CHAPTER II
THEORITICAL FRAMEWORK

A. Phrasal Verbs

1. The Definition of Phrasal verb

Phrasal verb are combinations of verbs plus particles that regularly occur together and usually have a meaning of their own different from that of either of the components parts (Wishon and Burk, 1980: 319). It means one of the characteristic of most English verbs is that they can be combined with preposition or an adverbial particle to generate a new meaning. The common name for such combinations is phrasal verbs, although we often find that among English grammarians, they give different names and definitions of such combinations.

Thomson and Martinet (1995: 315) state that in modern English it is very usual to place preposition or adverbs after certain verbs so as to obtain a variety meaning. It means the students can use phrasal verb to daily communication. Phrasal verbs make conversation sounds interesting and convenient to use. Without good achievement of phrasal verb, one will find difficulties in speaking English smoothly and fluently.

A preposition may combine with a verb to form a new vocabulary item. This verbs preposition combination goes by several names two part verbs, composite verbs, and phrasal verbs. The preposition adverb (or
prepositional adverbs) or by the more general term “particle” (Frank: 1972: 172 – 173). 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, et.

(Heather Marie Kosur: 2012) state that phrasal verbs are a verb form unique to Germanic languages like English that are formed by a verb and one and more preposition. English phrasal verb may be intransitive, non separable transitive, optionally separable transitive or obligatory separable transitive.

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We need not try to decide whether the combinations are verb + preposition or verb + adverb, but should consider the expression as a whole. The meaning of phrasal verb can sometimes be explained with a one – word verb.

However, phrasal verbs are frequently used in informal spoken English and if there is a one word verb equivalent, it is usually much more formal in style (Hornby, 1998: A2).

Look at the following sentences:

- My neighbor dies.
- My neighbor passes away.
Both *dies* and *passes away* have the same meaning, but they are very different in style. *Passes away* is used in informal contexts and *dies* in formal or technical contexts.

Based on the definitions above, the writer can conclude that the phrasal verb is two or sometimes three words, which the first word is a verb and it very usual to place preposition or adverbs or both of them after it, it can be transitive, intransitive, separable and non separable. And it has a meaning which is different from the original verb.

2. The Type of Phrasal Verbs

“Many English verbs can be followed by preposition or adverb particle or both of them” (Swan in *Practical English Usage*). Hornby in *Oxford Advances Learner’s Dictionary*, 1998 states, “phrasal verbs can be transitive (they take an object) or intransitive (they have no object).

According to the statement, it can be concluding that the type of phrasal verbs is:

1. Transitive Phrasal Verbs

   Transitive phrasal verbs followed by an object.

   a. Verb + preposition
      
      He *put out* his hand to take knife.
      
      (He moved out his hand)

   b. Verb + adverb particle
      
      She has to *pay back* her loan.
(She has to return that has been borrowed)

c. Verb + adverb particle + preposition

You have to cut down on your weight.

(Reduce one’s consumption of fat)

2. Intransitive Phrasal Verb

Intransitive phrasal verbs are verbs not followed by an object.

a. Verb + preposition

We get up at five o’clock every morning.

(We rise from bed)

b. Verb + adverb particle

Did the monster get away?

(The monster escaped)

c. Verb + adverb particle + preposition

These scissors had been kept away from his children.

(These scissors had been avoid coming or going near)

3. The Structure of Phrasal Verb

(Heather Marie Kosur: 2012) stated that not only must English-speaking and ESL students learn to recognize the form of phrasal verb but such students must also learn the different forms of phrasal verb. The four forms of phrasal verb in English are:
1) Intransitive

Intransitive phrasal verbs are as defined as phrasal verb that cannot or do not take objects. The prepositional functioning as particles must directly follow the verb. For example:

a. What time did you *get up*? (arise)

b. Our neighbor recently *passed away*. (die)

c. My car *broke down* on the interstate. (malfunction)

2) Transitive

Transitive phrasal verbs are defined as phrasal verb that require direct object and may also take indirect object. The preposition functioning as a particle must also directly follow the verb in non-separable transitive phrasal verbs. For example:

a. You should *bone up* on English grammar (review)

b. He *came across* his missing sock in the dryer. (discover)

c. My mom *dropped by* my house this afternoon. (visit)

3) Optionally Separable transitive

Separable transitive phrasal verb also require object, but the preposition functioning as particle can follow either the verb or the direct object. For example:

a. The Dean will *call* the meeting *off* due to the weather. (cancel)

b. Please *hand* this brochure *out* to new clients. (distribute)

c. My grandfather always *mixes* the cousins *up*. (confuse)
d. Have you *set* the meeting *up*? (arrange)

