Chapter 5: Conclusion and Recommendation

The purpose of this chapter is to sum up concisely the analysis from the research findings. Following the overview of the findings, the recommendation of the present study is also discussed.

Conclusion

The primary concern in this research is the field of phrasal verbs' problematic issues. The research question of this study becomes the benchmark on how this current study is designed to reveal and describe what types of phrasal verbs are used inappropriately by the students when they compose their free writing. This study covers two types of inappropriateness, they are seen from its syntactical problem and its application problem. The theory that is used as the guidelines to describe the research findings in terms of syntactical inappropriateness is the theory from McCarthy and O'Dell (2004, p.6). The types of phrasal verbs that provided by McCarthy and O'Dell (2004, p.6) consist of verb + adverb, verb + preposition, verb + noun/pronoun + preposition, verb + adverb + preposition, verb + pronoun + adverb, verb + adverb + noun, verb + noun + adverb, be + verb + preposition, and be + adverb + adverb.

The result shows that there are three types of nine phrasal verbs types provided which are discovered inappropriately being used by the students when they compose their creative writing. Meanwhile, in terms of its inappropriate use of phrasal verbs, there are 12 inappropriateness which are divided into five types of inappropriateness. To sum up, from ten data sources that had been selected, the

result reveals that there are 17 inappropriateness in total happened when the students use the phrasal verbs in their sentences. The combination of verb + noun + adverb reaches the highest number of inappropriateness in syntactical problem. Otherwise, inappropriate particle choice and skipped particle become the most frequent cases that assume inappropriateness in students' phrasal verbs using.

However, it is also necessary to find out the causal factors as the reason why they commit the inappropriateness. This section is considered important to give more valuable insights and a deeper understanding of phrasal verbs. Besides being used to cover the research significances, the readers also need to recognize the factors in producing the inappropriate phrasal verbs, so that they can improve their awareness while using the phrasal verbs. The inappropriate phrasal verbs are presumably caused by the lack of knowledge about phrasal verbs and less awareness. The students do not realize the role of phrasal verbs to deliver the idea and provide the precise meaning with both items of verb and particle. It affects the concept of meaning and sometimes it leads to a misunderstanding.

This assumption can be proved from the study conducted by Mi-Lim Ryoo in 2013, entitled *A Corpus-based Study of the Use of Phrasal Verbs in Korean EFL Students' Writing.* The result of his study showed that Korean EFL learners lack of phrasal verbs formulation competence. Further, the particle choice also influences the inappropriateness. It plays an important part in how the use of particle when it is combined with a verb, can create various new meaning that is different from the basic verb. The assumption of another factor that leads the students to commit the inappropriateness is their native language. The students

seem to translate their writing based on what is familiar to them in Indonesian. Additionally, the students do not consider phrasal verbs as a lexical unit in written form, and they tend to use one-word verbs instead of multiword verbs especially when the verb can convey the meaning on their language.

Those cases reflect the previous studies that have been conducted by Liao and Fukuya on how the result of their study shows that the avoidance of the using of phrasal verbs is committed by EFL learners. All these inappropriatenesses had been evidenced in the data findings and answered the research question of inappropriate phrasal verbs.

Recommendation

Considering the analysis and the result of this study, this current research offers three recommendations to make significant contributions in the teaching and learning process.

First, this recommendation is for English Department students stemmed from the fact that the data are obtained from their creative writing. Seeing from such factors, improving grammar ability and syntax knowledge is important for EFL learners to be able to produce proper and appropriate English. These efforts could be reached by increasing the frequency of being familiar with English circumstances both written and spoken English. Moreover, actively practicing language also helps students to decrease the less awareness and carelessness while producing the English language. This can improve the students' ability to produce language naturally.

Secondly, the researcher also offers a recommendation for the lecturers. Driven by the problems faced by the students in terms of the use of phrasal verbs, this study suggests the EFL lecturers encourage students' awareness by instructing them using offline dictionaries. Thus, students can communicate effectively as native-like both in spoken and written English. Teachers can direct them to use a more varied range of vocabulary so that students do not only know how to use the pattern, but it also lets them embrace naturality and harmony and gets a deep understanding of phrasal verbs.

Lastly, the recommendation is offered to future researchers. This research only focuses on syntax and reveals the types of inappropriate phrasal verbs. Other researchers can reach a wider area of linguistic fields. Further, the next researchers also can reveal broader phenomenon in the linguistic area especially in phrasal verbs by using a new approach and analysis method.

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