

**An Analysis of Phrasal Verbs In The Storybook *Around The World In 80 Days***

**A RESEARCH PAPER**

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## STATEMENT

I hereby certify that this research paper entitled “**AN ANALYSIS OF PHRASAL VERBS IN THE STORYBOOK *Around The World In 80 Days***” is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of my other Degree or Diploma in any University or Institution, I am really aware that i have cited some statement and acknowledge. If any claims related to this paper persist in the future, i will be fully responsible for clarification.

Cimahi, July 2017

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**APPROVAL SHEET**  
**AN ANALYSIS OF PHRASAL VERBS IN THE STORYBOOK AROUND**  
***THE WORLD IN 80 DAYS***



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## **ABSTRACT**

There are many advantages of reading storybook, besides readers can enjoy the interesting story, readers also learn about many things like grammar, part of speech, and especially to learn about phrasal verbs which are usually being used in daily conversations. In this research entitled “An Analysis of Phrasal Verbs in the Storybook *Around the World in 80 Days*”, the writer tried to identify the types of phrasal verb and to know the meaning of every phrasal verb which found in this storybook. The method that the writer used is descriptive analysis. The steps used in conducting the research were by organizing the phrasal verbs into two types, they are separable and inseparable phrasal verbs then find the meanings of every phrasal verb. This research found that there are about 98 phrasal verbs, with the specification 34 separable phrasal verbs and 64 inseparable verbs. Every phrasal verb has different meaning from the literal words. They were analyzing semantically and syntactically.

Keywords: *analysis, grammar, phrasal verb, storybook.*

## **PREFACE**

*Alhamdulillahirobbilamin*, praise and great gratitude to Allah SWT, the Almighty God who has given blessing and spirit to the writer so she can finish this research paper entitled “An Analysis of Phrasal Verbs in the Storybook *Around the World in 80 Days*”. This research paper is a requirement for accomplishing *Sarjana Pendidikan* Degree in English Education Program, Language and Art Department of STKIP Siliwangi Bandung.

The writer realized that there are so many weaknesses in this research paper and far from perfection. Therefore, the writer invokes suggestions and criticisms which is build for the sake of perfection and may be useful for all of us.

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## TABLE OF CONTENTS

|                                           |            |
|-------------------------------------------|------------|
| <b>STATEMENT.....</b>                     | <b>i</b>   |
| <b>APPROVAL.....</b>                      | <b>ii</b>  |
| <b>ABSTRACT.....</b>                      | <b>iii</b> |
| <b>PREFACE.....</b>                       | <b>iv</b>  |
| <b>ACKNOWLEDGMENTS.....</b>               | <b>v</b>   |
| <b>TABLE OF CONTENTS.....</b>             | <b>vii</b> |
| <b>LIST OF TABLES.....</b>                | <b>x</b>   |
| <b>DEDICATION.....</b>                    | <b>xi</b>  |
| <b>MOTTO.....</b>                         | <b>xii</b> |
| <b>CHAPTER I: INTRODUCTION.....</b>       | <b>1</b>   |
| A. Background of Study.....               | 1          |
| B. Questions Research.....                | 3          |
| C. Objectives of the Research.....        | 4          |
| D. Significance of the Study.....         | 4          |
| E. Limitation of Problems.....            | 4          |
| F. Definition of Key Terms.....           | 5          |
| G. Organization of the Research.....      | 6          |
| <b>CHAPTER II: LITERATURE REVIEW.....</b> | <b>7</b>   |
| A. Linguistics.....                       | 7          |
| B. Syntax.....                            | 8          |
| 1. Phrase.....                            | 9          |

|                                                  |           |
|--------------------------------------------------|-----------|
| 2. Verb.....                                     | 10        |
| 3. Verb Phrase vs Phrasal Verb.....              | 14        |
| 4. Phrasal Verbs.....                            | 15        |
| 1.) Definition.....                              | 15        |
| 2.) Kinds of Phrasal Verbs.....                  | 16        |
| C. Semantic.....                                 | 20        |
| D. Literature.....                               | 21        |
| 1. Prose.....                                    | 22        |
| 2. Storybook.....                                | 23        |
| E. Previous Study.....                           | 24        |
| F. Synopsis.....                                 | 25        |
| <b>CHAPTER III: RESEARCH METHODOLOGY.....</b>    | <b>26</b> |
| A. Research Design.....                          | 26        |
| B. Research Method.....                          | 26        |
| C. Subject of the Research.....                  | 27        |
| D. Data Collection.....                          | 28        |
| E. Data Analysis.....                            | 28        |
| <b>CHAPTER IV: FINDINGS AND DISCUSSIONS.....</b> | <b>30</b> |
| A. The Findings.....                             | 30        |
| 1. Separable Phrasal Verbs.....                  | 30        |
| 2. Inseparable Phrasal Verbs.....                | 36        |
| B. The Discussions.....                          | 45        |
| 1. Separable Phrasal Verbs.....                  | 45        |

|                                                  |           |
|--------------------------------------------------|-----------|
| 2. Inseparable Phrasal Verbs.....                | 52        |
| <b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b> | <b>60</b> |
| A. Conclusion.....                               | 60        |
| B. Suggestion.....                               | 61        |
| <b>REFERENCES.....</b>                           | <b>62</b> |
| <b>APPENDICES.....</b>                           | <b>64</b> |
| <b>AUTOBIOGRAPHY.....</b>                        | <b>85</b> |

## **LIST OF TABLES**

|                                             |    |
|---------------------------------------------|----|
| 1. Table 4.1 Separable Phrasal Verbs.....   | 31 |
| 2. Table 4.2 Inseparable Phrasal Verbs..... | 36 |

## **DEDICATION**

This paper is dedicated to:  
My beloved parents for their never ending love, pray and support.  
Mom and Dad, i love you both. Forever.

## **MOTTO**

Moving forward, be passionate, do the best, no regret.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the research foundation including background of the research, research questions, the objects of the research, the significance of the study, the limitation of the problem and also the definition of key terms.

#### **A. Background of Study**

People all over the world always need the right communication tool among their societies to carry on their living. Therefore, language has a great role in leading the communication and connection among people from every countries and nations.

Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. The scientific study of language is called linguistics.

According to Brown (2007:384), language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

There are many kinds of languages in the world. But English represent the first International language which will be used when people need to go abroad. English also becomes the language of standardization for many countries to become their national language.

There are several factors that make English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Sweden) usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. English is also essential to the field of education. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students.

In all, there are at least 1,500 different human languages. Although each has distinct set of words and grammar they all have similar parts of speech. For example, all languages have certain elements that function as nouns (e.g. Natalie, basket, bed) and others that act as verbs (e.g. play, read, sing). In addition, every language uses one class of words to modify nouns (e.g. slow, red, beautiful) and another to modify verbs (e.g. beautifully). All languages have rules that can convert verbs either into nouns (e.g. sing, singer) or into adjectives (e.g. interest, interesting). Finally, all use both proper nouns (e.g. Natalie Portman, New York) and pronouns (e.g. she, it).

The structure and rules are so various. There is one called phrasal verb. Phrasal verb actually can be found in every written works, this is important to make a phrase or sentences. Phrasal verbs are mostly used by native speakers in everyday conversation because they are rather spoken language for informal occasion than written language. However, misunderstanding may

appear when an English learner and non-native speaker do not understand the meaning of phrasal verbs used by native speakers. Thus, we as an English learner and non-native speakers should learn phrasal verbs thoroughly so that we can connect with native speakers naturally.

We can use many sources to learn about phrasal verb. There are literature works which are good to be the learning material, for example novel, story book, magazines etc. An here in this research, entitled “An Analysis of Phrasal Verbs in the Story Book Around the World in 80 Days” the writer would like to analyze and identify about phrasal verbs in the story book with title Around the World in 80 Days. This story book has a good standard English and yet still easy to be understand by everyone who want to learn English. And also for non-native English speaker, it is such a help to learn more about phrasal verbs.

