

**THE ANALYSIS OF PHRASAL VERBS IN THE TED TALK
SPEECH “THE SCIENCE BEHIND HOW PARENTS
AFFECT CHILD DEVELOPMENT”
BY YUKO MUNAKATA**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for
S-1 Degree**

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ABSTRACT

Phrasal verb is a verb that is made up of the main verb together with an adverb or a preposition or both, can be found in literary work, one of them is speech.. Speech has become ordinary thing to be heard at home or in public places. The phrasal verb has meaning based on lexical and contextual. This research aims to find out : 1) What types of phrasal verbs are used in the formal communication in TED talk speech “The Science Behind How Parents Affect Child Development” by Yuko Munakata? 2) What are the meanings of phrasal verb in TED talk speech “The Science Behind How Parents Affect Child Development” by Yuko Munakata?

This research was descriptive qualitative because the data were the script of TED talk speech “The Science behind How Parents Affect Child Development” by Yuko Munakata. There were some steps in collecting data such as browsed the speech video, watched and listened the video on youtube, and copy the script. In data analysis, this research used Miles and Huberman procedure, namely data reduction, data display and conclusion drawing/ verification. The researcher use validator to validity the data.

The result of this research were the researcher found that there are two types of phrasal verb based on Quirk Theory namely transitive, and intransitive in TED talk speech “The Science Behind How Parents Affect Child Development” by Yuko Munakata. There are eighteen phrasal verbs including eight intransitive phrasal verbs and ten transitive phrasal verbs, which have the most combination with preposition. The transitive phrasal verbs there are found only has one separable phrasal verb. Transitive phrasal verb is most widely used in the speech of Yuko Munakata. Some phrasal verbs have meanings which can be guessed easily. From this analysis, the researcher found the types of phrasal verb it led to the conclusion that grammar is used in the real life and meaning of phrasal verbs that speaker wanted to covey. Speech by Yuko Munakata is very educated and much better in order to develop proficiency and competence toward the target language.

Keywords: *Phrasal verb, types, lexical meaning, contextual meaning*

DECLARATION

The writer is a student with the following identity:

Name : Sri Ayu Puji Rosully
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Thesis : The Analysis of Phrasal Verb in the TED
Talk speech "The Science behind How
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Yoko Munakata

I hereby declared this is fully my work. I am very aware that I have cited several statements, references, and ideas from various sources and it is well recognized in this thesis.

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ADMISSION

A thesis entitled **“THE ANALYSIS OF PHRASAL VERB IN THE TED TALK SPEECH “THE SCIENCE BEHIND HOW PARENTS AFFECT CHILD DEVELOPMENT” BY YUKO MUNAKATA**”, by: **Sri Ayu Puji Rosully, NPM: 1711040160**, Study Program: **English Education**, was tested and defended in the examination session held on: **Wednesday, June 29th 2022.**

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MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

“O you who believe! Seek help in steadfastness and prayer. Allah is with the steadfast”¹

(Q.S Al-Baqarah : 153)

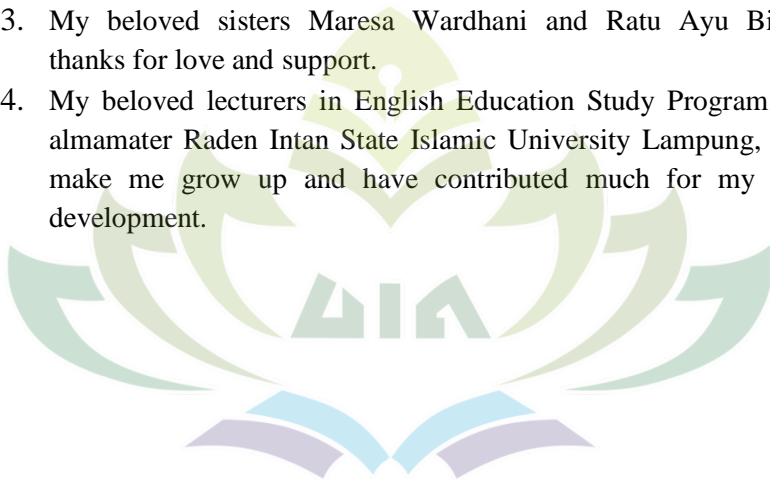


¹ Al-qur'an dan Terjemahannya. (Bandung : Danakarya, 2004). Page 29

DEDICATION

Praise and gratitude be to Allah the Almighty for His abundant blessing for me, and from my deep of heart and great of love i would like to dedicate this thesis to everyone who cares and loves me, this thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and everytime.
2. My beloved parents, Mr. Taufik Helmi and Mrs. Nurhasanah who always love me and keep on praying for my life and succes. Thanks for all the motivation and support. May Allah always blessyou with happiness and health.
3. My beloved sisters Maresa Wardhani and Ratu Ayu Bilqis, thanks for love and support.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who make me grow up and have contributed much for my self-development.

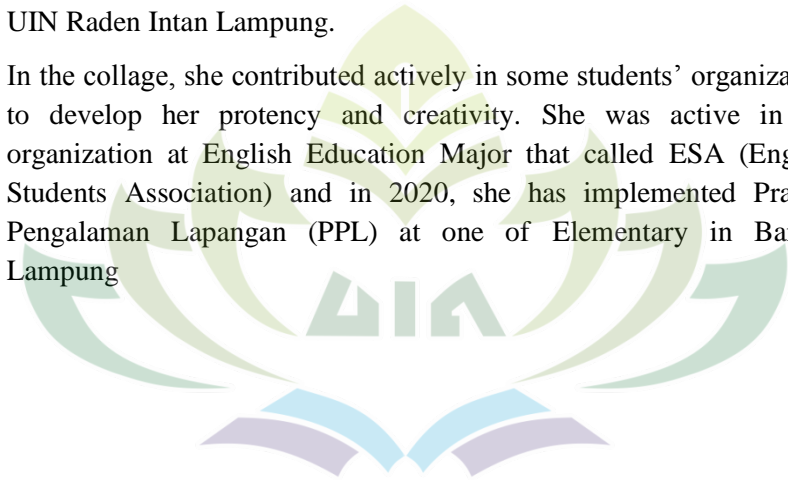


CURRICULUM VITAE

The researcher's name is Sri Ayu Puji Rosully. She was born in Bandar Lampung on October 13th 1999. She is the youngest child of Mr. Taufik Helmi and Mrs. Nurhasanah. She has two older sisters, their name are Maresa Wardhani and Ratu Ayu Bilqis.

