Chapter 1: Introduction

This chapter introduces the background, related to the use of phrasal verbs among students. This chapter also contains the research question, the research objective, and the research significances theoretically and practically.

Background of Study

Creative writing is any form of writing which is written with the creativity of mind such as fiction writing, poetry writing, creative nonfiction writing, and it aims to express feelings, thoughts, or emotions (Patel, 2010). Pope (2019) also states that creativity is at the forefront of creative writing's purpose through using imagination, creativity, and innovation in order to tell a story through strong written visuals with an emotional impact. Through creative writing, the writers are able to create their own world which elements of themselves implemented so that reader gets teleported from reality and into the writer's mind by simply turning a page. The essence of creative writing is to show the imagination, creativity, productivity, and originality of the writing.

Since writing skill is emphasized in university, creative writing is considered a necessary tool for students to adjust their skills. Besides being use to help students develop their creative side, creative writing is also an effective way to improve language learning especially in mastering a foreign language. Students can sharpen their writing ability consisting of creative ideas, words, and structures in English by appealing to their imaginations and feelings. In the writing subject, students are frequently asked to write free writing with various themes by the lecturers in order to enrich their vocabulary and creative thinking based on their

own feeling, imagination, and innovation. Besides in the writing subject, students are also trained to be able to write other kinds of creative writing such as drama script, brochure, and commercial publication. In addition, one piece of writings that is emphasized in university is narrative writing. The characteristics of narrative writing is highlighting the students' feelings, imagination, and point of view to make it appropriate to use narrative writing as the object of this study to represent creative writing. Further, considering the essence of creative writing in which to express the naturality and originality of the writer's mind, creative writing also deals with grammatical elements. Adopted from Keable's Guide (2014), creative writing must obey the rules of grammar, usage, and punctuation. Therefore, it is crucial for the writers to pay attention to grammatical elements as well as creative writing elements.

Paying attention to grammatical elements in the process of language production, especially in creative writing, it is undeniable that phrasal verb is one of the essential terms which plays an important role in English to emphasize the naturality of writing as they are frequently used in writing as well as in speaking by native speakers. Phrasal verbs (also called multi-word verbs) is a construction that consists of a verb proper and a morphologically invariable particle. The verb and the particle function together as a lexical and syntactical unit (Liao & Fukuya, 2004). An example of an English phrasal verb would be 'to let down'. Phrasal verbs are very important for learners because they are so prevalent and widely used in everyday spoken and written language.

As said by Bolton (2012), the native speaker of English used to use the phrasal verbs in their daily conversations, as he said "no native English speaker would speak even for a few minutes without using one or more of them.". In order to communicate in English, a non-native speaker, in this case, Indonesian, needs to transfer his/her idea into English to be written or spoken. As an important part of English, the use of phrasal verbs in either written or spoken language can smooth the language use and improve its naturalness. However, as a unique language feature that does not exist in Bahasa Indonesia, phrasal verbs are often used inappropriately by the learners while constructing the sentence. Therefore, phrasal verbs are considerably important for English language learners to take into account.

English language learners must pay more attention to the use of phrasal verbs because it is an important thing to learn. It can increase language competence as surely must be mastered by EFL learners because they are certainly required to be proficient in producing spoken or written English, for instance, in writing an essay, fiction, drama, poetry, novel, and prose which contain so many words, phrases, and sentences that formed by phrasal verbs. Fletcher (as cited in Imrose, 2013) stressed that phrasal verbs can also be used in all types of text, even in formal texts, when they are the most appropriate way of expressing the idea. Furthermore, Waibel (2007) also argued that the correct use of phrasal verbs, both in quantitative and qualitative terms, is very important for learners of English as it makes them seem more native-like.

However, for foreign language learners who are required to produce natural language as native, it is quite difficult in speaking since their phonemes, pronunciation and, intonation – segmental and suprasegmental aspects of languages are different from EFL learners (Abas, 2017), but they can afford to write as good as a native writer. For that reason, phrasal verbs should become one of the primary concerns in language teaching and learning to enhance both teachers and learners in order to comprehend the use of it and produce natural language in writing as native.

Despite the importance of phrasal verbs to improve learners in order to produce natural language, the researcher has surprisingly found that most students tend to use phrasal verbs incorrectly and they lack phrasal verbs knowledge. Many previous studies and available literature generally admitted that phrasal verb is one of the problematic areas for ESL/EFL learners. In addition, it is proven by the informal observation that students have a tendency to use inappropriate word combinations, skip the particle of phrasal verbs, and cannot use the appropriate phrasal verbs which match with the context that native writers rarely use and it sounds odd. These inappropriate phrasal verbs can surely show the quality level of writing.

Diving deeper into the term of phrasal verbs, Juniardi, et.al (2016) has previously conducted a study about phrasal verbs focused on students' translation process and he acknowledged that phrasal verb still becomes a problem for English Department students who are demanded to understand various literary works. This view is also accepted by C elce-Murcia and Larsen-Freeman (1999).

They mentioned that phrasal verbs are odd and troublesome for ESL/EFL learners as the existence of phrasal verbs in non-Germanic languages is very rare. As a result, some non-native speakers often overuse single-word verbs where a phrasal verb is more appropriate.