## **B. Questions Research**

Based on the background of the research, these are the following questions that writer tries to solve:

1. What types of phrasal verbs are found in the story book “Around the World in 80 Days”?
2. What are the meanings of phrasal verbs in every sentence used in the story book “Around the World in 80 Days”?

### **C. Objectives of the Research**

There are the objectives of this study, as follows:

1. To identify the types of phrasal verbs that found in the storybook “Around the World in 80 Days”.
2. To know what is the meaning of every phrasal verbs in the sentences that found in the storybook “Around the World in 80 Days”.

### **D. Significance of the Study**

From this study, there are some significance to the students, other researchers, and also the writer herself.

1. For student

This study will give the information and knowledge about phrasal verbs and how to identify it through storybook.

2. For other researcher

This study will be the source of information for other researchers who also analyze about phrasal verbs in the storybook.

3. For the writer herself

These studies definitely give the writer a lot of knowledges about phrasal verbs, the types, the meanings and how to identify it in the storybook.

### **E. Limitation of Problems**

The study is limited towards the analysis of phrasal verbs in the storybook “Around the World in 80 Days”, the types of the phrasal verbs and the

meanings of every phrasal verb in the sentences that have been found in the storybook.

## **F. Definition of Key Terms**

### **1. Verbs**

According to Leech (2006 : 118), “Verb is a large class of words which indicate events and states of affairs or which help qualify the reference of other verbs.”

### **2. Phrasal Verb**

Phrasal Verb is a verb that followed by an adverb, such as take up, get in, turn up etc (Eastwood 2008 : 286).

According to Leech (2006 : 84), “A verb idiom which consist of two words, (a) a main verb, such as take, find, and (b) a prepositional adverb (often called a particle), such as off, out, away. Thus take off, carry on, and find out are examples of phrasal verbs”

Also Biber, et al (1999 : 403) stated that “phrasal verb isn’t really similar to phrase because phrasal verb is one of four major kinds of multi-word combination that function like single verbs”

### **3. Storybook**

Storybook is a book containing the stories which are usually for children. It also has similarities with novel. Novel is a piece of a prose fiction of a reasonable length (Eagleton, 2005).

## **G. Organization of the Research**

Chapter I: Introduction. In this chapter, the writer will described several points, they are: Background, Question Research, Object of the Research, Significance of Study, Limitation of Problem, and Definition of Key Terms.

Chapter II: Literature Review. In This chapter, the writer will described the theories which are related to the research, they are: Linguistics, Phrase, Grammar, Verb and Phrasal Verbs, the definition of literature and the kinds of it, also there are the differences between verb phrase and phrasal verbs.

Chapter III: Research Methodology. This chapter described about the research method, approach and techniques that the writer used in conducted the research. They are: research design, data collection, and data analysis.

Chapter IV: Findings and Discussion. In this chapter, the writer described about the findings of phrasal verbs from the storybook “Around The World In 80 Days” and then discuss it with the descriptive explanation.

Chapter V: Conclusion and Suggestion. This chapter served the conclusion of the result from the research about phrasal verb in the storybook “Around The World In 80 Days” and also the writer gives the suggestion how to identify and learn about phrasal verbs.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides some points of theories and studies which are related to the research in order to make the study more clearly and easy to be comprehended.

There are the long description about phrasal verbs, the types of it and also its differences with verb phrase.

#### **A. Linguistics**

Languages are sets of signs. Signs combine an exponent (a sequence of letters or sounds) with a meaning. Grammars are ways to generate signs from more basic signs. Signs combine a form and a meaning, and they are identical with neither their exponent nor with their meaning (Kracht 2010:1)

Linguistics is the scientific study of language. Linguistic theory is concerned with establishing a coherent set of independent principles to explain phenomena in language (Hickey 2006 : 4)

Crystal (1980 : 212) stated “linguistic is the scientific study of language”.

Linguistic divided into phonology, morphology, syntax and semantics. Thus from the statements above, the writer concludes as follows:

1. Linguistics is a scientific discipline with established theories, analytic methods, and real-world applications.
2. The primary object of linguistic study is human language, not language in other extended senses.
3. Linguistics is the study of language not individual languages.

## **B. Syntax**

According to Leech (2006 : 110), syntax is “the part of grammar which concerns the way words are combined into sentences.” According to Hornby (2000 : 1373), syntax is “the way that words and phrases are put together to form sentences in language”. Roberts (1964 : 1) says that syntax is concerned with the relationship of words in sentences, the ways which they are put together to form sentences. Whereas, Parker and Riley (2010 : 47) stated that “syntax is the study of phrases, clauses and sentences.”

Based on the experts statement above, the writer defines that syntax is the study of phrases, clauses and sentences which involve the way of word combined together to make sentence correctly.

There is the smallest grammatical units called parts of speech, or it also known as word class. According to Leech (2006 : 126), “Word class (traditional term part of speech) is setof words which form. A class in terms of their similarity of form, function, and meaning.” Parts of speech also show the function of grammar. There are the kinds of word class or part of speech, as follows: adjective, adverb, article, conjunction, interjection, noun, preposition, pronoun and verb.

.

### **1. Phrase**

Phrase is a part of syntax study (Parker and Riley 2010 : 47). According to Leech (2006 : 86), “phrase is a grammatical unit which may consist of one

or more than word and which is one of the classes of constituent into which simple sentences can be divided.” According to Carnie (2007), there are five main types of phrase, includes noun phrase, adjective phrase, adverb phrase, prepositional phrase, and verb phrase.

a. Noun phrase

According to Carnie (2007), “Noun phrase contains of a noun (usually a proper noun, pronoun, mass noun, or plural noun) can be optionally modified by determiners and adjectives.:

e.g: The glistening snow covered the field.

I want a skate board.

b. Adjective phrase

Carnie (2007) stated that “Adjective phrase contains of an adjectives as lead, optionally proceeded and followed by modified elements.”

e.g: The beautiful house, the angry dog, the black clothes etc.

c. Adverb phrase

Adverb phrase consist adverb as the head and it can be modified by modifying elements. As Carnie (2007) stated that “Adverb phrase consist adverb as lead, optionally proceeded and followed by modifying elements”

e.g: The ballerina danced across the floor.

Before class, i got my books.

d. Prepositional phrase

Prepositional phrase consist of preposition and followed by noun phrase.

e.g: Put your clothes in the basket.

Please go into the store.

e. Verb phrase

Verb phrase consist single verb as the head. It can be followed by noun phrase, adverb phrase and prepositional phrase.

e.g: She has taken the job.

She kept working like a machine.

## 2. Verb

According to Leech (2006 : 118), “Verb is a large class of words which indicate events and states of affairs or which help qualify the reference of other verbs.” Leech also added that the class of main verbs and the class of auxiliary verbs are two main classes of verbs. Biber, et al. (1999 : 358) describe about verbs and divided them into five parts, they are: (1) Major verbs function and classes, (2) Single-word lexical verbs, (3) Main and auxiliary functions of primary verb, (4) Copular verbs, (5) Multi-word lexical verbs.

The followings are further explanation about the five parts of verb:

a. Major verbs function and classes

1.) Activity verbs

Activity verbs primarily denote actions and events that could be associated with choice and so take the semantic role of agent.

2.) Communication verbs

Communication verbs can be considered a special subcategory of activity verbs that involve communication activities, common examples are ask, announce, call, discuss, explain, say, shout, speak, state, suggest, talk, tell, write; point out.

3.) Mental verbs denote a wide range of activities and states experienced by humans, their subject often has the semantic role of recipient. They include both cognitive meanings (e. g. think or know; find out) and emotional meanings expressing various attitudes or desires (e. g. love, want; give up) together with perception (e. g. see, taste) and receipt of communication (e. g. read, hear).

4.) Verbs of facilitation or causation, such as allow, cause, enable, force, help, let, require and permit, indicate that some person or inanimate entity brings about a new state of affairs.

