.

2. Test Result of The Interviewee 2

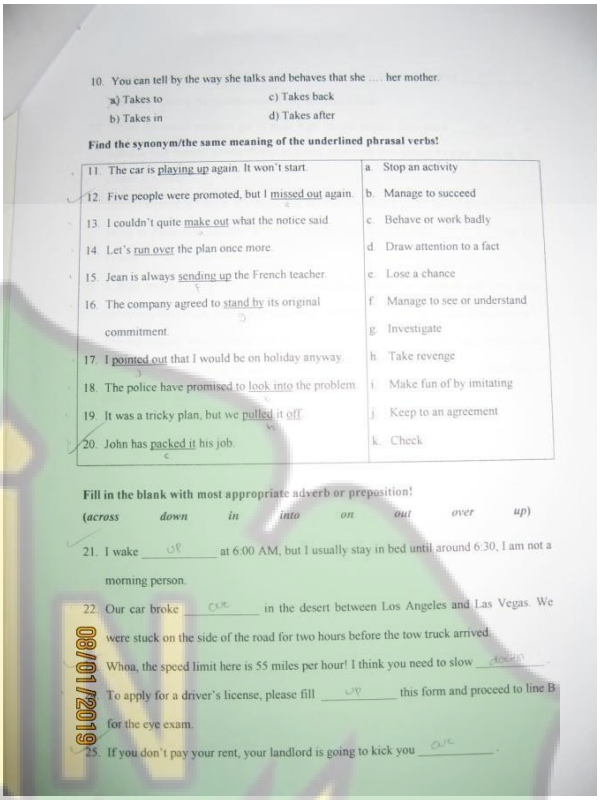


Name:
Student Number:

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to join that club, you have to .... a form and send it to your secretary.
   a) Fill up c) Fill into
   b) Fill out d) Fill over
2. Don't worry we'll have to wait a little longer because I'm sure he'll .... Soon.
   a) Turn up c) Turn into
   b) Turn in d) Turn down
3. Last week I .... that book you wanted in a small shop.
   a) Came up c) Came across
   b) Came into d) Came by
4. What you have to do is to .... a new idea that will enable us to make a lot of money.
   a) Think over c) Think about
   b) Think out d) Think up
5. I need to find some kind of chemical that will .... the weeds in the garden.
   a) Keep off c) Keep down
   b) Keep out d) Keep on
6. When spring comes, people often feel inclined to .... their houses.
   a) Do over c) Do up
   b) Do through d) Do in
7. The time has now come when it will be necessary to .... making a plan.
   a) See about c) See through
   b) See over d) See into
8. It's easy to see from the way the garden is looking that winter has ....
   a) Set out c) Set up
   b) Set in d) Set off
9. You don't need to worry that you'll be left on your own because I will always .... you.
   a) Stand for c) Stand by
   b) Stand to d) Stand from

08/01/2019



10. You can tell by the way she talks and behaves that she .... her mother.
    a) Takes to c) Takes back
    b) Takes in d) Takes after

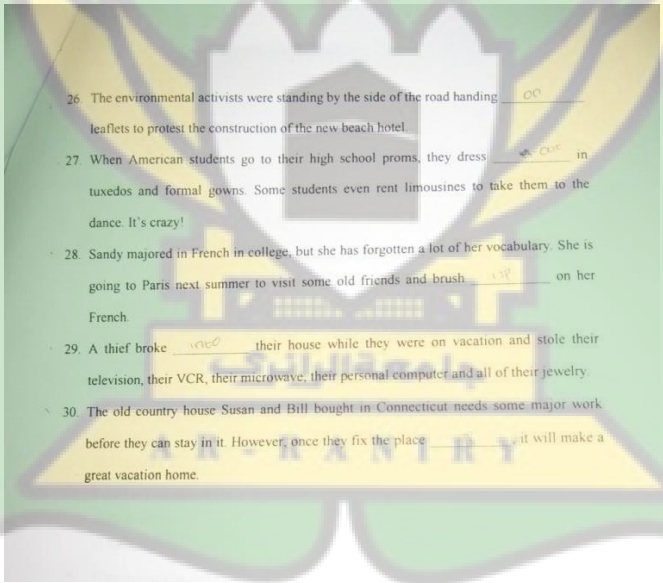
Find the synonym/the same meaning of the underlined phrasal verbs!