4) Obligatorily separable

 Optionally Separable transitive become obligatorily separable when the direct object is in the form of a pronoun meaning. The preposition functioning as particle must follow the pronoun functioning as the direct object. For example:

a. Can you add the bill up? ↔ Can you add it up? (total)
b. The students looked up the word in the dictionary. ↔

The students looked it up in the dictionary. (Research)

4. Problems for Student on Phrasal verb

Murcia and Freeman (1999) mention that phrasal verbs are odd and troublesome for learners as the existence of phrasal verb in languages is very rare. As a result, some nonnative speakers often over use single word verbs where a phrasal verb is more appropriate. For example, they say, “I arose early this morning.” Instead of “I got up early this morning”. Even tough the formers is grammatical and meaningful, the letters is more appropriate in spoken discourse.

Moreover, the meaning of many phrasal verbs is not transparent. Therefore, it is not easy, and sometimes impossible, to interpret the meaning of the verb by combining the meaning of each parts. These phrasal verbs are said to be idiomatic, for example, chew out, tune out, catch up, and put off.
B. TRANSLATION

1. Definition of Translation

According to Newmark in *Approaches to Translation* (1987:7), translation is a craft consisting in the attempt to replace a written message or statement in one language by the same message or statement in another language. Translation process covers replacing, reproducing, transferring message from the source language text material into the target language equivalence in such a way that the reader retains the meaning and the style.

Translation is regarded as a field of research that needs a skill to practice. A process of translation is a related to the term of source language (SL) and target language (TL). The main skill to practice translation is the ability to process the data or information I source language then transfer them into target language. Translation is the replacement of textual material in one language (SL) by equivalence textual material in another language (TL).

Another definition of translation in stated by Nida and Taber (1982:12) that translating consists in reproducing in the receptor language that closest natural equivalent of the source language message, first in the term of meaning and secondly in the term of style.

De Maar in Widyamartaya (2000:15) shows three steps in translating as follows:

a. Reading and understanding the passage.

b. Absorbing all the meaning and make it ours.
c. Re-expressing in our language style with the least changes on the meaning or tone.

From the definition above, it can be conclude that basically translation is transferring the meaning from one text into another text with the change of the forms. Here, the form of SL is replaced by the form of TL.

2. Types of Translation

Catford in HadisubROTO (2005:14) makes three main types of translation; those are word-for-word translation, literal translation, and free translation.

a. Word-for-word Translation

This type is used by someone to look for word-for-word equivalences from the text of the source language into the target language.

b. Literal Translation

Catford (1965:25) stated that literal translation is a word-for-word translation which follows closely the form of the source language. This type is started from word-for-word translation and than made changes in conformity with the target language grammar.

Literal translation is a translation where the form of the original are retained as much as possible, even those forms are not the most natural forms to preserve the original meaning.
c. Free translation

A free translation is always unbounded-equivalences shunt up and down the rank scale, but lend to be at higher rank-sometimes between larger units than the sentences. The translation must be able to make the meaning and the structure interpretation of the source language and than it is expressed into the target language in different structure but still has the same content. This free translation is usually used to translate literal works.

3. Process of Translating

Nida and Taber (1982:33) in their book The Theory and Practice of Translation say that the process of the translation is a succession that is done by a translator when he/she receives the message of the resource language and translate it into target language. The process of translation consists as follows:

a. Analysis of Source Language Test

Every translation activity starts by analyzing the source language text, because the translator always meets the source language at the first time. To know the message of the source language, the translator must read it, and then the translator will understand the text content. The analysis of source language covers many aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.
b. The Transference of Message

After the translator understands the meaning and the structure of the source language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of source language words.

c. Restructuring

Restructurationis the process of transforming the source language message into a proper stylist from in the target language (Kridalaksana in Nababan, 1997:19), so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text type, and they also must consider to whom the translation is made.

The diagram as follows:
From the process above, it can be seen that there are three stages in the process of translation, which should be followed by the translator.

4. Problem of Translation

Every language s own system. One language may have different system as compared to another language. The difference often cause difficulties and even may create misunderstanding if in translating them, the translator does not know the system or structure of the source language.

Then, the translator will deal with many problems of meaning, such as lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning.

a. Lexical Meaning

Lexical meaning is a meaning which is mentioned in the dictionary. Kridalaksana (in Nababan, 2003:48) says that lexical meaning of words is out of the context. For example, the English word “bad” may mean jahat, buruk, jelek, susah, tidakenak and busuk in Indonesian.

b. Grammatical Meaning

Grammatical meaning is the relationship of the parts of language in the wider units, for example the relationship between word and the other word in a phrase or clause.
Example: They can the fish.