5.) Verbs of simple occurrence primarily report events, typically physical events, that occur apart from any volitional activity, e. g. become, change, happen, develop, grow, increase, occur; come off, run out.

6.) Verbs of existence or relationship report a state that exists between entities. Some of them are copular verbs, others report a particular

state of existence (e.g. exist, live, stay) or a particular relationship between entities (e.g. contain, include, involve, represent)

7.) Aspectual verbs, such as begin, continue, finish, keep, start, stop, go on, characterise the stage of progress of some other event or activity.

b. Single-word lexical verbs, the verb as a lexeme consists of one element.

Single-word verbs are often considered stronger than phrasal verbs because single-word verbs allowed to be more direct and concise to choose the verb for writing. Sometimes, when there are no related single-word existed, phrasal verbs could help to build another words with the same meaning.

For example, the single-word verbs in sentence:

The chart show how bad the damage caused by an accident.

While, here it is the example of phrasal verbs in the same sentence:

The chart point out how bad the damage caused by an accident.

c. Main and auxiliary functions of primary verbs

1) Auxiliary verbs: An auxiliary verb has no independent meaning of its own but helps to build up the compound forms of the English verb. Primary auxiliaries behave both like lexical verbs and auxiliaries. (Biber et al. 1999:63, 72-3). Periphrastic auxiliary used as operator (do); this use is normally referred to as do-support or do-insertion. Aspectual auxiliaries (perfective aspect have, progressive aspect be) Auxiliary of passive (be).

2) Modal auxiliaries: Modality is the grammatical category associated with the expression of obligation, permission, prohibition, necessity, possibility and ability. This term is particularly convenient in discussing a language such as English which contains a specific set of modal auxiliaries: can, could, may, might, will, would, shall, should, must and ought to, with their negated forms. (Trask 1999a:189)

d. Copular verbs

Copular verbs are any verbs that occur with a copular valency pattern, taking a subject predicative as complement, SVP<sub>C</sub> (e. g. appear, be green, become a dentist, come true, end up losers, fall asleep, feel guilty, get angry, go blind, grow dark, keep busy, lie still, look puzzled, make a very good actress, prove innocent, remain unchanged, seem logical, smell awful, sound great, stay loyal, taste different, turn traitor, turn out, wind up dead) (Biber et al. 1999:436).

e. Multi-word lexical verbs

1) Phrasal verbs

Phrasal verbs are complex verbs consisting of a simple verb and a particle.

2) Prepositional verbs

A prepositional verb is a set phrase regarded a lexeme including a simple verb and an obligatory prepositional phrase.

3) Phrasal prepositional verbs

e. g. get out of, come out of, get back to, look forward to etc.

4) Other-multi word verb construction (Biber, 1999 : 247)

Verb + prepositional phrase combinations

Verb + verb combinations

Verb + noun phrase combinations

Based on the explanation above about verbs, the writer take a focus on phrasal verb which is actually still a part of verbs.

### **3. Verb Phrase vs Phrasal Verbs**

Sometimes, people got switched and confused about verb phrase and phrasal verb. Both of them are actually different things. There is the differences between verb phrase and phrasal verb as follows:

- 1.) Verb Phrase is a group of words that contain a verb. According to Carnie (2007 : 66-72), “verb phrase minimally consist of a single verb followed by a noun phrase, adverb phrase and preposition phrase”

For example: He came to his apartment but he couldn't see him.

“he could not see him” is a verb phrase.

- 2.) Phrasal verb is a verb that followed by a particle – a particle here could be adverb and preposition, which are drastically could change the meaning but could be not. According to McCarthy and O'Dell (2010), “phrasal verbs are verb that combine with different preposition or adverbs to make two or three-words verbs that have completely new meanings and are often difficult to guess.”

For example: I turn on the radio.

“Turn on” is phrasal verb with verb ‘turn’ and adverb ‘on’. “turn on” here means switch on the radio. This phrasal verb is transitive, means that the verb has an object. The verb and the particle also can be separated (separable phrasal verb). For example: I turn the radio on.

#### **4. Phrasal Verbs**

##### **1.) Definition**

There are several definitions that explain about phrasal verb. Leech (2006:84) stated that “A verb idiom which consist of two words, (a) a main verb, such as take, find, and (b) a prepositional adverb (often called a particle), such as off, out, away. Thus take off, carry on, and find out are examples of phrasal verbs”

Also there are another stated from other experts about phrasal verb.

Phrasal Verb is a verb that followed by an adverb, such as take up, get in, turn up etc (Eastwood 2008:286). Phrasal verb isn’t really similar to phrase because phrasal verb is one of four major kinds of multi-word combination that function like single verbs (Biber, et al 1999 : 403)

From the definitions above, it can be concluded that phrasal verbs are verbs followed by what is sometimes called a 'particle'. This 'particle' is either a preposition or an adverb, or possibly one of each. But most people think it's a preposition. Both of them are still correct. The most important thing to do for us to learn phrasal verb is we should understand as many as possible the kinds of phrasal verb and know how to use them. Exactly to

know which ‘particle’ is it, adverb or preposition, we can learn it from the phrase or sentence that use them.

Here are two examples of phrasal verbs:

- a. The door was open, so the thieves were able to **get in** easily. (“get in” has the meaning of “enter”)
- b. We don’t **get on with** our neighbours very well. (“get on with” has the meaning of “have a good relationship with someone”)

There, we can see that even though the verb **get** is the same the meaning is completely different when a different particle is added to the verb.

## 2.) Kinds of Phrasal Verbs

Phrasal verbs occur most frequently in spoken English as they are usually informal in style. Often when a more formal style is needed, for example when writing essays, the phrasal verb is replaced with the more formal form. Each phrasal verb has its own grammar and word order.

The types of phrasal verbs will make us more understand to use them.

Phrasal verbs can describe action literally but also it can have another meaning (non-literal). As stated by Biber, et al (1999 : 403), “There are four major kinds of multi-word combination that comprise relatively idiomatic units and function like single verbs:

- a. Verb + adverbial particle : phrasal verbs, e.g pick up
- b. Verb + preposition : prepositional verbs, e.g look at
- c. Verb + particle + preposition : phrasal-prepositional verbs, e.g get away with

- d. Other multi-word verb constructions, notably : verb + prepositional phrase (+preposition) e.g take a look (at); verb + prepositional phrase, e.g take into account; verb + verb, e.g make do”

In addition, Spears (1993 : xvi) stated that “Phrasal verb: is a verb + particle collocation in which a verb governs a particle that looks like a preposition but functions as an adverb; e.g put it down, roll along, stand up, call her up, call up your friend...”

From the statements above, the writer could make a conclusion, there are four basic types of phrasal verb, which may help to learn them, they are divided into 4 types:

Type 1: Some phrasal verbs are intransitive. This means that the verb does not take an object. It is possible to use these verbs in a sentence on their own, or we can add more information to the sentence in any way we like. The verb and its particle can not be separated (non-separable phrasal verb).  
Subject + Verb + Adverb + No Object

Example: The plane **took off** two hours late.

He left his wife and children and **went away**.

Because there is no object, we can put the phrasal verb everywhere.

Type 2: Some phrasal verbs are transitive. This means that the verb

does have an object. They are also separable, which means the verb and the particle can be separated.

Subject + Verb + Adverb + Object

Subject + Verb + Object + Adverb

Subject + Verb + Object (pronoun) + Adverb

Example: I must **put up** those shelves this weekend.

I must **put** those shelves **up** this weekend.

I must **put** them **up** this weekend.

Type 3: Some phrasal verbs are transitive and inseparable. This means that it is impossible to place another word between the verb and its particle.

Subject + Verb + Preposition + Object

Example: My sister **takes after** my mother.

“Takes after” has meaning “look alike”. It is the phrasal verb with non-literal meaning.

Type 4: Some phrasal verbs are also inseparable because they have two particles following the verb. These verbs are also normally written with someone and/or something after them to show that they can't be separated. Example: I'm really **looking forward**.