11. The car is playing up again. It won't start.	a. Stop an activity
12. Five people were promoted, but I missed out again.	b. Manage to succeed
13. I couldn't quite make out what the notice said.	c. Behave or work badly
14. Let's run over the plan once more.	d. Draw attention to a fact
15. Jean is always sending up the French teacher.	e. Lose a chance
16. The company agreed to stand by its original commitment.	f. Manage to see or understand
	g. Investigate
17. I pointed out that I would be on holiday anyway.	h. Take revenge
18. The police have promised to look into the problem.	i. Make fun of by imitating
19. It was a tricky plan, but we pulled it off.	j. Keep to an agreement
20. John has packed it his job.	k. Check

Fill in the blank with most appropriate adverb or preposition!
(across down in into on out over up)

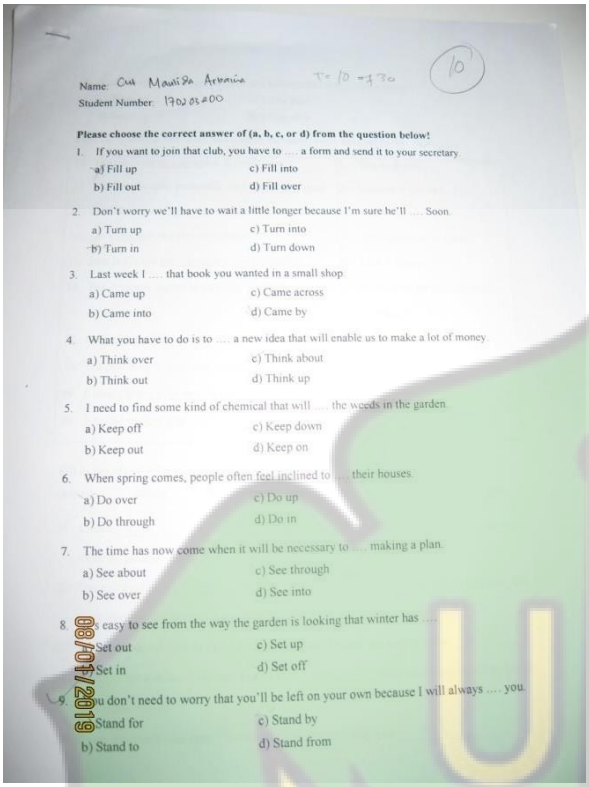
21. I wake _____ at 6:00 AM, but I usually stay in bed until around 6:30, I am not a morning person.
22. Our car broke _____ in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived.
23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow _____.
24. To apply for a driver's license, please fill _____ this form and proceed to line B for the eye exam.
25. If you don't pay your rent, your landlord is going to kick you _____.

08/01/2019



26. The environmental activists were standing by the side of the road handing _____ leaflets to protest the construction of the new beach hotel.
27. When American students go to their high school proms, they dress _____ in tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy!
28. Sandy majored in French in college, but she has forgotten a lot of her vocabulary. She is going to Paris next summer to visit some old friends and brush _____ on her French.
29. A thief broke _____ their house while they were on vacation and stole their television, their VCR, their microwave, their personal computer and all of their jewelry.
30. The old country house Susan and Bill bought in Connecticut needs some major work before they can stay in it. However, once they fix the place _____ it will make a great vacation home.