(can means “memasukdalamkaleng” and function as a predicate)

He kicked the can hard

(can means “kaleng” and functions as an object)

c. Contextual Meaning

Contextual meaning is the relationship between the utterances and the situation where the utterances are used. In other words, contextual meaning is a meaning that is correlated with the situations where the language is used.

Example: “good morning!”

The utterance might have two meanings, the first meaning is “selamatpagi”, but it can mean “keluar” if it is said by a leader to the officers who come late.

d. Textual Meaning

Textual meaning is related to the context of a text (Nababan, 2003:50). It is found in a discourse or a text. For example, the word “morphology” in the science of Biology means “the scientific study of the form and structure of animal and plants”, whereas in Linguistic, the word means “study of the morphemes of a language and how they are combined to make words.”
e. Socio-cultural meaning

Socio-cultural meaning is which is closely related to the social situation, and cultural background of the language users (Nababan, 2013:50).

5. Factors Causing the Error in Translation

Every language, SL and TL do not have the same words, which refer to object or references. The differences of the system are also known by the differences of the structure either of word, phrase, or sentences.

According to Tarigan (1995:56) there are some factors causing the error in translation as follows:

1. The differences of the system between source language and target language.
   Every language in this world has different system. We can see the difference of these systems from syntagmatic elements, lexical items, and morphemes as the parameter.
   The error of structure and grammar will make the readers confused whether the translation have been transferred correctly from SL into TL or not.

2. The complexity of style
   The complexity of style is one factor that makes the translation difficult to be done. Literally text, poetry, prose, and drama are written by using the style is different from scientific text like in
a research report. Due to the differences of SL and TL culture, language used by both languages will be different.

3. The ability of translator

The translator is the main player in the process of translation, and his ability becomes decisive factor to determine whether his translation is right or not. If the translator has sufficient ability in translation, the problems that arise will be handled easily.

Widyamartaya (1989:38) in *Seni Menerjemahkan* states that to be able to make a good translation, a translator should have the following criteria:

- a. Mastering both the SL and TL,
- b. Understanding the material that will be translated,
- c. Being able to write well and clearly in various styles,
- d. Being careful in paying attention on the elements of translation,
- e. Being experienced in interpreting things,
- f. Being accustomed to consulting with experts.

Based on the explanation above, there are some problems that will be discussed in this research. Once, the level ability of the students’ in translating phrasal verb, secondly, analyze the problems faced by students’ in translating phrasal verb.
C. Error Analysis

Before analyzing the errors made by students, a teacher must differentiate the differences between error and mistake. A mistake refers to a performance error that is either a random guess or slip, in that failure to use a known system correctly (Sujoko, 1998:5)

According to Trigan (1995:85), there are two types of error namely interlanguage error and interlingual error.

1. Interlanguage error is errors that are caused by the inference of mother tongue (L1) to target language being learned. They are also known as the contrastive analysis concept or L1 dependent errors. It deals with the inference between L1 and L2 including phonology, morphology, syntax, vocabulary, and structure.

2. Intralingual error is error that caused by the students difficulties in learning the TL itself. Here, there are no inferences of mother tongue to TL. So, this is called independent L1 error.

The causal of intra lingual errors are:

a. Overgeneralization

Overgeneralization covers instance where the learner creates a deviant structure on the basis of this experience of other structure in the target language.

b. Ignorance of rule restriction is application of rules to the inappropriate context (Richard, 1971; Tarigan : 86). In this
case the students usually made mistake by dropping or adding
unnecessary omission or addition.

c. Incomplete application of rules is deviation of grammar with
describes the development level of rules which are needed to
produce acceptable.

d. False concept hypothesized: errors which are caused by the
incorrect insight on the differences in target language itself.

All problem of error made by the learners should be analyzed
accurately to find out the problem solving. The study of error is called
“Error Analysis”. The function of the error analysis is useful for both the
teacher and learner of target language and it also gives information to the
teachers about the process of acquiring of foreign language.

According to Nababan and Utari (1993:135), there are six
procedures of error analysis, namely:

1. Identifying errors
   In this case, the teacher has to be sensitive in recognizing the
   erroneous from the learners.

2. Describing errors
   On the global level, error can be described as errors in addition,
omission, substitution and ordering following standard mathematical
categories.
3. Reconstructions errors
   In the third step, a teacher should rearrange the erroneous sentence made by the learners so as to express students aim.

4. Clarifying errors
   A teacher should look for the casual factor of errors of the categories of error.

5. Evaluating errors
   A teacher should make remedial exercises.