Subject + Verb + Adverb + Preposition + Object

Example: I'm **looking forward to** the holidays.

Thus, the differences in every types can be seen clearly. But there are other explanation that will makes it getting more easier to be understand. There are separable and non-separable phrasal verb. Phrasal verbs are made by putting adverb particles or prepositions after verbs. Coghill (2003 : 114) divided phrasal verbs into two kinds separable and inseparable phrasal verb.

a.) Separable phrasal verb

Phrasal verbs made with adverb particles are usually separable. That means the particle can go before or after the object. Coghill (2003 :114) stated that "if a phrasal verb is separable, its direct object can come between the verb and the particle."

For examples:

I **picked up** the baby. OR I **picked** the baby **up**.

She **switched off** the light. OR She **switched** the light **off**.

b.) Inseparable phrasal verb

The verb and particle can not be separated. Phrasal verb made with prepositions are usually inseparable. That means the verb and the preposition always go together. Coghill (2003 : 114) stated that "inseparable phrasal verb must stay together."

Here the examples:

We **set off** for the beach. (NOT We set for the beach off.)

He **fell off** the ladder. (NOT He fell the ladder off.)

### 3) Literal and non-literal meanings

There are hundreds of phrasal verbs in English. Some of them have a literal meaning, which means that the meaning can be guessed from the words themselves. Some phrasal verbs have a non-literal meaning, which means it is much more difficult to guess the meaning, unless the context is very clear.

Based on the theories above about kinds of phrasal verbs, the writer choose to use the theory by Coghill (2003 : 114) who stated that phrasal verb divided into two kinds, they are separable and inseparable. Thus, in this research, the writer focuses to identify every phrasal verbs in the storybook “Around the World in 80 Days” into two kinds.

## C. Semantics

According to O’Grady (1993:211), “Semantics is a study of meaning in human language.” It is also stated by Parker and Riley (2010:26), “Semantics is the study of linguistic meaning : that is, the meaning of words, phrases, and sentences.” Based on the experts statement above regarding the definition of semantic, the writer concludes that semantics is the study of the meaning of language that comprises words, phrases and sentences.

Semantics as one of branch in linguistics has important role to the study of phrasal verbs because it is also related to the meaning of the phrasal verbs form by combining the verb and particle. According to Fromkin et al. (2003 :

124), “The meaning of phrase or sentence depends on both the meaning of its words and how these words structurally combined.”

In this research, the writer uses semantics to analyze the meaning of phrasal verbs that found in the story book “Around the World in 80 Days”. However, semantics also plays its role in idioms which makes the usual semantic rules for combining meanings do not apply (Fromkin et al. 2003 : 138). Thus, semantics is also appropriate to analyze phrasal verbs because phrasal verbs are also form of idiom which have different meanings from the sum of their parts as stated by Cullen and Sergeant (1998 : vii).

#### **D. Literature**

Literature is a work of fiction that is the result of creation by a spontaneous surge of emotion that is capable of expressing the aesthetic aspects of both the aspects of language as well as aspects of meaning (Mukarovsky et al, 2010). In another definitions, literature is a creative activity, a series of works of art (Wellek and Warren, 2009). And according to Eagleton (2003), literature is a fine piece of writing; it is a work recorded form of the language. Based on the statements above, the writer can concludes that literature is a creative activity which result the creation that has an aesthetic aspect comes from the emotions and expressions of the creator.

Literature has five main of genres, they are: poetry, drama, prose, non-fiction and media. In this research, the writer uses one kind of prose as the subject of the research.

##### **1. Prose**

Prose is a communicative style that sounds natural and uses grammatical structure. Prose is the opposite of verse, or poetry, which employs a rhythmic structure that does not mimic ordinary speech (Cather, 2007). According to Saad and Muliono (1998), “prose is a narrative form in plot that created by imagination.”

From the statements above, the writer concludes that prose is a form of language that has not formal metrical structure. It applies a natural flow of speech, and ordinary grammatical structure rather than rhythmic structure. It written in narrative text, and not in a poetry stsytle. There are some common types of prose, as follows:

- a. Non-fictional Prose, a literary work that is mainly based on fact although it may contain fictional elements in certain cases. For example, biography and essay.
- b. Fictional Prose, a literary work that is a wholly or partly imagined or theoretical. For example, novels, storybook, short story etc.
- c. Heroic Prose, a literary work that may be written down or recited and contains many of the formulaic expressions found in oral tradition. For example, legends and tales.
- d. Prose poetry, a literary work which exhibits poetic quality using emotional effects and heavy figurative language but are written in prose instead of verse.

## **2. Storybook**

Story book is one of the literary work, part of prose. The fictional book that containing stories which is usually for children. Physically, storybook could be similar with novelas but it usually has illustration in it. It has the same length of pages. Storybook is longer than short story but likely shorter than novel. It is also a fictional narrative of indeterminate length, a few pages to hundreds restricted to a single, suspenseful event, situation, or conflict leading to an unexpected turning point, provoking a logical but surprising end.

Although in many definitions said that story book is the literature works which containing the story for children, but in fact, story book is available in every levels of age. There are story book for adults and for teenagers, also adventure storybook which is suitable for any levels.

Story book has many different sub-types called “genres”. Here are some of the different genres of storybooks which are available today: science fiction, satire, drama, action and adventure, romance, mystery, horror, fantasy and children’s.

This research using fictional prose as the subject of the research. The writer try to identified and analyze the phrasal verbs from the storybook, entitled “Around the World in 80 Days” – which is one of the fictional prose.

## **E. Previous Study**

First study conducted by Dina Furi Kuntari (2013), entitled "*Analisis Phrasal Verb pada beberapa novel karya Stephanie Meyer: Kajian Sintaksis dan Semantik*". The result she found about 64 phrasal verb 'get' but only took 30 phrasal verb 'get' with the specification 14 inseparable phrasal verbs and 16 separable phrasal verbs. The research was conducted using qualitative method and the technique is descriptive analysis.

Second study conducted by Burhan Elrosyid Jamil (2013), entitled "A Translation Analysis Of English Phrasal Verb In "*Endless Night*" Novel And Its Translation". The result is the researcher found that the translation of phrasal verbs found in "*Endless Night*" novel into its translation is an equivalent translation. The research was using qualitative method and the technique is descriptive analysis.

## **F. Synopsis**

The story book entitled "Around the World in 80 Days" is originally the novel which is written in French by the French writer Jules Verne, published in 1873. In 1959, the Oxford University Press, make it into the story picture book and the second edition published in 1980. It becomes the teaching material in English literature study and English education study in many universities.

The story starts in London on Tuesday, 1 October, 1872. Phileas Fogg is a rich British gentleman living in solitude. He usually has gathering with his friends in the club. One day he involved in discussion about the possibility of having travel around the world in 80 days. His friends are not believe in him but he asked to make a bet that he will come back in 80 days later at the same place. There is a man called Passepartout who used to be an acrobat in the circus. He applied to be an assistant in Mr. Fogg household. He got hire and he thought that from then on he will live peacefully as Mr. Fogg's assistant that he should not travel anymore. But suddenly, in one evening Mr. Fogg ask him to prepared their things that he said he will go around the world in 80 days. Therefore, Mr. Fogg and his assistant, Passepartout got many experienced in different countries. Mr. Fogg even mistaken as a thief which made them being stalked by a detective called, Mr. Fix. Mr. Fogg also has rescued an Indian woman, named Aouda who was he fallen in love with and in the end she become his wife. Mr. Fogg almost could not make it to came back, but just by 3 seconds left he finally cameback to the club and he won the bet, means he did not lose his money.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the research method in this study. It covers discussion about research method, subject of the study, data and data source, data collecting technique, and data analysis.

#### **A. Research Design**

Before we learn about the research that the writer has used, we need to know definition about research. According to Ary et al. (1985: 21) “Research may be defined as the application of the scientific approach to the study of problem”. Problem is something which has to be solved. Thus, research is required to look for the answer relate with problem which want to be solved. Research is an academic activity and as such the terms to be used in a technical sense.