She began her study at TK Al-Hariah and continued her study at Primary School of SDN 1 Rajabasa Raya Bandar Lampung. She continued her study at Junior High School of SMPN 8 Bandar Lampung and for Senior High School, she studied at SMAN 5 Bandar Lampung and graduated in 2017. After graduated from Senior High School, she took English Education major to continue her study at UIN Raden Intan Lampung.

In the collage, she contributed actively in some students' organization to develop her protency and creativity. She was active in the organization at English Education Major that called ESA (English Students Association) and in 2020, she has implemented Praktik Pengalaman Lapangan (PPL) at one of Elementary in Bandar Lampung



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Bismillahirrahmanirrahim,

Alhamdulillahirabbil 'alamin. All praises be to Allah *'azzawajalla*, the Most Gracious, the Most Merciful, and the Most Beneficent who has given me love and blessing that made me able to finish this research and writing this thesis entitled: “The Analysis of Phrasal Verb in the TED Talk speech “The Science behind How Parents Affect Child Development” by Yoko Munakata”. Peace and salutation be upon our beloved prophet Muhammad SAW, his family and companionshas struggled whole heartedly to guide *ummah* to the right path.

This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. The researcher would like to thank to the following people for their ideas, time, guidance, support, encouragement, and assistance for this thesis accomplishment:

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10. All of people who have supported and pray for the researcher incompletion of thesis that cannot mentioned one by one.

Finally, the researcher was fully aware that there is still a lot of weakness in this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.



Bandar Lampung,
The Researcher

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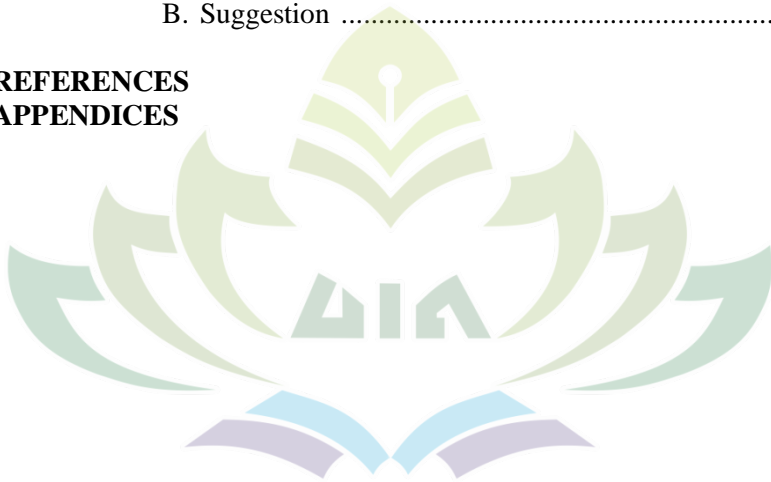
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CHAPTER I

INTRODUCTION

A. Title Affirmation

As a first step in understanding the title of this proposal, and to avoid misunderstanding, the researcher feels the need to explain of this proposal. Analysis in linguistics is the study of language to examine in depth the structure of language. In this study, the object that will be analysed is phrasal verb.

Phrasal verb is a verb that is made up of the main verb together with an adverb or a preposition or both. Typically, their meaning is not obvious from the meanings of the individual words themselves. The use of phrasal verb can be found in many literary works such as novels, song lyric, articles, magazines, and newspapers. Speech is a kind of literary work used to entertain the listeners

Semantic is one part of linguistics. Many linguist have argued about the meaning of semantics. According to Lyons, generally semantics is a study about meaning, this focus on lexical and contextual meaning. Lexical meaning is an adjunctive form derived from the form of a noun lexicon (vocabulary) and contextual meaning is the meaning of a lexeme or word that is in one context.

TED (Technology, Entertainment, and Design) is a non profit media organization that uploads presentations for free that are distributed online. Speech is the faculty or skill oral communication, ability to express one's thoughts and emotions by speech sounds and gesture.

The researcher means by the title of the research about the Analysis of Phrasal Verbs in The TED Talk Speech "The Science Behind How Parents Affect Child Development" by Yuko Munakata. This research focuses to find out what types of phrasal verb and the meaning of phrasal verb.

B. Background of the Research

Language is the most important thing in terms of communication. Language is used by people in everyday conversation to express feeling and emotions. Without the language, the communication would not run smoothly. Through language, we can show our perspective, our understanding of the matter, the origin of the nation and our state, our education level, and even our character. Language becomes a mirror of us, both as a nation and as a self. In order for the communication goes well with both, the sender and receiver must have to master their own language¹.

English, as an international language certainly has its own structures. The structure is used in classifying the patterns and the categories of each word which are formed by phrases, clauses, and sentences. Phrasal verb is one kind of multi word verbs which consist of the combination of verb and adverb as particle in the form of phrases. The meaning of a phrasal verb cannot be predicted from its individual verb and its adverb. Some of the phrasal verbs are commonly idiomatic and cannot be translated literally.

Phrasal verbs are an important feature of the English language. Properly identifying them provides the basis for an English parser to decode the related structures. Phrasal verbs have been a challenge to Natural Language Processing (NLP) because they sit at the borderline between lexicon and syntax. Traditional NLP frameworks that separate the lexicon module from the parser make it difficult to handle this problem properly². 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

¹ Sitti Rabiah, "Language as a Tool for Communication and Cultural Reality Discloser" (Thesis, Faculty of Letter Makasar), 6.

² Wei Li, *An Expert Lexicon Approach to Identifying English Phrasal Verbs* (New York: Cymfony Inc, 2002), 1.

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. Because of the difficulty of phrasal verbs and since they are so frequent in spoken and written discourse, the learners 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.

One of the branches that examine the meaning of language is semantic. In semantics there are some aspects and researcher takes aspects of contextual meanings as the basic for this research because contextual meaning is the meaning that corresponds to the context of the word that appears as an additional meaning in addition to the actual meaning of the impression caused by a particular situation³

So we can draw the conclusion that 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 learners 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.