3. Test Result of The Interviewee 3

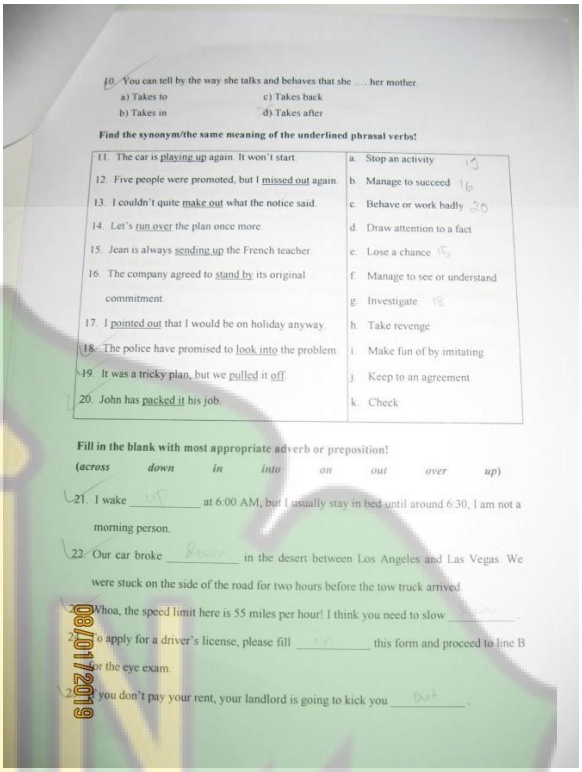


Name: Cut Maulida Arrania
Student Number: 1902052200

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to join that club, you have to ..... a form and send it to your secretary.
   a) Fill up c) Fill into
   b) Fill out d) Fill over
2. Don't worry we'll have to wait a little longer because I'm sure he'll ..... Soon.
   a) Turn up c) Turn into
   b) Turn in d) Turn down
3. Last week I ..... that book you wanted in a small shop.
   a) Came up c) Came across
   b) Came into d) Came by
4. What you have to do is to ..... a new idea that will enable us to make a lot of money.
   a) Think over c) Think about
   b) Think out d) Think up
5. I need to find some kind of chemical that will ..... the weeds in the garden.
   a) Keep off c) Keep down
   b) Keep out d) Keep on
6. When spring comes, people often feel inclined to ..... their houses.
   a) Do over c) Do up
   b) Do through d) Do in
7. The time has now come when it will be necessary to ..... making a plan.
   a) See about c) See through
   b) See over d) See into
8. ..... easy to see from the way the garden is looking that winter has .....
   a) Set out c) Set up
   b) Set in d) Set off
9. ..... u don't need to worry that you'll be left on your own because I will always .... you.
   a) Stand for c) Stand by
   b) Stand to d) Stand from

08/01/2019



10. You can tell by the way she talks and behaves that she ..... her mother.
    a) Takes to c) Takes back
    b) Takes in d) Takes after

Find the synonym/the same meaning of the underlined phrasal verbs!

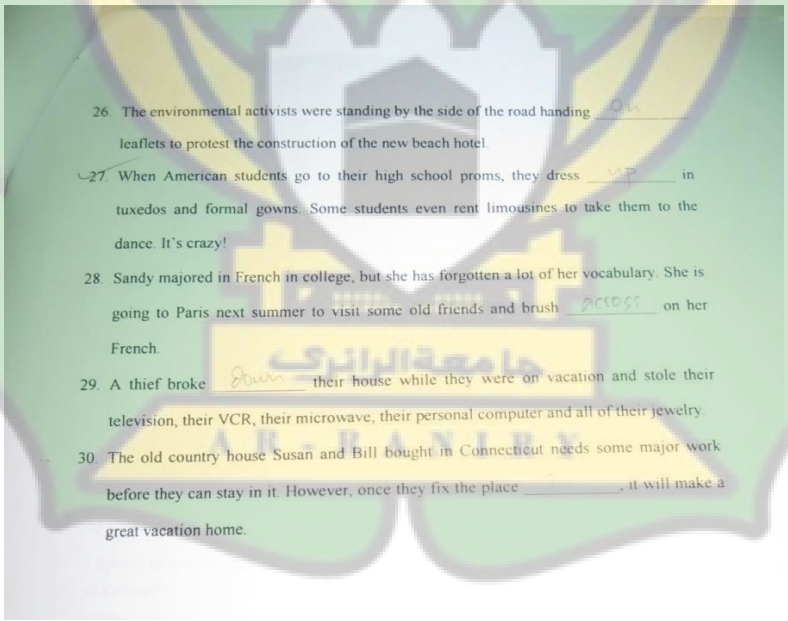
11. The car is playing up again. It won't start.	a. Stop an activity
12. Five people were promoted, but I missed out again.	b. Manage to succeed
13. I couldn't quite make out what the notice said.	c. Behave or work badly
14. Let's run over the plan once more.	d. Draw attention to a fact
15. Jean is always sending up the French teacher.	e. Lose a chance
16. The company agreed to stand by its original commitment.	f. Manage to see or understand
	g. Investigate
17. I pointed out that I would be on holiday anyway.	h. Take revenge
18. The police have promised to look into the problem.	i. Make fun of by imitating
19. It was a tricky plan, but we pulled it off.	j. Keep to an agreement
20. John has packed it his job.	k. Check