As stated in the problem, this research focuses on analyzing the types of phrasal verbs in the story book and identified what are the meanings. Thus, in this research the writer use qualitative method.

#### **B. Research Method**

Burns and Grove (2003:19) describe a qualitative method as “a systematic subjective approach used to describe life experiences and situations to give them meaning”. Holloway and Wheeler (2002:30) refer to qualitative

research as “a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live”.

Sugiyono (2008: 225) stated that “the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth, interviewing, and documentation review.”

Qualitative method is a general way of thinking about conducting qualitative research. Qualitative research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions and motivations. Qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem.

The writer use this qualitative method research to exploring more about phrasal verbs. To give the details of it. From how to identify it, how to learn the types and how to analyze the meaning of it.

### **C. Subject of the Research**

In this research, the writer chooses a textual document or a book as the subject of the research. The book is a story book entitled “Around the World in 80 Days”. This story book is actually based on the French novel with the same title by Jules Verne and being retold by Jane S. Cooper as the story book with illustration, published by Oxford University Press in 1959.

#### **D. Data Collection**

Data collection is the process by the researcher collects the information needed to answer the research problems. To get the reliable data, the writer was collecting the data from documentation.

A valuable source of information in qualitative research can be documentation. Sugiyono (2008: 240) stated that “documentation can be written and picture by someone that can be used to obtain information”.

#### **E. Data Analysis**

After the data is being collected, the writer start to analyze the data. According to Wiersma (1991:85) “Data analysis in qualitative research is a process of categorization, description, and synthesis.” As stated by Sugiyono (2008 : 245), “there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.”

Based on the statement above, the writer divides the activity for analyzing data into three activities, they are : data reduction, data display and conclusion verification.

The first activity that the writer conducted is data reduction. Data reduction is the process of selecting, identifying, and classifying the data. In this research, the writer select and identifying the phrasal verbs in the story book and then classify the data according its words.

The next activity is data display, it means to simplified the data into narrative text, sentence, or table. In this research, the writer makes the table to display the data. The writer organized the phrasal verb, classified the same words close to each other and also added the meanings with the types to makes it more easy to read. It really helps the writer and reader to understand the data. In qualitative research, the most frequent form of display data is narrative text (Sugiyono, 2008 : 249). Thus, beside organize the data in the table, the writer also makes it into narrative text for the better description about every kinds of phrasal verbs.

And for the last activity is conclusion verification. In qualitative research, the result of the research could be change if the researcher does not find the strong eveidence to support it. However, if the conclusion of the previous data has enough evidences and has the researcher has the consistency when back to the field, then the data is credible. In this research, the writer makes the conclusion from the data display.

In short, here are the steps of the analyzing data in this research: (1) The writer collecting the data through reading the storybook and identify the phrasal verb in every sentences. (2) After selecting the data, the writer displaying the data through makes the table then put the phrasal verbs into the table, followed by the meanings and the types of phrasal verbs. (3) After done with displaying data and analysis it, the writer got the conclusion and put it into the a good another description.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter will covers about the findings of phrasal verbs that the writer has found in the story book entitled “Around the World in 80 Days” and will describe it into the discussionss based on the theories about phrasal verbs which has been explained in the previous chapters.

#### **A. The Findings**

The writer has found about 98 phrasal verbs in the storybook “Around the World in 80 Days” from 121 pages and 18 chapters, with the specification 34 separable phrasal verbs and 64 inseparable phrasal verbs. The writer did not put the same phrasal verbs into the list to avoid confusing. Here the analyzing of the phrasal verbs based on the theory by Coghill (2003 : 114), which he stated that phrasal verbs are divided into 2 kinds, they are separable and inseparable phrasal verbs.

##### **1. Separable Phrasal Verbs**

These are 34 phrasal verbs that the writer found, followed by the meanings.

**Table 4.1**

**Separable Phrasal Verb**

| <b>No</b> | <b>Phrasal Verbs</b> | <b>Sentence</b>                                                              | <b>Evidence</b> | <b>Meaning</b>                                                  |
|-----------|----------------------|------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------|
| 1.        | Break up             | Mr. Fogg at once told the seamen to <b>break up</b> the cabin and the bunks. | Page 67         | Demolish something.                                             |
| 2.        | Carry away           | He <b>carried</b> you <b>away</b> to safety.                                 | Page 43         | Bring someone / something leave the current place or situation. |
| 3.        | Cut down             | The next day he told them to <b>cut down</b> the masts.                      | Page 65         | Reduce in scope or length.                                      |
| 4.        | Cut up               | They <b>cut up</b> the rails and much of the decks.                          | Page 68         | Reduce the lengths.                                             |
| 5.        | Drive on             | All the day the storm <b>drove</b> them <b>on</b> .                          | Page 64         | Continue driving the ship on the storm.                         |
| 6.        | Get on               | Oh, let us <b>get on</b> with our whist.                                     | Page 13         | Continue an activity.                                           |
| 7.        | Give up              | But still Mr. Fogg                                                           | Page 34         | Stop permanently.                                               |

|     |            |                                                                         |         |                                              |
|-----|------------|-------------------------------------------------------------------------|---------|----------------------------------------------|
|     |            | did not <b>give up</b> .                                                |         |                                              |
| 8.  | Held up    | Passepartout raised his eyebrows, <b>held up</b> his hands, and gasped. | Page 14 | Keep something up in position.               |
| 9.  | Hit back   | I <b>hit back</b> and then rush to the station.                         | Page 55 | Reply to hit other person who had hit first. |
| 10. | Kept off   | Passepartout <b>kept off</b> the hungry wolves with his revolver.       | Page 58 | Prevent something or someone to do things.   |
| 11. | Knock down | Three priests <b>knocked me down</b> .                                  | Page 30 | Got beaten.                                  |
| 12. | Lift into  | They <b>lifted</b> her <b>into</b> the howdah.                          | Page 41 | Get someone / something up inside something. |
| 13. | Pack in    | He <b>packed</b> the things <b>in</b> a carpet bag.                     | Page 15 | Organize the things inside the bag.          |
| 14. | Pick up    | The judge <b>picked up</b> a pair of shoes and showed them.             | Page 48 | Taking something.                            |

|     |            |                                                                                          |         |                                                   |
|-----|------------|------------------------------------------------------------------------------------------|---------|---------------------------------------------------|
| 15. | Pull along | The Red Indians did not see him <b>pulling</b> himself <b>along</b> under the carriages. | Page 39 | Moving along the carriages without being noticed. |
| 16. | Pull up to | He <b>pulled</b> himself right <b>up to</b> the front of the train.                      | Page 49 | Moving to the front of the train.                 |
| 17. | Push on    | Some people <b>pushed</b> me <b>on</b> board the Carnatic.                               | Page 35 | Give a force to someone to get in something.      |
| 18. | Put away   | He <b>put away</b> his book and fell asleep.                                             | Page 16 | Put something somewhere to make a place tidy.     |
| 19. | Put on     | The guide <b>put</b> a saddle-cloth <b>on</b> the elephant.                              | Page 27 | Wear something on something.                      |
| 20. | See off    | The gentlemen from the club were on the platform to <b>see</b> them <b>off</b> .         | Page 15 | Say goodbye to someone going on journey.          |
| 21. | Set down   | The elephant raised him high in the air, and <b>set</b> him <b>down</b>                  | Page 28 | Get someone / something down from the high        |