Learner can study phrasal verb through books or video, one of the most popular thing in internet era is watching through video for example is TED (Technology, Entertainment, and Design) talk speech. TED talk speech is the faculty or skill oral communication, ability to

³ Sucihati, Theresia Budi, "an analysis of lexical and contextual meaning on sport news", *Journal of English Language Teaching, Linguistics and Literature*, Vol.4 No.1 (2020):41.

express one's thoughts and emotions by speech sounds and gesture that uploads presentations for free that are distributed online.

The speaker must be someone who competent in their study, Yuko Munakata is one of the speakers in TED talk speech. She is a professor in the department of psychology and neuroscience at University of Colorado Boulder. She is known for developing innovative theories of child development that integrate a diversity of findings, methods, and perspectives, informed by her decades of work investigating children's behavior and brain function, and genetic and social influents.

Therefore, this study is designed to find out the the types of phrasal and the meaning of phrasal verbs that used in TED talk speech by Yuko Munakata to develop their ability in understanding the phrasal verbs.

C. Focus and Sub Focus of the Research

Based on the background of the problems above, this research focus to analyze phrasal verbs that found in the speech. The Subject of this study will be phrasal verbs to identify the types of phrasal verb that are found in TED talk speech by Yuko Munakata based on Quirk 1985.

The sub focus of this research to find out the types of phrasal verb and the meaning of phrasal verb in lexical and contextual meaning that are found in TED talk speech the science behind how parents affect child devolepment by Yuko Munakata based on Chaer.

D. Formulation of Problem

Based on the limitation, the researcher formulates the formulation of the problem as follows :

1. What types of phrasal verbs are used in the formal communication in TED talk speech "The Science Behind How Parents Affect Child Devolepment" by Yuko Munakata?

2. What are the meanings of phrasal verb in TED talk speech “The Science Behind How Parents Affect Child Development” by Yuko Munakata?

E. Objectives of the Research

Based on the formulation of the problem above, the goal to be achieved from this research as follows :

1. To identify types of phrasal verbs are used in the formal communication in TED talk speech “The Science Behind How Parents Affect Child Development” by Yuko Munakata.
2. To find out the meaning of phrasal verbs found in TED talk speech “The Science Behind How Parents Affect Child Development” by Yuko Munakata.

F. Uses of the Research

The findings of the research are hopefully can be useful both theoretically and practically:

1. Theoretically

Theoretical mean that research results can be useful for developing science. The theoretical benefit of this research is to increase references in the field of education and literature, especially in knowing the types of phrasal verb and tree diagram.

2. Practically

a. Reader

The readers can understand more about phrasal verb that helps to develop their ability while learning English

b. Other researcher

The result can be used as a study material for future researchers related to this thesis so it can help the reader develop his insight in developing the idea.

G. Relevance Study

Based on several sources related to this research, there are some previous research related to the topic of this research: Firstly, a research conducted by Ratna Wulandari, based in her title an analysis of English phrasal verb in abandon novel and its translation. the writer focused on what kind of English phrasal verbs that occur in the Abandon novel and the meanings its translation. The purposes of this research are to find out the difficulties encountered by the researcher in the translation of English phrasal verb and to solve the difficulties faced by the researcher in translating English phrasal verb in the Abandon Novel by Meg Cabot. This research employs descriptive qualitative research. The data of this research are some of the phrasal verbs Taken from Cabot's Abandon, and its translation by Lucia Aryani. From the novel, the researcher only took thirty sentences which contain English phrasal verb randomly from first 65 pages of the novel. The result of the study shown that from 30 data, 21 data belong to level shift that consists of phrasal verb into verb and The researcher find 9 data belong to equivalence translation that consists of formal equivalence and dynamic equivalence.⁴

Secondly, research done by Deviani Regga Almareta, and friend. Translation Analysis of Phrasal Verb in the Subtitle of Inside Out Movie. This research aims to recognize and understand the kinds of phrasal verbs and the strategies used by the translator in translating the phrasal verbs in the subtitle of Inside Out movie (2015). This study used the kinds of phrasal verb theory by Biber and friends (1999) and Mona Baker's translation strategies (1992). This research used descriptive qualitative research. The result of this research showed that the subtitle of Inside Out movie consists of 124 Transitive Phrasal Verbs (Separable and Inseparable) and 76 Intransitive Phrasal Verbs. In addition, there were four translation strategies used in translating the subtitle which were Translation by a More General Word (8 times used), Translation by Paraphrase Using a Related Word (8 times used), Translation by Paraphrase Using Unrelated Word (2 times

⁴ Wulandari, Ratna, "An Analysis of Phrasal Verb in Abandon Novel and Its Trabslation", *Journal of Languange and Literature*, Vol. 2, no. 2 (2015): 1.

used), and Translation by a More Neutral/Less Expressive Word (2 times used).⁵

Thirdly, research done by Yan D. Liao and Yushinori J. Fuyakata, avoidance of phrasal verb: the case of Chinese learners of English. This study investigates the avoidance of English phrasal verbs (PVs) by Chinese learners in relation to their proficiency levels (advanced, intermediate), PV types (figurative, literal), and test types (multiplechoice, translation, recall). Each of the six groups of Chinese learners took one of the three tests and a group of native speakers took the multiple-choice test. This research applied descriptive qualitative method. The ANOVA results showed that the intermediate learners, whose L1 lacks the PV structure, tended to avoid using PVs and preferred their one-word equivalents. Also, both advanced and intermediate learners tended to produce less figurative than literal PVs, which was manifested in the translation test alone. Incorporating the findings of three previous studies on the same topic, this study claims that learners' PV avoidance behavior is a manifestation of IL development and that the semantic nature of the PVs tends to interact with the translation test.⁶

The fourth of the study is by I Made Krisna Adi Candra, Translation Method of Phrasal Verb in Novel Eat Pray Love by Elizabeth Gilbert. The aim of this research is to investigate the translation of phrasal verb by applying the translation theory proposed by Newmark. The data were taken from a novel entitled Eat Pray Love and its translation entitled Makan Doa Cinta written by Elizabeth Gilbert. The data in this research are phrasal verbs in Source Language and its translation in Target Language which is Bahasa Indonesia. The data in this article were collected using documentation method followed by note taking. Then, the data were analyzed descriptively using the exponential mapping adopted from Natural Semantic Metalanguage theory and 64 semantic primes

⁵Almareta, Deviani Regga, "Translation Analysis of Phrasal Verb in the Subtitle of Inside Out Movie", *Journal language and literature*, Vol. 14 no. 1 (2021): 1.