Another study about phrasal verbs had been conducted by Blau, Gozales, and Green as cited in Nasarat (2018). In their research, they posit two categories of students' problems with phrasal verbs: semantic or vocabulary problems and syntactic or word order problems. In their view of semantic problems, they highlighted that students often do not consider the two- or three-word verb as a lexical unit with special meaning. The claim is more precise when phrasal verbs do not occur in the student's mother tongue. Students also overlook the importance of the preposition or adverb of the phrasal verbs, especially when a single word in their first language can convey the meaning. Consequently, it is not surprising that they skip the final component and produce sentences like: "Pick the laundry" instead of "pick up the laundry", while the phrase "pick the laundry" is ungrammatical. Absolutely, this unacceptable structure shows that the mastering of phrasal verbs needs to be improved. Besides what Blau, Gozales, and Green have discovered in their research, the problems of phrasal verbs that have been assumed by them are also reflected in the informal observation of this current study on how students deal with phrasal verbs problem in terms of its structure and usage in composing their writings.

Compared to the above-mentioned previous studies that focused on the semantic area, this research is focused on the syntactical dimension of phrasal

verbs that are used improperly by students in constructing creative writing which can lead them to the inappropriate usage of phrasal verbs in a sentence. This study also includes correction forms of inappropriate phrasal verbs produced by students by using valid sources of references and previous researches.

Based on the preliminary observation that has been conducted by the researcher from 2018 until 2019 at English Department, the inappropriateness of the using of phrasal verbs that commonly produced by the students of the English Department are:

> *Can you turn <u>down it</u>? (Correction: Can you turn it down?)

> *Write it on your paper! (Correction: Write it down on your paper!)

> *I looked for the word in a dictionary. (Correction: I looked up the word in a dictionary)

In the first example, the object of the sentence is in incorrect placement. It is the kind of separable phrasal verb. The sentence seems in the right grammatical structure, but actually, it is not based on the patterns of phrasal verbs. This inappropriateness is influenced by their native language structure and also basic English structure which puts object after the verb and the sentence ends up being unnatural and sounds odd. In the second example, students skip the preposition "down" in the sentence, which is ungrammatical and it is inappropriate in English structure. This is also influenced by their native language because the word "write" is assumed can convey the meaning in Bahasa Indonesia "Tulislah". However, the word "write" and "write down" have different meanings in English

contextually. Then, the third example has no problem with grammatical structure but it is still considered inappropriate in terms of its use in the sentence because it affects the context on how it does not carry an exact meaning.

Those examples expose students' inadequate knowledge of phrasal verbs and they do not know how to use phrasal verbs correctly. Since the role of the phrasal verb is to emphasize fluency and naturalness in the process of language production, the inappropriateness in using phrasal verbs by EFL learners should be analyzed. In this study, the researcher analyzes the creative writing of English department students because the preliminary study that has been done previously revealed that students in this department still use phrasal verbs inappropriately in their writing in terms of its usage and structure. Moreover, English department students are English users and learners who deepen English as their major rather than others students. Furthermore, this study focuses on creative writing that is a text which suitable to use as a tool to let students produce creative sentences as the source of inappropriateness in phrasal verbs using. Therefore, this research analyzes the inappropriateness of the using of phrasal verbs in students of the English Department's creative writing which is entitled "Inappropriateness of The Using of Phrasal Verbs in Students' Creative Writing".

Research Question

As explicitly informed in the aforesaid background, this study is an attempt to best fill a gap in the phenomenon of the using of phrasal verbs that are particularly taken place in the EFL students' written production, this research focuses on students' inappropriateness in using phrasal verbs.

Considering the short summation above, this present research focuses on the following research question:

What are the types of the inappropriateness of phrasal verbs used in students' creative writing?

Research Objectives

In compatibility with the question, this study is aimed to describe the types of inappropriateness of phrasal verbs used in students' creative writing.

Research Significances

The findings of this research are expected to present both theoretical and practical contributions, as follows:

Theoretically, since this research summoned the previous studies by raising the theory of inappropriateness and phrasal verbs from a new angle of interest, this study is expected to give an opportunity for a better and wider discussion about phrasal verbs. This research also can be a consideration to extend phrasal verbs knowledge related to grammar and syntax, especially in verb phrases discussion. Regarding this statement, this research can be a reference for the learners by reading the result of the study. The analysis provided in the findings can make a significant contribution to students' knowledge, moreover, this study can be a benchmark for the future researcher that is interested in phrasal verbs, inappropriateness analysis, or in any other syntactical discourse.

On the practical contribution, this study is expected to supply a valuable insight for both the EFL teachers and students. To EFL teachers, understanding

this research in practice helps them to prepare a better strategy in teaching writing because teaching writing is not only about teaching the students how to use the pattern but also training them to write in harmony so they can bring ideas, information, and creativity. Further, it can be a guideline for English teachers to know in which field the students need improvement. To EFL learners, this study may assist them in recognizing the very potential types of phrasal verbs that are used inappropriately and that it will raise their awareness of producing English properly.