|     |            |                                                                                                           |         |                                                  |
|-----|------------|-----------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------|
|     |            | again.                                                                                                    |         | place.                                           |
| 22. | Shut in    | I had to <b>shut</b> you <b>in</b> your cabin.                                                            | Page 61 | Not allow to go out.                             |
| 23. | Sleep off  | Some men carried Passepartout away from the table and laid him on a couch to <b>sleep</b> it <b>off</b> . | Page 37 | Fall asleep on something.                        |
| 24. | Snatch off | Was it a ghost that <b>snatched</b> the lady <b>off</b> the burning pile?                                 | Page 22 | Taking away.<br>Take something and then leave.   |
| 25. | Stomp in   | He <b>stamped</b> his feet <b>in</b> his rage.                                                            | Page 43 | Put down the foot forcefully and noisily.        |
| 26. | Take on    | Just long enough to <b>take on</b> coal.                                                                  | Page 20 | To arrive until the coal. (it talks about ship)  |
| 27. | Threw out  | They <b>threw</b> thrunks <b>out</b> of the luggage van.                                                  | Page 69 | Remove something from its current place.         |
| 28. | Took out   | He <b>took out</b> his notebook and read.                                                                 | Page 23 | Get the thing out from the place that he usually |

|     |              |                                                                       |          |                                                |
|-----|--------------|-----------------------------------------------------------------------|----------|------------------------------------------------|
|     |              |                                                                       |          | kept it in.                                    |
| 29. | Took through | The guide <b>took</b> them <b>through</b> the jungle.                 | Page 35  | Being brought to walk along inside the jungle. |
| 30. | Tore up      | And if the Indians <b>tore up</b> the railway lines?                  | Page 12  | Destroy the railway lines.                     |
| 31. | Turn back    | They heard the signal and <b>turned back</b> to help the little ship. | Page 73  | Make a move to going back.                     |
| 32. | Turn on      | I <b>turned</b> somersaults <b>on</b> a trotting horse.<br>(page 8)   | Page 8   | Doing an action (acrobat act)                  |
| 33. | Use up       | We have <b>used up</b> all the coal in the bunkers.                   | Page 104 | Use all of.                                    |
| 34. | Wrap up      | They <b>wrapped</b> themselves <b>up</b> in rugs.                     | Page 55  | Covering body with something to avoid cold.    |

## 2. Inseparable Phrasal Verbs

These are 64 phrasal verbs that the writer found, followed by the meanings

**Table 4.2**

### **Inseparable Phrasal Verbs**

| <b>No</b> | <b>Phrasal Verbs</b> | <b>Sentence</b>                                           | <b>Evidence</b> | <b>Meaning</b>                                                |
|-----------|----------------------|-----------------------------------------------------------|-----------------|---------------------------------------------------------------|
| 1.        | Came away            | We <b>came away</b> in a great hurry.                     | Page 25         | Come immediately                                              |
| 2.        | Came down            | Darkness <b>came down</b> .                               | Page 108        | Appear / Arrived / The change of the situation.               |
| 3.        | Came up              | Just then Mr. Fix <b>came up</b> .                        | Page 59         | Appeared.                                                     |
| 4.        | Come out of          | But I remember <b>coming out of</b> the wine shop.        | Page 44         | Leave some places.                                            |
| 5.        | Climb over           | The Red Indians <b>climbed over</b> the top of the train. | Page 111        | Reach the top and went at least part way down the other side. |
| 6.        | Crash into           | The bridge <b>crashed into</b> the river behind           | Page 118        | To bump on something.                                         |

|     |                |                                                                  |         |                                                  |
|-----|----------------|------------------------------------------------------------------|---------|--------------------------------------------------|
|     |                | it.                                                              |         |                                                  |
| 7.  | Crept through  | They <b>crept through</b> the bushes, out of sight.              | Page 36 | Walking among the bushes with not being noticed. |
| 8.  | Drop down from | It was Passepartout who had <b>dropped down</b> from the branch. | Page 40 | Getting down from the high place.                |
| 9.  | Drop into      | They <b>dropped into</b> the carriages.                          | Page 51 | Getting inside the carriage.                     |
| 10. | Fell down      | He <b>fell down</b> unconscious.                                 | Page 88 | Fall to the ground.                              |
| 11. | Fell on        | The whole crowd <b>fell on</b> their faces in fear.              | Page 40 | The changing of expression drastically.          |
| 12. | Gaze out       | He <b>gazed out</b> of the windows of the train.                 | Page 31 | Looking outside the window.                      |
| 13. | Get away from  | They can <b>get away from</b> Calcutta.                          | Page 78 | Escape from the city or leave the city.          |

|     |           |                                                                                         |         |                                                    |
|-----|-----------|-----------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| 14. | Get out   | And even if he <b>gets out</b> of the country, there are detectives watching the ships. | Page 11 | Escape from the country.<br><br>Leave the country. |
| 15. | Get up    | She kept <b>getting up</b> .                                                            | Page 77 | Get up all the times.                              |
| 16. | Go after  | We will <b>go after</b> the Indians. (page 45)                                          | Page 80 | To catch someone.                                  |
| 17. | Hang on   | Passepartout had to <b>hang on</b> tightly.                                             | Page 35 | Holding on something.                              |
| 18. | Hide in   | The world is a very big place to <b>hide in</b> !                                       | Page 12 | Being unnoticed by other people.                   |
| 19. | Hung over | He climbed the tree and crept along a branch which <b>hung over</b> the pile.           | Page 39 | Hanging all along.                                 |
| 20. | Join up   | The two parts of the railway have not <b>joined up</b> .                                | Page 32 | Not connected.<br><br>Separated.                   |
| 21. | Jump at   | He said nothing but <b>jumped at</b> Mr. Fix's throat.                                  | Page 94 | Attacking or getting hold of someone all of        |

|     |              |                                                              |         |                                                      |
|-----|--------------|--------------------------------------------------------------|---------|------------------------------------------------------|
|     |              |                                                              |         | sudden.                                              |
| 22. | Jump on      | About a hundred of them <b>jumped on</b> the running-boards. | Page 71 | To get on some places, to go somewhere.              |
| 23. | Jump up      | I was so excited that I <b>jumped up</b> .                   | Page 52 | Make a jump move.                                    |
| 24. | Keep out     | He was <b>keeping out</b> of sight.                          | Page 89 | Unnoticed by others eyes.                            |
| 25. | Kept in      | Mr. Fix <b>kept in</b> the shadows, watching.                | Page 79 | Hiding.<br>Standing somewhere without being noticed. |
| 26. | Lean back in | Mr. Fogg <b>leaned back in</b> his corner seat.              | Page 16 | Put the back in the seat.                            |
| 27. | Look after   | Mr. Fogg engaged a guide to <b>look after</b> the elephant.  | Page 35 | Taking care of someone / something.                  |
| 28. | Look at      | Passerpartout <b>looked at</b> that card for a long time.    | Page 10 | Examine, check on something (a card).                |

|     |                |                                                          |          |                                                         |
|-----|----------------|----------------------------------------------------------|----------|---------------------------------------------------------|
| 29. | Look away into | She kept <b>looking away</b> into the distance.          | Page 92  | Avoiding certain scene and looking at other direction.  |
| 30. | Look for       | I've found the man i was <b>looking for</b> .            | Page 23  | Try to find / searching.                                |
| 31. | Look in        | He stopped and <b>looked in</b> amazement at his master. | Page 74  | Put an eyes on someone or something in certain feeling. |
| 32. | Made up        | Mr. Fogg <b>made up</b> his mind to save you.            | Page 59  | Have decide.                                            |
| 33. | Make up for    | Here is some money to <b>make up</b> for it.             | Page 61  | To organize or clean something.                         |
| 34. | Move off       | The train <b>moved off</b> and disappeared.              | Page 114 | Leave the current place.                                |
| 35. | Pass through   | They <b>passed through</b> wild jungle.                  | Page 31  | Moving along the wild jungle.                           |
| 36. | Pull into      | The train <b>pulled into</b> New York station.           | Page 100 | Entering / Arrive                                       |
| 37. | Push off       | A dozen boat                                             | Page 20  | Move the boats                                          |