⁶Liao, Yan D, and Yoshinori J Fuyuka, "avoidance of phrasal verb: the case of Chinese learners of English", *Journal Second Language study*, Vol. 20 no.2 (2002):1.

proposed by Wierzbicka. The result shows that the method of translation used by the translator was the communicative translation method with a percentage of 98, 33%, and 1, 66% was left untranslated. This supports that no phrasal verb in Source Language translated into phrasal verb in target language; moreover, the aesthetic and emotional elements of Source Language were omitted. Based on the analysis done by using Natural Semantic Metalanguage theory, out of 60 phrasal verbs in Source Language, 59 were translated into Target Language and one was omitted.⁷

The fifth of the study is by Ni Putu Surya Eni et al, Analysis of Phrasal Verbs in the Novel "The Hobbit" By J.R.R. Tolkien. The purpose of this study was to identify the form of the verb phrase (verb in the form of a phrase) used in the novel entitled "The Hobbit" written by J.R.R. Tolkien and to analyze the verb phrases found in the novel entitled "The Hobbit" written by J.R.R. Tolkien is shown in the form of a tree diagram. Documentation method was used for data collection in this study with recording techniques and qualitative methods were used to analyze research data. This study uses two main theories, namely the Multi-Word Verb theory proposed by Quirk, et al. in their book entitled " A Comprehensive Grammar of the English Language "and the theory of Structure proposed by Radford 2009 in his book " An Introduction to English Sentence Structure". The result of this research is that there are four forms of verb phrases found in the novel as a source of data in this study . The particles that follow the verb phrase are " up , out , on , and off " . The tree diagram shows that the verbs and adverbs that make up a verb phrase can be classified as a unit which is categorized as "verb" which cannot be separated from one another.⁸

The last study is by Sutrisno Sadji Evenddy et al, An Analysis of Phrasal Verbs in Subtitles of Sherlock – A Study in Pink. The objective of this research is to describe the types and semantic distinctions of phrasal verb found in subtitles of TV-Series: Sherlock –

⁷ Candra, I Made Krisna Adi, "Translation Method of Phrasal Verb in Novel Eat Pray Love by Elizabeth Gilbert", *Journal linguistika*, Vol. 23, no. 45 (2016): 139.

⁸ Eni, Ni Putu, et al, "Analysis of Phrasal Verbs in the Novel "The Hobbit" By J.R.R. Tolkien", *Jurnal Humanis, Fakultas Ilmu Budaya Unud*, Vol. 18, (2016): 244.

A Study in Pink. The researchers used content analysis as research method and coding to collect data. The data sources of this research are phrasal verbs in subtitles of TV-Series: Sherlock A Study in Pink. This research used 3 steps in analyzing the data; data condensation, data display, drawing and verifying conclusions. Further, the researcher used investigator triangulation to verify and validate the data. As a result, there are 3 types of phrasal verbs found: intransitive, transitive-separable, and transitive-inseparable phrasal verbs. There are 30 data classified into intransitive phrasal verb, 23 data classified into transitive-separable phrasal verbs, and 5 data classified into transitive-inseparable phrasal verbs. The last, based on the analysis of semantic distinctions of phrasal verbs, it is found that there are 3 semantic distinctions of phrasal verbs, those are free idiomatic, semi idiomatic, and highly idiomatic phrasal verbs. There are 13 data classified into free idiomatic phrasal verbs, 22 data classified into semi idiomatic phrasal verbs, and 23 data classified into highly idiomatic phrasal verbs.⁹

Based on several the previous studies above that have been read by researchers, there are some similarities and differences between the research that has been done and the research that is being carried out, this study uses the theory of Quirk, et al to find out the types of phrasal verb and the different of this research is the theory of Chaer to analyze the meaning of phrasal verb in TED Talk Speech “The Science Behind How Parents Affect Child Deveolpment” by Yuko Munakata.

H. Research Methodology

1. Research design

This research use descriptive qualitative research design. According to Walliman descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-

⁹ Evenddy, Sutrisno Sadjji, et al, “An Analysis of Phrasal Verbs in Subtitles of Sherlock – A Study in Pink”, *Journal of English Education Studies*, Vol. 3 no.1 (2020):1.

video recordings, transcripts, words, pictures¹⁰. The researcher used a qualitative research method by using content analysis. Content analysis is one of many types of analyzing data in qualitative research. Bhaskaran, stated that content analysis is a method in social science research. It is described as a scientific study to discuss the content of a communication.¹¹

2. Research Subject

The idea behind qualitative research is to purposefully select participants or sites (documents or visual material) that will best help the researcher understand the problem and the research questions. According to Mason Sampling is the technique to identify, select, and get access to the informants and the sources of the data. The subject of this research is Yuko Munakata.

3. Instrument and Data Collection

a. Instrument

In this research, the research instruments are table and diagram. The table to identify the types of phrasal verb and the diagram is for describing the form of phrasal verb.

1. Table

It was taken from Anglila Wikasitakusumaning Ahayu's research and adapted by researcher herself by adding a table of types of phrasal verb. The data was used to store the information found in the TED talk speech "How Parents Affect Child Development" by Yuko Munakata. The information gathered was the phrasal verb, and identify the types of phrasal verb. The data that was written matched the criteria that had been established. Data was collected and provided in the table below:

¹⁰ Walliman, N, *Your research project*, (London: Sage publication ltd, 2001), 9.

¹¹ Bhaskaran, V, *Research Methods for Social Work*, (New Delhi:Rawat, 2008), 11.

Table 1
Data Display

No	Phrasal verb	Sentence	Types of Pharasal verb		Minute
			Intransitive	Transitive	
1					
2					
3					
4					
5					

b. Data Collecting Technique

Tanzeh defined the data collecting is as a systematic and standardized procedure to gain the necessary data. Data collection method was a proper and effective method that could be used by the researcher¹².

