

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

#### **1.1 Background**

Language is very crucial for human beings. People use it for expressing their ideas, opinions, and thought as well as using it to communicate with others. English which is widely used by people throughout the world, become a language for a wider communication (Dharma, Basri & Mertosono, 2015). In different parts of the world, different people speak different languages, and for centuries they do not need to learn other people's languages as they live, more or less, in enclosed communities. Only a few people learn other people's languages and as for commoners there is no way of learning a second language, if it is not a neighboring community's language. In conclusion, language is needed and very useful for people to communicate each other.

English is overtly most common language all over the world (Subasini & Kokilavani, 2013). English plays an important role in every aspect of modern life such as education, politics, economics and science. In Indonesia, English is taken as a foreign language. Based on Harmer (2007), English as a foreign language tends to be learnt so that they can use English when travelling or communicating with other people who also speak English. Launder (2008) states that English, as a foreign

language, is the important means to establish good communication with people from other countries especially in global area.

In academic field, English is taught as a subject matter. It becomes a compulsory subject at education institutions. It is also one of subjects which is examined in national examination. Lauder (2008) states that the students who have good ability in English, will be able to communicate well and get much information. Automatically, students have to learn English. By learning English the learners are hoped to be able to communicate about anything in English.

In studying English, students also require to learn English grammar. Subasini and Kokilavani (2013) state that using the correct grammar is important to avoid misunderstanding and to help the listener to understand the speaker easily. Because, good mastery of English grammar directly supports better communication in English, either in oral or in written forms. Many students of English do not speak English grammatically. Many students find it difficult to learn English grammar, because English has different grammatical items from those of the students' native language. One of the grammatical items that the students find it difficult to learn is phrasal verbs. Phrasal verb is one of the characteristics of most English verbs that can be combine with a preposition or an adverbial particle to generate a new meaning.

According to Potter (2005) phrasal verbs are combination of the verb and particle. The mastery of phrasal verbs is very important because they are frequently used in daly communication. Good mastery of phrasal verbs is very helpful for

people to get corresponding message. According to Heaton (1965:4) that prepositions and adverbial particles cause more difficulty to many overseas students than any other aspect of the English language. The students' ability in choosing and determining the preposition or particle can be acquired well by practicing using it. An important aspect of the subject is illustrated by the phrasal verb in which an adverbial particle combines with a verb to form a new meaning. The phrasal verbs also have certain areas of difficulties like other language parts of English. Many English students find difficulties in understanding and using phrasal verbs. They sometimes do not know the meaning or synonym. For the instance, these two following sentences have the same meaning, but first one uses phrasal verb while other does not. (1) Mother asked me to put out the fire. (2) Mother asked me to extinguish the fire. From these two sentences, learners are usually more familiar with the second sentence than the first one because the first sentence contains a phrasal verb, which is considered to be difficult for them to translate. Besides that, learners also find difficulties in doing exercises which are dealing with structure of phrasal verbs in sentences.

The lack of knowledge in understanding the grammar also makes students find difficulties in mastering a second language. The speaking and writing ungrammatical sentences make students confused to understand the meaning of information within. Turton and Manser (1985:5) say that the structure of English language causes serious problems for non-native speakers particularly in the colloquial idiomatic use of verbs followed by prepositions or particles i.e.: the phrasal verbs. For example in this expression "The radio is a bit loud. Can you turn

down it?” Instead of saying “The radio is a bit loud. Can you turn it down?”. One important thing to be put in mind is idiomatic expressions such as phrasal verbs depend on their context. Context helps learners grasp their meaning. Therefore, the context in which a phrasal verb used will determine the intended meaning of that phrasal verb. So translator must understand the context and does not immediately translate word for word or literally.

From the explanation above, the writer thinks there are many problems which will rise. So, the writer is interested in carrying out a research at the SMA Dharma Bakti Palembang. Therefore, this study will see the students’ errors in translating or understanding English phrasal verbs. More specifically, the writer will find out errors made by the eleventh year students in translating or understanding English phrasal verbs.

## **1.2 Research of the Problems**

The problem of this study is formulated in the following question:

- 1) What kind of the students’ errors in translating transitive phrasal verbs?
- 2) What is the dominant error in translating transitive phrasal verbs from Indonesian into English?

## **1.3 Objectives of the Study**

The objectives of the study are:

- 1) To know the kind of students’ errors in translating transitive phrasal verbs.
- 2) To know the dominant error of the students’ in translating transitive phrasal verbs from Indonesian into English.

#### **1.4 Significance of the Study**

By carrying out this research, the writer expects it will better her understanding and knowledge about English phrasal verbs and how they are translated into Indonesian language. It is hoped, the result of this research will provide with the meaningful information for the following parties: It is hoped that the results of this study will give some contribution to the development of the English teaching and learning process at SMA Dharma Bakti Palembang. Moreover, this study can give valuable information for teachers of English about the students' possible errors in translating transitive phrasal verbs, so they would have any alternative way to comprehend the phrasal verbs. And for the students, this study will enlarge the students' ability, especially in translating or understanding phrasal verbs. And the last, this study can serve as an additional reference in finding the sources of problems of translating other English grammatical items.