Fill in the blank with most appropriate adverb or preposition!

(across down in into on out over up)

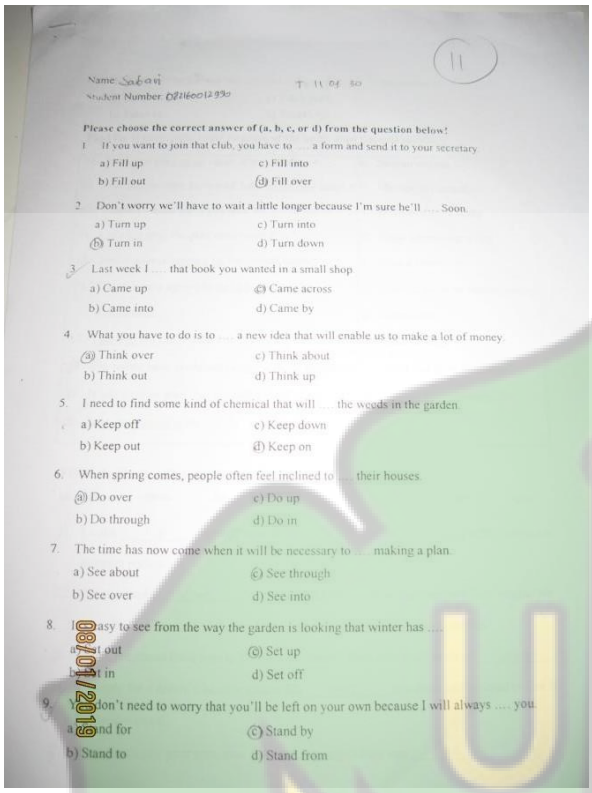
21. I wake _____ at 6:00 AM, but I usually stay in bed until around 6:30, I am not a morning person.
22. Our car broke _____ in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived.
23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow _____.
24. To apply for a driver's license, please fill _____ this form and proceed to line B for the eye exam.
25. If you don't pay your rent, your landlord is going to kick you _____.

08/01/2019



26. The environmental activists were standing by the side of the road handing _____ leaflets to protest the construction of the new beach hotel.
27. When American students go to their high school proms, they dress _____ in tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy!
28. Sandy majored in French in college, but she has forgotten a lot of her vocabulary. She is going to Paris next summer to visit some old friends and brush _____ on her French.
29. A thief broke _____ their house while they were on vacation and stole their television, their VCR, their microwave, their personal computer and all of their jewelry.
30. The old country house Susan and Bill bought in Connecticut needs some major work before they can stay in it. However, once they fix the place _____, it will make a great vacation home.