1. Documentation

According to Arikunto documentation is from the original word document, which means that stuff writing. In implementing the method of documentation, researcher investigates the objects written as transcript of a speech, books, novels, documents and so on¹³. In this research, the writer uses documentation method to analyse data from “TED Talk Speech: The Science behind How Parents Affect

¹² Ahmad Tanzeh, *Metodologi Penelitian Praktis*, (Yogyakarta: Suksess Offset, 2011), 58.

¹³ Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 1998), 114.

Child Development”. To sum up the steps that are used to collect the data are as follows:

The researcher reads all the transcripts of the speech, the researcher selected the phrasal verbs which are found in the speech, and the last he researcher took a note about the phrasal verbs from the speech.

4. Trustworthiness of Data

In gaining validity and trustworthiness in this research, triangulation is conducted. In a study, the researcher must obtain valid results so that readers believe in the validity of the research results. The validity test in qualitative research is used to determine the applicability of the results from the perspective of researchers and readers. Researchers must verify the data so that the data used is accurate and relevant to the research results. Creswell said that multiple methods were used in data validation, one of which is triangulation. Miles and Huberman noted that there are several types of data triangulation methods, including:

a. Triangulation data source

Triangulation data source is used to test the credibility of data by verifying data obtained from various sources. This method is accomplished by describing and categorizing various views of the source, which are ultimately taken from various existing sources. Some examples are observations, records, and interviews.

b. Methodological Triangulation

This method is used to triangulate data from the results of other studies using different methods.

c. Validator Triangulation

This method is used to triangulate data by using various experts to investigate and analyze the research results.

d. Theoretical Triangulation

This method is used to triangulate data by using various theories compatible with investigating analytical data (such as journals, articles, books, etc.).

Based on the types of triangulation mentioned above, the researcher will use validator triangulation in this research, to check validity of the data.

5. Data Analysis

Data analysis is the process of sorting out the sequence of data, organize it into patterns, categories, and basic descriptions so that you can find themes and formulate working hypotheses, such as suggested by the data.¹⁴

In analyzing data, researchers used the method described by Miles and Huberman.

There are three stages of analyzing data, including:

a. Data Reduction

Data reduction includes options, focusing on simplifying, summarizing, and transforming approximate data from field records. After the field work, the data reduction process continues until the final report is completed. Qualitative data can be reduced and transformed in a variety of ways, including selection, summary or interpretation, and further aggregation. In this research, the data will obtained through observing the script by Yuko Munakata *The Science Behind How Parents Affect Child Development*.

b. Data Display

Data display is a collection of information regularly organized and compressed until conclusions and actions are reached. Like data reduction, visualization is also part of the analysis. The analysis activity he refers to is to design the

¹⁴ Patton, Michael Quinn. 2009. *Metode Evaluasi Kualitatif*. Yogyakarta: Pustaka Pelajar, 41

appearance, determine the rows and columns of the matrix, and determine the form and format of the data as the research material. Researchers systematically compile raw data to produce simple and meaningful data. The data obtained will be well organized and detailed to facilitate its understanding.

In this research, the data will be displayed and analyzed using the tables and checklist to know the considered data and the types of phrasal verb.

c. Conclusions Drawing

According to Miles and Huberman, the final step in the analysis process is to draw conclusions and verify. Finally, qualitative descriptions are used to describe the data reduction, data presentation, and results of the triangulation process in the form of words, phrases, and sentences.

d. Verification

can also be called conclusions drawn from data that has been obtained and described

I. Systematic of Discussion

To make it easy to understand, this study uses a systematic discussion as follows:

Chapter I : This section is an introduction which contains:

- a. Title Affirmation
- b. Background of the Problem
- c. Focus and Subfocus of the Problem
- d. Formulation of the Problem
- e. Objective of the Research
- f. Use of the Research

- g. Relevance Studies
- h. Research Methodology
- i. Systematic Discussion

Chapter II : This section is a theoretical framework that contains:

- a. Definition of Phrasal verb
- b. Types of Phrasal verb
- c. Particles in Phrasal verb
- d. The functions of phrasal verb
- e. Terms of meaning
- f. Kinds of meaning
- g. Lexical meaning
- h. Contextual meaning

Chapter III : This section is a description of the object research that contains:

- a. General Description of the Object
- b. Facts and Data Display

Chapter IV : This section is a research analysis that contains:

- a. Research Findings
- b. Discussion

Chapter V : This section is a closing that contains:

- a. Conclusion
- b. Suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Phrasal Verb

a. Definition of Phrasal Verb

According to Celce-Murcia & Larsen-Freeman the English phrasal verb is defined by traditional grammarians as a verb followed by a particle.¹⁵ In addition Wishon and Burk state that phrasal verb is combinations of verbs and particles that regularly occur together and usually have a meaning of their own different from that of either of the components parts.¹⁶

A phrasal verb is one of the grammatical parts that are important to learning and comprehending, especially for English Foreign Language students. A linguist Angela Downing points out, phrasal verbs are "one of the most distinctive features of present-day informal English, both in their abundance and in their productivity" The phrasal verb also frequency used in speaking, writing and also reading as McArthur states that Phrasal verbs have been present for much of the history of the English language; they are easily traceable back to early Middle English.¹⁷ But the usage of phrasal verbs has been increasing since the nineteenth century and especially during the last fifty years.

McArthur notes that Samuel Johnson was the first to describe phrasal verbs in 1755. He is calling them as a composition, while Walker said that it is considered some

¹⁵ Marianne Celce-murcia, Diane Larsen-Freeman, *The Grammar Book: an ESL/EFL teacher's course second edition*, (Boston: MA Heinle and Heinle, 1999), 63.

¹⁶ Wishon, and Burk, *Let's Write English*, (Jefferson City: American Book Company, 1980), 67.