|     |              |                                                                                               |          |                                                    |
|-----|--------------|-----------------------------------------------------------------------------------------------|----------|----------------------------------------------------|
|     |              | <b>pushed off</b> to meet her.                                                                |          | to get close with the ship.                        |
| 38. | Race on      | The engine <b>raced on</b> .                                                                  | Page 76  | Continue moving.                                   |
| 39. | Ran down     | Tears <b>ran down</b> her cheeks.                                                             | Page 102 | Crying.                                            |
| 40. | Ran off      | The Red Indians <b>ran off</b> at once.                                                       | Page 98  | Escaping indirection.                              |
| 41. | Ran out      | They ran out, called a carriage , and drove to the ship.                                      | Page 50  | Leave some places in a speed.                      |
| 42. | Run away     | Surely he was <b>running away</b> from the police.                                            | Page 25  | Escape from the police.                            |
| 43. | Rush into    | Forty minutes later he <b>rushed into</b> Mr. Fogg's room.                                    | Page 110 | Enter the room quickly.                            |
| 44. | Said through | "You are so brave and so kind, dear Mr. Fogg!" <b>said</b> the lady <b>through</b> her tears. | Page 97  | To say something with the tears on someone's face. |
| 45. | Sail down    | The ship <b>sailed</b>                                                                        | Page 26  | Sailing along                                      |

|     |              |                                                                                 |         |                                                                 |
|-----|--------------|---------------------------------------------------------------------------------|---------|-----------------------------------------------------------------|
|     |              | <b>down</b> the Red sea.                                                        |         | the Red sea.                                                    |
| 46. | Sail out     | On 13th October they <b>sailed out</b> of the Red sea.                          | Page 26 | Sailing leave the Red sea                                       |
| 47. | Set off to   | Mr. Fogg and about thirty soldiers from the camp set off to follow the Indians. | Page 99 | Leave the place.                                                |
| 48. | Sit by       | Mr. Fogg and his friends were <b>sitting by</b> the fire in the club.           | Page 13 | Be seated next to something (the fire).                         |
| 49. | Sit down     | Then <b>sit down</b> and tell me about yourself.                                | Page 8  | Be seated.                                                      |
| 50. | Skim over    | It <b>skimmed over</b> frozen river.                                            | Page 85 | Move or pass swiftly and lightly over the surface of something. |
| 51. | Slip back to | Mr. Fix was <b>slipping back</b> to his cabin.                                  | Page 83 | Going back to other place without notice.                       |

|     |               |                                                                         |         |                                                   |
|-----|---------------|-------------------------------------------------------------------------|---------|---------------------------------------------------|
| 52. | Slip under    | He <b>slipped under</b> one of the carriages.                           | Page 34 | Going inside the carriages without being noticed. |
| 53. | Steam on      | The wood burned fiercely and the ship <b>steamed on</b> .               | Page 77 | Continue moving (the ship / steam boat)           |
| 54. | Steam through | The ship <b>steamed through</b> the sea.                                | Page 76 | Moving along the sea.                             |
| 55. | Swirl about   | The smoke <b>swirled about</b> .                                        | Page 81 | Move around, indirection with the whirl motion.   |
| 56. | Went at once  | Mr. Fix <b>went at once</b> to the telegraph office.                    | Page 40 | Go immediately.                                   |
| 57. | Walk away     | One of the acrobats <b>walking away</b> and spoiling the human pyramid. | Page 46 | Leave the situation.                              |
| 58. | Went back     | Passepartout <b>went back</b> to fetch his                              | Page 25 | Back to the place before.                         |

|     |                |                                                                 |         |                                     |
|-----|----------------|-----------------------------------------------------------------|---------|-------------------------------------|
|     |                | master.                                                         |         |                                     |
| 59. | Went before    | At 8.30 a.m they <b>went before</b> the judge.                  | Page 28 | Confronting or approaching someone. |
| 60. | Went off       | Mr. Fogg gave him some money and Passepartout <b>went off</b> . | Page 40 | Leave the place or situation.       |
| 61. | Went on        | They <b>went on</b> board a steamer at once.                    | Page 18 | Go to take a ship.                  |
| 62. | Went on and on | They bought new railway tickets, and <b>went on and on</b> .    | Page 18 | Continue.                           |
| 63. | Went out       | He <b>went out</b> , shut the door and walked to his club.      | Page 8  | Leave home (to go to the club).     |
| 64. | Went up to     | Mr. Fogg <b>went up to</b> him when he saw Mr. Fix.             | Page 60 | Approching someone.                 |

## **B. The Discussions**

From the findings above, now the writer would like to discuss every phrasal verb that have been found in the storybook “Around the World in 80 Days”. The writer took 31 data from 98 data, with spesification 15 separable verbs and 16 inseparable verbs. The writer has choosen the separable and inseparable phrasal verbs which are represent the form of phrasal verbs that easy to identify in the sentences.

### **1. Separable Phrasal Verbs**

#### **a. Three priests knocked me down.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “knocked” here is the past form of word (verb) “knock”, followed by particle “down”, particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “knocked down” in this sentence is “got beaten”, while lexically, the verb “knock” has meaning “make a sound behind the door”. The verb “knock” followed by adverb “down” build a phrasal verb with new meaning.

#### **b. I turned somersaults on a trotting horse.**

The sentence above has separable verbs because there is an object which can be added between the verb and particle. Syntactically, the verb

“turned” here is the past form of verb “turn”, followed by particle “on”. Particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically the meaning of “turned on” here is “do an action (an acrobat)”. In other sentences, the verb “turn” followed by other particle (adverb and preposition) will be make another meanings. For example in the sentence “*I turned the light on*” it means that “turn on” is doing an action to switch on the light.

**c. The guide took them through the jungle.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “took” here is the past form of word (verb) “take”, followed by particle “through”, particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “took through” in this sentence is “being brought to walk along through some place”, while lexically, the verb “took” has meaning “bring or get something”. The verb “took” followed by adverb “through” build a phrasal verb with new meaning.

**d. He took out his notebook and read.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “took” here is the past form of word (verb) “take”, followed by particle “out”,

particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “took out” in this sentence is “get the thing out from its previous place”, while lexically, the verb “took” has meaning “bring or get something”. The verb “took” followed by adverb “out” build a phrasal verb with new meaning. In this sentence, the phrasal verb is not in the separable order but it can be put in the separable order, as follow: He took his notebook out and read.

**e. And if the Indians tore up the railway lines.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “tore” here is the past form of word (verb) “tear”, followed by particle “up”, particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “tore up” in this sentence is “destroy something”. The verb “tore” followed by adverb “up” build a phrasal verb with new meaning. In this sentence, the phrasal verb is not in the separable order but it can be put in the separable order, as follow: And if the Indians tore the railway lines up.

**f. Passepartout raised his eyebrows, held up his hands, and gasped.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “held” here is the past form of word (verb) “hold”, followed by particle “up”,

particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “took out” in this sentence is “keep something up in position”, while lexically, the verb “held” has meaning “keep something”. The verb “held” followed by adverb “up” build a phrasal verb with new meaning. In this sentence, the phrasal verb is not in the separable order but it can be put in the separable order, as follow: Passepartout raised his eyebrows, held his hands up, and gasped.

**g. He packed the things in a carpet bag.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “packed” here is the past form of word (verb) “pack”, followed by particle “in”, particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “packed in” in this sentence is “organize things inside the bag”, while lexically, the verb “pack” has meaning “fill (a suitcase or bag)”. The verb “pack” followed by adverb “in” build a phrasal verb with new meaning.

**h. The gentlemen from the club were on the platform to see them off.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “see” followed by particle “off, particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of

“see off” in this sentence is “say goodbye to someone who is going on travel”, while lexically, the verb “see” has meaning “look or observe”. The verb “see” followed by adverb “off” build a phrasal verb with new meaning.

**i. He put away his book and fell asleep.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “put”, followed by particle “away”, particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “put away” in this sentence is “put something away to make a place tidy”, while lexically, the verb “put” has meaning “place something in a particular position”. The verb “put” followed by adverb “away” build a phrasal verb with new meaning. In this sentence, the phrasal verb is not in the separable order but it can be put in the separable order, as follow: He put his book away and fell asleep.