4. Test Result of The Interviewee 5



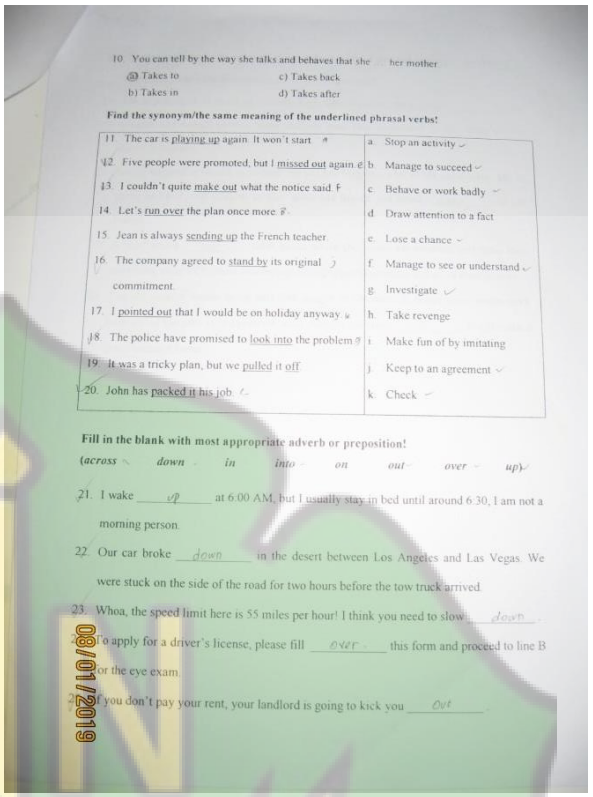
(11)

Name: Sabari
Student Number: 082160012990

T: 11 of 30

Please choose the correct answer of (a, b, c, or d) from the question below!

1. If you want to join that club, you have to .... a form and send it to your secretary.
   a) Fill up c) Fill into
   b) Fill out (d) Fill over
2. Don't worry we'll have to wait a little longer because I'm sure he'll .... Soon.
   a) Turn up c) Turn into
   (b) Turn in d) Turn down
3. Last week I .... that book you wanted in a small shop.
   a) Came up (c) Came across
   b) Came into d) Came by
4. What you have to do is to .... a new idea that will enable us to make a lot of money.
   (a) Think over c) Think about
   b) Think out d) Think up
5. I need to find some kind of chemical that will .... the weeds in the garden.
   a) Keep off c) Keep down
   b) Keep out (d) Keep on
6. When spring comes, people often feel inclined to .... their houses.
   (a) Do over c) Do up
   b) Do through d) Do in
7. The time has now come when it will be necessary to .... making a plan.
   a) See about (c) See through
   b) See over d) See into
8. It's easy to see from the way the garden is looking that winter has ....
   a) Set out (c) Set up
   b) Set in d) Set off
9. You don't need to worry that you'll be left on your own because I will always .... you.
   a) Stand for (c) Stand by
   b) Stand to d) Stand from



10. You can tell by the way she talks and behaves that she .... her mother.
    (a) Takes to c) Takes back
    b) Takes in d) Takes after

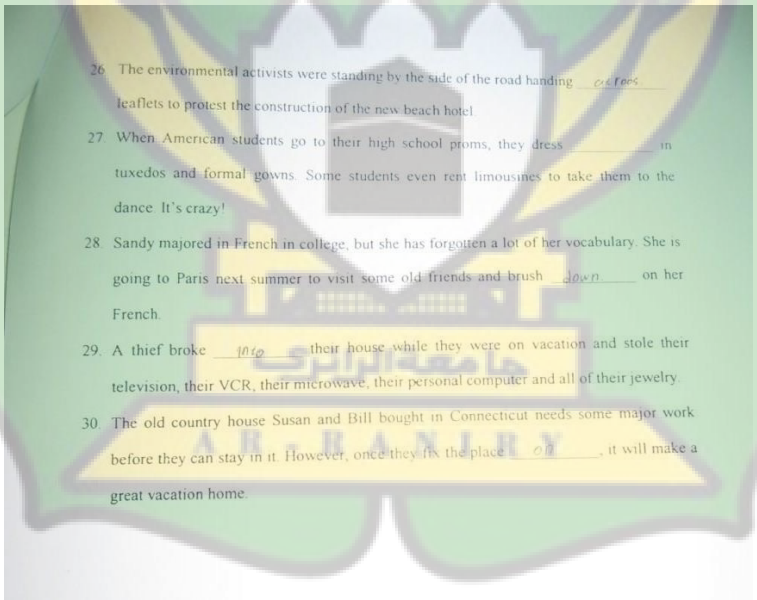
Find the synonym/the same meaning of the underlined phrasal verbs!