¹⁷ McArthur, and Tom, *The Oxford Companion to the English Language*, (Oxford: Oxford University Press, 1992), 14.

particles as words which could be included as part of the signification of the foregoing verb.¹⁸

According to Leech, and Svartvik defined phrasal verbs on two primary dimensions: syntactic and lexical. The syntactic dimension views a phrasal verb as a single grammatical item, and it reports that a phrasal verb consists of “a verb followed by a morphologically invariable particle” “The verbs may form combinations with adverbial particles such as *down, in, off, on, out, up*”.¹⁹

According to Logan Pearsall Smith the term *phrasal verb* was introduced by Henry Bradley, senior editor of the *Oxford English Dictionary* A *phrasal verb* is a type of compound verb made up of a verb (usually one of action or movement) and a prepositional adverb also known as an adverbial particle. the English phrasal verb is defined by traditional grammarians as a verb followed by a particle.²⁰

Moreover Ray Jackendoff English phrasal verbs consist of a verb paired with a particle that is homophonous with an English preposition. So it can be concluded that phrasal verb is a verb which sometimes can be paired with particles or prepositions that can produce new meaning.²¹ As Darwin and Gray said A phrasal verb is defined as “a *verb + particle or a verb + preposition* combination that functions as a single verb, both parts giving up meaning in order to form a new lexical item.”²²

Meanwhile, Longman defined phrasal verbs as “a phrasal verb is a verb that consists of two words, the first word is a verb

¹⁸ Ibid., 15

¹⁹ Leech, and Svartik, *A Commutative Grammar of English*, (Lencester: Longman, 1985), 169.

²⁰ Logan Pearsall Smith, *Words and Idioms; Studies in the English Language*, (Boston: Houghton Mifflin Company, 1946), 95.

²¹ Ray Jackendoff, et al, *English Particle Constructions, the Lexicon, and the Autonomy of Syntax*, (New York: Mouton de Gruyter, 2002), 74.

²² Clayton M. Darwin, and Loretta S. Gray, “Going After the Phrasal verb: an Alternative Approach to Classification”, *TESOL Quarterly*, Vol.33 no.1 (1999): 65.

and the second word is a particle. The particle either an adverb or a preposition”.²³

From the definition above can be conclude, phrasal verb is a verb that is made up of the main verb together with an adverb or a preposition or both. Typically, their meaning is not obvious from the meanings of the individual words themselves.

b. Types of Phrasal Verb

There are many types of phrasal verb such us transitive phrasal verb and intransitive phrasal verb. According to Celce-Murcia, the transitive phrasal verb can be divided into two types, they are a separable and inseparable phrasal verb.

Quirk divides phrasal verb into two types those are Intransitive and Transitive phrasal verb.²⁴

1. Intransitive Phrasal Verb

Intransitive phrasal verbs have **no direct object**. (A direct object is “acted upon” by the verb) One common type of multi-word verb is the *Type I* or intransitive phrasal verb consisting of a verb plus an adverb particle, as exemplified in²⁵:

- The plane has just *touched down*. Did he *catch on*?
- He is *playing around*.
- The prisoner finally *broke down*.
- I hope you'll *get by*.
- She *turned up* unexpectedly.
- How are you *getting on*?

²³ Longman, *Longman Phrasal verb Dictionary: Over 5000 Phrasal verbs*, (New York: Pearson Education Ltd, 2000), xi.

²⁴ Quirk, Randolph, *A comprehensive Grammar of the English Language* (New York: Longman, 1985), 1152.

²⁵ *Ibid.*, 1152.

- When will they *give in*?
- The plane has now *taken off*.
- The tank *blew up*.

Such phrasal verbs are usually informal. The particles above come from Class (B) in 16.2, but similar examples can be given with particles from Class (C) :

- One of my papers has *gone astray*.
- The news made him *reel back*.
- The favourite *romped home*.
- The two girls have *fallen out*.

The particle functions like a predication adjunct and usually cannot be separated from its lexical verb:

- The news made him
- *Reel* distractedly *back*.

Although some of these are more idiomatic and cohesive than others, we will draw a distinction between such phrasal verbs, on the one hand, and FREE COMBINATIONS in which the verb and the adverb have distinct meanings on the other. In phrasal verbs like:

give in ['surrender'], *catch on* ['understand'], and *blow up* ['explode'], the meaning of the combination manifestly cannot be predicted from the meanings of verb and particle in isolation. But in free combinations the verb acts as a normal intransitive verb, and the adverb has its own meaning. For example:

- He walked past.
- [= 'past the object/place']
- I waded *across*. [= 'across the river/water/etc']

2. Transitive Phrasal verb

Transitive phrasal verbs have a direct object. Transitive phrasal based on Celce Murcia verbs can be separable or inseparable Many phrasal verbs may take a direct object, and may therefore be described as transitive. However, Quirk simplify comparison with prepositional verbs, we will call them **Type 2** phrasal verbs, as contrasted with Type I (or intransitive) phrasal verbs. Examples are²⁶:

- We will **set up** a new unit.
- He can't **live down** his past.
- Shall **I put away** the dishes?
- I can't **make out** what he means.
- **Find out** if they are coming.
- We **pushed home** our advantage.
- She's **bringing up** two children.
- She **looked up** her friends.
- Someone **turned on** the light.
- I've **handed in** my registration.
- They have **called off** the strike.
- They may have **blown up** the bridge

They are also separable, which means that the verb can be separated from its particle. For the example of transitive and separable:

- 1) He **looked** the word **up** in the dictionary
- 2) I **put** my books **away** in my suitcase

Type 3: some phrasal verbs are transitive and inseparable. It means that it is impossible to place

²⁶ Ibid., 1153.

another word between verb and its particle. For the example of transitive and inseparable:

- 1) I'm **looking for** Lee
- 2) Someone must **look after** him

Type 4: phrasal verbs are also inseparable because they have two particles following the verb. These verbs are normally written with someone and/or something after them to show that they can't be separated. For the example:

- 1) I'm really **looking forward to** my holiday
- 2) They have **run out of** gasoline

c. Particles in Phrasal Verbs

- The Definition of Particle

As already known, particle in phrasal verbs are preposition and adverb. In some phrasal verbs the particle has a clear basic meaning. According to McCarthy & O'Dell "Particles are small words which you already know as preposition or adverb". There are some of common particles in phrasal verb: *about, around, at, away, back, down, for, in, into, off, on, out, over, through, to, up*.²⁷ Here the explanation of the particles above according to McCarthy & O'Dell as follows²⁸:

- a) The particle "Up"

This particle sometimes expresses the idea of completing something or totally finishing something *e.g. I'd used **up** all my energy and I was too tired to do anything*. Sometimes this particle can be used for emphasis: *Eat **up** your vegetables, Children!*

²⁷ McCarthy, Michael, & O'Dell, Felicity, *English Phrasal Verbs in Use* (United Kingdom: Cambridge University Press, 2004), 6.

