

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Vocabulary is currently a concern for English learners and scholars since it is so important in language use. Everyone has their own way of pronouncing words. Every word in a sentence is a vocabulary. Even determiners *a* and *an* belong to vocabulary. Vocabulary can be parts of speech such as verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. A verb is one of the linguistic units in English that has various forms and a major role in forming clauses and sentences. The two types of verbs are single-form and multi-word verbs called phrasal verbs (Dewi, 2019). Phrasal verbs are a type of multi-word verb that consists of the combination of a verb and an adverb as phrase-based particles (Eni et al., 2017). A phrasal verb is a mixture of a simple verb (such as walk, write) with an adverbial postposition (up, down). The two constituents constitute a single grammatical and semantic unit (Povey, 1990 cited Litvinov et al., 2017). It is impossible to determine a phrasal verb's meaning from its component and adverb. Commonly colloquial, phrasal verbs cannot be rendered literally. The pattern of the phrasal verb is one of the distinctive characteristics of the English language (Rodríguez-puente, 2019).

Phrasal verbs play an important role in language learning. Students have difficulty learning phrasal verbs because they are problematic (Armstrong, 2004). White (2012) stated that students struggle to learn phrasal verbs because they are unexpected, polysemous, frequent, and non-universal. Akbary et al. (2018) noted that it has an uneasy feature for ESL and EFL students. It reveals that although textbooks provide extensive phrasal verbs, students have sufficient exposure to use them. It also reveals that textbooks do not facilitate vocabulary items that represent natural communication. It is very important to provide resources used to facilitate students to learn phrasal verbs that reflect natural communication effectively. It also recommends magazines, radio, movies or movies, social networking apps or websites, podcasts, or TV shows as resources for teaching phrasal verbs. It is one reason that students avoid using phrasal verbs. It also suggested to investigate the frequency of phrasal verbs in magazines, radio, movies or films, social networking applications or websites, podcasts, or TV. The aim is to explore how likely it is for the learner to discover how many useful phrasal verbs are. Similarly, Shahriari et al. (2019) found that it has various forms and meanings that are considered challenging for students.

Student's difficulty to learn the phrasal verbs is influenced by some factors. First, they have lack of linguistic exposure outside the class (Shahriari et al., 2019). Second, English teachers are unaware to teach the phrasal verbs effectively in English class though it is fully laden with the phrasal verbs in EFL textbooks (Armstrong, 2004). Besides, phrasal verbs can confound learners since their meaning may be unrelated to their component phrases, and there are many phrasal verbs in the English language that are commonly used (Sari & Pandiangan, 2021).

Jonathan (2019) studied the students' mistakes in recognizing and producing verb phrases. The participants in this study were 22 students from the English Department, who had taken Reading and vocabulary 1 and 2 courses. The instrument used to measure students' proficiency in verb phrases were a test which consisted of 2 parts: identification and usage sections. The results showed that literal and idiomatic verb phrases had the same level of difficulty.

Zubir et al. (2016) investigated the usage of English phrasal verbs among secondary school students to discover students' preferences in selecting words between phrasal verbs and one-word verbs and to determine the reasons why students avoid phrasal verbs. Two instruments are used to collect the data: questionnaires and interviews. Forty out of four 16-year-old pupils from a Jitra, Kedah, high school were chosen to participate. The verb use survey reveals that students favor phrasal verbs and single-word verbs. The interviews demonstrated that students did not generally avoid phrasal verbs; nevertheless, they avoided phrasal verbs that they encountered infrequently.

Thyab (2019) studied the identification and the sources of challenges that English learners may have in their mastery of English phrasal verbs. ESL/EFL students will participate in a study employing a qualitative methodology. As a result, Arabic-speaking ESL/EFL students are not accustomed to utilizing phrasal verbs and are ignorant of their requirements and significance. Furthermore, there are five thousand phrasal verbs used in English. One of the examples is, 'You tell them to *go away* and don't come back.'

From the previous studies, it is important to discuss the most frequent phrasal verbs because they are used in daily communication. To address the gap and enrich the literature, this study aimed to find out the most 10 phrasal verbs that tend to be found in the Tweets of the Barack Obama and Katy Perry accounts. It investigated the most 5 simple verbs. The accounts were chosen because they were active on Twitter, and each of the two accounts used formal and informal typed language.

## **1.2 Research Question**

The research questions of this study are:

1. What are the most frequent types of phrasal verbs on Barack Obama and Katy Perry's Twitter accounts?
2. What are the 10-most-frequent phrasal verbs used on Barack Obama and Katy Perry's Twitter accounts?
3. What are the 5-most-frequent simple verbs to build phrasal verbs on Barack Obama and Katy Perry's Twitter accounts?

## **1.3 Aim of the Study**

The aims of the study are:

1. To explore the most frequent types of phrasal verbs on Barack Obama and Katy Perry's Twitter accounts.
2. To explore the 10-most-frequent phrasal verbs used on Barack Obama and Katy Perry's Twitter accounts.
3. To explore the 5-most-frequent simple verbs to build phrasal verbs on Barack Obama and Katy Perry's Twitter accounts.

## **1.4 Scope of the Study**

The scope of this research is on phrasal verbs. The limitation of this research focused on analyzing the phrasal verbs on the Barack Obama and Katy Perry accounts on Twitter. The reason the researcher limited this research were that there are still many students who have difficulty with phrasal verbs and their types.

## **1.5 Significance of the Study**

The study has theoretical and practical significance. Theoretically, the study enriches the existing theory on the most frequent types of phrasal verbs, most frequent phrasal verbs, and most frequent simple verbs on Twitter. Besides, the result of this study gives insight for the teachers to apply the most frequent types of phrasal verbs, most frequent phrasal verbs, and most frequent simple verbs as their teaching and learning materials in order to provide rich exposure to the students.

## **1.6 Definition of Key Terms**

There are key terms used in this study. Those are as follows:

- A phrasal verb is “a verb made up of two words: a verb and a particle. It is either an adverb or a preposition.” It means that phrasal verbs are verbs that include a preposition and/or an adverb (Longman, 2000).
- Twitter is the most popular microblogging service in the world. Each user may send brief messages to a general audience (Jalbuena, 2012). This audience is molded by other users (followers) interested in that person's thoughts and actions. Users can also follow other users who present him/her with pertinent information.

## **1.7 Organization of the Paper**

There are six chapters in the paper. The first chapter gives a brief description of the research, including the research's background, research questions, aims, scope, significance, and definition of key terms. Chapter two provides a theoretical description, previous related studies, and a conceptual framework related to phrasal verbs. Chapter three presents the research method, data and data source, data collection procedure, data analysis, and interpretation procedure. Chapter four presents the findings with the data analysis to answer the research questions. Chapter five discusses and interprets the results of data analysis from the findings of whether Twitter on the Barack Obama and Katy Perry accounts are suitable for phrasal verbs. Chapter six covers the conclusion from the result of the study and recommendations for further research.