11. The car is playing up again. It won't start.	a. Stop an activity
12. Five people were promoted, but I missed out again.	b. Manage to succeed
13. I couldn't quite make out what the notice said.	c. Behave or work badly
14. Let's run over the plan once more.	d. Draw attention to a fact
15. Jean is always sending up the French teacher.	e. Lose a chance
16. The company agreed to stand by its original commitment.	f. Manage to see or understand
	g. Investigate
17. I pointed out that I would be on holiday anyway.	h. Take revenge
18. The police have promised to look into the problem.	i. Make fun of by imitating
19. It was a tricky plan, but we pulled it off.	j. Keep to an agreement
20. John has packed it his job.	k. Check

Fill in the blank with most appropriate adverb or preposition!

(across down in into on out over up)

21. I wake ___up___ at 6:00 AM, but I usually stay in bed until around 6:30, I am not a morning person.
22. Our car broke ___down___ in the desert between Los Angeles and Las Vegas. We were stuck on the side of the road for two hours before the tow truck arrived.
23. Whoa, the speed limit here is 55 miles per hour! I think you need to slow ___down___.
24. To apply for a driver's license, please fill ___over___ this form and proceed to line B for the eye exam.
25. If you don't pay your rent, your landlord is going to kick you ___out___.



26. The environmental activists were standing by the side of the road handing ___across___ leaflets to protest the construction of the new beach hotel.
27. When American students go to their high school proms, they dress _____ in tuxedos and formal gowns. Some students even rent limousines to take them to the dance. It's crazy!
28. Sandy majored in French in college, but she has forgotten a lot of her vocabulary. She is going to Paris next summer to visit some old friends and brush ___down___ on her French.
29. A thief broke ___into___ their house while they were on vacation and stole their television, their VCR, their microwave, their personal computer and all of their jewelry.
30. The old country house Susan and Bill bought in Connecticut needs some major work before they can stay in it. However, once they fix the place ___on___, it will make a great vacation home.

08/01/2019
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جامعة الرانري
AR-RANIRY

Appendix 5: Documentation

1. Testing Process

2. Interview Process

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8832/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1063/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:
1. Drs. Lukmanul Hakim, MA — Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Cut Nurul Azmar**
NIM	:	**140203187**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Analyzing EFL Learners' Difficulty in Understanding Phrasal Verbs**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 10360 /Un.08/TU-FTK/ TL.00/10 /2018 — 15 Oktober 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Cut Nurul Azmar
N I M	: 140 203 187
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Prada Utama, Lr. Budaya, No.08, Banda Aceh

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Analyzing EFL Learners' Difficulty in Understanding Pharasal Verbs

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 8515

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

Surat Keterangan
Nomor: B-511/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-10360/Un.08/ TU. FTK/TL.00/10/2018 tanggal 15 Oktober 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: Cut Nurul Azmar
NIM	: 140203187
Prodi	: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Analyzing EFL Learners' Difficulty in Understanding Pharasal Verbs.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,

Y. Zulfikar

CURRICULUM VITAE

Name/NIM : Cut Nurul Azmar / 140203187

Date/Place of Birth : Rambayan / April 25th, 1995

Gender : Female

Address : Jl. Prada Utama Lorong Budaya No. 8 Banda Aceh, Indonesia

Email : cutnurulazmar95@gmail.com

Phone Number : 082167502466

Religion : Islam

Status : Single

Occupation : Student

Nationality : Indonesian

Parents

- Name of Father : T. Marzuki Ali
- Name of Mother : Cut Syarifah
- Father's Occupation : PNS
- Mother's Occupation : PNS
- Address : Rambayan Kupula

Education

- Elementary : SDN 1 Lampoih Saka
- Junior High School : SMP Ungggul YPPU Sigli
- Senior High School : SMA Teuku Nyak Arif Fatih Bilingual School Banda Aceh
- University : Study Program of English Education, Faculty of Teacher Training and Education, UIN Ar-Raniry Banda Aceh.