²⁸ *Ibid.*, 10.

*Drink **up** your juice!*. These sentences could be written without *up*, but using *up* emphasis the meaning of „finish it all or completely“.²⁹

b) The particle “Out”

Many phrasal verbs which use this particle, have a basic meaning of *out*, i.e. not in. for example: *Do exercise 8 but **leave out** number 10.* Particle *out* also gives an idea doing something to the end or completing something, e.g. *I sorted out my room on Sunday.* It means that arranged things that were untidy.³⁰

c) The particle “Off”

This particle means leaving places e.g. *We should head off at about six tomorrow*, next it can be ending or changing state means that it expresses an idea of moving towards an ending or change of state e.g. *I'll come and see you off at the airport tomorrow.* It means that go to the airport in order to say goodbye.³¹

d) The particle “On and In”

The particle *On* sometimes has a clear basic meaning with the physical meaning of “on” e.g. *Never buy shoes without **trying** them on!*. It means that putting on a piece of clothing to see whether it fits and whether you like it. The particle *On* is also used with verb where there is an idea of dependence e.g. *You can always **rely/depend/count on** Jim!*. Then, particle *on* in phrasal verb also contain an idea of further e.g. *You must **keep on** trying!*. It means that continue to do something. Particle „In“ in the phrasal verb it has a link with basic physical meaning of *in*. For example, *Please, **call in** and see us*

²⁹ Ibid., 30.

³⁰ Ibid., 32.

³¹ Ibid., 34.

when you are next in town. It means that visit a place or person for a short time, usually when you are going to somewhere else. Another example, *Make sure you leave the office by 6.30 p.m. or you'll be **looked in.*** It has a meaning that prevent someone from leaving a room or building by locking the doors.³²

e) Particle “Down and Over”

There are many kinds of meaning of particle *down* (such as; move in the direction of the ground, heaviness which causes difficulty, put on paper, reduce a number or amount, or not let it rise, and stop an activity). For the examples are: *I'll **write down** your phone number, or else I'll forget it.* It means that write something on a piece of paper so that you do not forget it. *I'm taking these tablets to **keep** my blood pressure **down.*** It means that stop the number, level, or size of something from increasing. *The car factory has **shut down,** and 2,000.*

f) Particle “Around and About”

Particle *around* and *about* are often interchangeable in phrasal verbs: both particles are equally possible with all the verbs. These particles are often express an idea of acting in relaxed way, or without a particular purpose or without concentrating. For examples are: *If you can **wait around/about** for an hour, we should be able to tell you your result.* It means that stay in one place without doing anything as you wait for something to happen.

g) Particle “For and With”

For examples, *I think you should go for it.* It means that try to get or achieve it. *We'll be*

³² Ibid., 36.

rooting for you. It has an informal meaning: showing support for someone in a competition, or hoping that you'll succeed. *I think a letter „R“ is **stands for** „Restaurant“.* It means a letter of a word or name is used to represent it. Then, particle **with** for examples, *His latest book **deals with** the civil war of 1984-1989.* It means that if something such as book, film, article it can be related to a particular subject or idea, it is about that subject or idea. *I know, studying PhD is hard, but I think you should **stick with** it.* It means that continue doing something even though it is difficult.³³

h) Particle “Through and Back”

Particle **through** in phrasal verb gives an idea of going from one side of something to the other, or from the beginning to the end of something. For example, *If you **sleep through** a loud noise or activity, it does not wake you.* Then particle **back** is usually convey the idea of returning. For example, *If you go to the shop to exchange it in person you **take it back**.*³⁴

i) Particle “Into and Away”

I'm putting on weights. It has a meaning avoid something that has a bad effect on you. *Did you ever **run away** from your home as a child?.* It means secretly leave a place because you are unhappy there.³⁵

³³ Ibid., 42.

³⁴ Ibid., 44.

³⁵ Ibid., 46.

d. The Function of Phrasal Verb

1. Verb as Phrasal Verb Head (Watch the movie)
2. Phrasal Verb as Predicate (He is drinking a glass of milk)
3. Phrasal Verb as Noun Phrase Modifier (She saw a girl standing on the table.)
4. Phrasal as Adjective Phrase Complement (The woman looks glad to see her daughter.)
5. Phrasal Verb as Verb Phrase Complement (They need to pass the test)

2. Semantic

Semantic is one part of linguistics. Many linguist have argued about the meaning of semantics. According to Lyons, generally semantics is a study about meaning.³⁶ Katz said that, “semantics is the study of linguistic meaning. It is concerned with what sentence and other linguistics object express, not with the arrangement with their syntactic parts or their pronunciation”.³⁷ While Yule said that, semantics is a study of linguistics branch which related with the meaning of word, phrase, and sentence.³⁸ According to Kreidler, Semantics is the systematic study of meaning, and Linguistic Semantic is the study of how language organizes and expresses meaning.³⁹

The lexical semantic is a subfield of semantics related to the meaning of words and the meaning of the relationship between words and phrases that are related to the syntactic unit that is larger than the word. In other words, based on some of these

³⁶ John Lyons. *Semantics*. Vol 1 (New York: Cambridge University Press, 1979) :1.

³⁷ Katz, Jerrold, “the Structure of a Semantic Theory”, *The JSTOR*, Vol. 39 no. 2 (1963): 2.

³⁸ George Yule, *The Study of Language*: 4th Ed (New York: Cambridge University Press, 2010), 27.

³⁹ Charles W. Kreidler. *Introducing English Semantics*, (New York: Taylor & Francis, 2002) P.3

expert opinions, it can be concluded that semantics is a science from the branch of linguistics that discusses the meaning of words and phrases in the sentences.

a. Terms of meaning

Meaning is a systematic meaning which related with the intent of the speaker wants to convey by speaker to the listener. Meaning used to deliver information which can understood together. Every country have different language so, the meaning related with the language that has been mutually agreed as the meaning of the language. According to Alston in aminudin writing, in a referential approach, meaning is defined as a label in human consciousness to designate the outside world. As a label, that meaning is present because of the awareness of observing the facts and drawing conclusions which are all subject to subjective action.⁴⁰ Lyons stated that, ideas or concepts that are transferred from the speaker to the listener that embody a form of language or another are called meaning.⁴¹

According to Trask, meaning is a characteristic of a linguistic form which allows it to be used to select some aspects of the non-linguistic world.⁴² According to Lyons, studying the meaning of a word or giving the meaning of a word is understanding the word study which is related to the meaning relationship that distinguishes it from other words. Lyon asserts that, The meaning in semantic theory can be explained from the speaker's mind to the listener's mind by being aware of it, as in the form of one language or another.⁴³

⁴⁰ Aminudin. 2008. *Semantik, Pengantar Studi Semantik tentang makna*. (Bandung : Sinar Baru Aglensindo), 55.

⁴¹ John Lyons. *Semantics*. Vol 1 (New York: Cambridge University Press,1979): 136.

⁴² Trask, Larry, *Historical Linguistics*, (New York: Routledge), 120.

⁴³ John Lyons, *Linguistic Semantics an Introduction*, (New York: Cambridge University Press, 1977), p.2

So, based the explanations of several experts, it can be concluded that meaning is information conveyed by the speaker and can be understood by the listener.

b. Kinds of meaning

Meaning is a important part in semantics. To understand the language, semantics has important role. Meaning in semantics can be divided into several types. Each expert has their own opinion regarding the division of types of meanings. According to Chaer, meaning includes lexical, grammatical and contextual meanings, referential and non-referential meanings, denotative and connotative meanings, conceptual and associative meanings, and lexemes.⁴⁴ Further Parera states that linguistic meaning is divided into two, lexical and contextual meanings.

From that explanation, there are several expert that divided meaning into many types. In this study, researchers will focus on the analysis of lexical and contextual meaning.

c. Lexical meaning

Chaer describing lexical meanings is an adjunctive form derived from the form of a *noun lexicon* (vocabulary)⁴⁵. The unit of the lexicon is leksem which is a meaningful unit of language. If we compare the lexicon with vocabulary or vocabulary, then we can equate lexeme with word. Thus lexical meaning can be interpreted a lexicon, lexeme, or word. A lexical word or meaning is the meaning that corresponds to its referent, meaning that is in accordance with the results of observation of the senses, or meaning that is truly real in our lives, in other words, a lexical meaning of a word is a real picture of a concept as the word symbolizes it. Lexical

⁴⁴ Chaer, A, *Linguistik Umum*, (Jakarta: PT.Rineka Cipta, 2007), 289.

⁴⁵ Chaer, A, *Pengantar Semantik*, (Jakarta: PT.Rineka Cipta, 1990), 62.

meanings can also be considered as the meaning contained in a dictionary.⁴⁶

Djajasudarma, expressing the lexical meaning is the meaning of the word that corresponds to what we encounter in the lexicon (dictionary).⁴⁷ Lexical meanings can be searched in the dictionary that is owned or existed in lexeme even without any context.

The following will discuss some examples of words in sentences that have lexical meanings. The phrase “*the mouse got killed by the cat*” contains the word *mouse* that has the lexical meaning of a rodent that can cause typhus. The word *mouse* in the sentence above refers to the animal *mouse* and not to others. We can see these mice in dirty places and usually roam inside the house especially in hidden places. If you are not aware, these mice can damage foods and can cause disease when touched / eaten by humans.

d. Contextual meaning

Contextual meaning is the meaning of a lexeme or word inside a context. A contextual definition is also a definition in which the term is used by embedding it in a larger expression containing its explanation. According to Parera, contextual meaning could be regarded as a situational meaning. It arises as a result of the relationship between speech and context.⁴⁸

Contextual meaning (situational meaning) appears as the result between statements and context.⁴⁹ Thus, the context has its role to give the meaning. The meaning of words cannot be separated from cultural environment and ecology of the speaker. This statement is supported by Malinowski who states

⁴⁶ Ibid., 63.

⁴⁷ Djajasudarma, T. Fatimah, *Semantik I: Pengantar ke arah ilmu makna*, (Bandung: Eresco, 1993), 34.

⁴⁸ Parera, J. D, *Teori Semantik*. (Jakarta: Erlangga, 2004), 47.

⁴⁹ Pateda, M, *Semantik Leksikal*, (Jakarta: Rineka Cipta, 2001), 116.

that the word will not have meaning when it is separated from its context.⁵⁰

Contextual meaning is a linguistic meaning in context. (Longman, 1992). For example the meaning of a word is in a sentence or a sentence is in a paragraph. The sentence "*do you know the meaning of war?*" Has two different contextual meanings. The first contextual meaning in the question sentence, "*do you know the meaning of the word war is?*" The question sentence changes if expressed by a teacher to the students in the class. While the second contextual meaning is "*war produces death, injury, and suffering*", if expressed by a war-wounded soldier to politicians who support the war.

Kadmon expressed his opinion about contextual meanings as follows: "Besides that, we talk about the" context of utterance. "Each utterance occurs in a context. This context includes all sorts of things. It includes previous utterances. The speech situation, including the location, the speakers, addressees, various salient objects, and more. It includes various topics in the conversation, about the world in general and about the subject matter of the conversation in particular. It includes assumptions that interlocutors make about the beliefs and intentions of each other".⁵¹

It can be concluded that in each phrase there is a context. The context in question varies, including the context of the situation, location, speaker, address, and other important objects. Context also includes various assumptions that participants have in the conversation.

Chaer states that expressing contextual meaning is the meaning of a lexeme or word that is in one context. The contextual meaning in the form of word level can be seen from the following example. An example of contextual meaning is how the phrasal verb "grow up" can have two different

⁵⁰ Parera, J. D, *Teori Semantik*. (Jakarta: Erlangga, 2004), 47.

⁵¹ Kadmon, Nirit, *Formal Pragmatis*,(Britain: TJ International, Padstow, Cornwall, 2001),9.

meanings depending upon what words are around it the first mentally and physically an adult or it means that the person has to act their age, or The sentence that says "You crocodile, he cheated his own mother!" has the contextual meaning of a rebellious child. The word "crocodile" in the sentence above refers to a child who willingly commits a crime of deception to his own parent without feeling guilty.⁵²



⁵² Chaer, A, *Linguistik Umum*, (Jakarta: PT.Rineka Cipta, 2012), 290.

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