**j. Passepartout kept the hungry wolves off with his revolver.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “kept” is the past form of the verb “keep”, followed by particle “off” particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “kept off” in this sentence is “prevent

something or someone to do things”, while lexically, the verb “kept” has meaning “have or retain possession of something”. The verb “kept” followed by adverb “off” build a phrasal verb with new meaning.

**k. Was it a ghost that snatched the lady off the burning pile?**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “snatched” is the past form of verb “snatch” followed by particle “off”, particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “snatched off” in this sentence is “taking something or someone and then leave”, while lexically, the verb “snatch” has meaning “quickly seize something in a rude way”. The verb “snatched” followed by adverb “off” build a phrasal verb with new meaning.

**l. They lifted her into the howdah.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “lifted” is the past form of verb “lift” followed by particle “into” particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “lifted into” in this sentence is “get someone or something up into something”, while lexically, the verb “lift” has

meaning “take something up”. The verb “lifted” followed by adverb “into” build a phrasal verb with new meaning.

**m. The elephant raised him high in the air, and set him down again.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “set” followed by particle “down”, particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “set down” in this sentence is “get someone or something down from the high place”, while lexically, the verb “set” has meaning “put in a specified place or position”. The verb “set” followed by adverb “down” build a phrasal verb with new meaning.

**n. All the day the storm drove them on.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “drove” is the past form of verb “drive” followed by particle “on” particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “drove on” in this sentence is “continue driving (the ship)”, while lexically, the verb “drive” has meaning “operate something (car, ship etc)”. The verb “drove” followed by adverb “on” build a phrasal verb with new meaning.

**o. Some people pushed me on board the Carnatic.**

The sentence above has separable phrasal verbs because an object can be added between the verb and particle. Syntactically, the word (verb) “pushed” is the past form of verb “push” followed by particle “on” particle here is adverb because phrasal verbs with particle adverb are usually separable. Semantically, the meaning of “pushed on” in this sentence is “give a force to someone (to get on a ship)”, while lexically, the verb “push” has meaning “give a force to someone or something”. The verb “pushed” followed by adverb “on” build a phrasal verb with new meaning.

## **2. Inseparable Phrasal Verbs**

**a. Then sit down and tell me about yourself.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “sit” and particle “down”, make new words. Semantically, the phrasal verb “sit down” means “be seated in the chair” while lexically, the verb “sit” means “a position to have a seat”. The verb “sit” followed by preposition “down” makes a new meaning.

**b. We will go after the Indians.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “go” and particle “after”, make new words. Semantically, the phrasal verb “go after” means “to catch someone (indians)” while lexically, the verb “go” means “leave some place” but when this verb “go” followed by preposition “after” makes a new meaning.

**c. He went out, shut the door and walked to his club.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “went” is the past form of verb “go” and followed by particle “out”, make new words. Semantically, the phrasal verb “went out” means “leaving some place (home) to go outside ” while lexically, the verb “went” means “leaving”. The verb “went” followed by preposition “out” makes a new meaning.

**d. Mr. Fogg went up to him when he saw Mr. Fix.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is

preposition because verb and preposition usually cannot be separated. Syntactically, the verb “went” is a past form of verb “go” and particle “up”, make new words. Semantically, the phrasal verb “went up” in this sentence means “approaching someone” while lexically, the verb “went” means “leaving”. The verb “went” followed by preposition “up” makes a new meaning.

**e. They bought new railway tickets, and went on and on.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “went” is a past form of verb “go” and particle “on”, make new words. Semantically, the phrasal verb “went on” in this sentence means “continue or constantly” while lexically, the verb “went” means “leaving”. The verb “went” followed by preposition “on” makes a new meaning.

**f. At 8.30 a.m they went before the judge.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “went” is a past form of verb “go” and particle “before”, make new words. Semantically, the phrasal verb “went before”

in this sentence means “Confronting or approaching someone” while lexically, the verb “went” means “leaving”. The verb “went” followed by preposition “before” makes a new meaning.

**g. Mr. Fogg engaged a guide to look after the elephant.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “look” and particle “after”, they make a new word. Semantically, the phrasal verb “look after” in this sentence means “taking care of someone or something” while lexically, the verb “look” means “observe something”. The verb “look” followed by preposition “after” makes a new meaning.

**h. I’ve found the man i was looking for.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “looking” is a verb-ing form of verb “look” and particle “for”, they make a new word. Semantically, the phrasal verb “looking for” in this sentence means “try to find or searching something/someone” while lexically, the verb “look” means “observe

something” and the particle “for” means “to”. The verb “look” followed by preposition “for” makes a new meaning.

**i. She kept looking away into the distance.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “looking” is a verb-ing form of verb “look” and particle “away”, they make a new word. Semantically, the phrasal verb “looking away” in this sentence means “Avoiding certain scene and looking at other direction”

while lexically, the verb “look” means “put an eyes on something”. The verb “look” followed by preposition “away” makes a new meaning.

**j. And even if he gets out of the country, there are detectives watching the ships.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “get” and particle “out”, they make a new word. Semantically, the phrasal verb “gets out” in this sentence means “escape from the country / leave the country” while lexically, the verb “get” means

“have something”. The verb “get” followed by preposition “out” makes a new meaning.

**k. Mr. Fix kept in the shadows, watching.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “kept” is the past form of verb “keep” and particle “in”, they make a new word. Semantically, the phrasal verb “kept in” in this sentence means “standing somewhere being unnoticed or hiding” while lexically, the verb “kept” means “have something”. The verb “kept” followed by preposition “in” makes a new meaning.

**l. They crept through the bushes, out of sight.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “crept” is the past form of verb “creep” and particle “through”, they make a new word. Semantically, the phrasal verb “crept through” in this sentence means “walked slowly along the bushes without being noticed” while lexically, the verb “crept” means “move slowly in the ground”. The verb “crept” followed by preposition “through” makes a new meaning.

**m. The smoke swirled about.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “swirled” is the past form of verb “swirl” and particle “about”, they make a new word. Semantically, the phrasal verb “swirled about” in this sentence means “move around, indirection with the whirl motion” while lexically, the verb “swirl” means “the whirl motion”. The verb “swirled” followed by preposition “about” makes a new meaning.

**n. The whole crowd fell on their faces in fear.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “fell” is the past form of verb “fall” and particle “on”, they make a new word. Semantically, the phrasal verb “fell on” in this sentence means “the changing of expression drastically” while lexically, the verb “fell” means “going down motion, touch the ground”. The verb “fell” followed by preposition “on” makes a new meaning.

**o. Mr. Fogg made up his mind to save you.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “made” is the past form of verb “make” and particle “up”, they make a new word. Semantically, the phrasal verb “made up” in this sentence means “have decide” while lexically, the verb “made” means “create something”. In this sentence the phrasal verb “made up” totally has a different meaning with the other phrasal verb “make up”. The verb “made” followed by preposition “up” makes a new meaning.

**p. Here is some money to make up for it.**

In the sentence above, the phrasal verb is inseparable because an object cannot be added between the verb and particle. The particle here is preposition because verb and preposition usually cannot be separated. Syntactically, the verb “make” and particle “up” and another particle “for”, they make a new word. Semantically, the phrasal verb “make up for” in this sentence means “organize or clean something” while lexically, the verb “make” means “create something”. The verb “make” followed by preposition “up” and other particle “for” makes a new meaning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the writer would like to delivered the conclusion of the research that she has been conducted and also give some suggestions.

#### **A. Conclusion**

Based on the results of this research, the writer has concluded as follows:

1. The amount of phrasal verb that writer found in the story book “Around the World in 80 Days” are about 98 phrasal verb, from 18 chapters and 121 pages, with the spesification 34 separable phrasal verbs and 64 inseparable phrasal verbs.
2. Most of the phrasal verbs have different meanings from its original verbs after followed by particle, but some of it also still have literal meanings

#### **B. Suggestion**

1. The writer found that phrasal verbs is actually important to be learned, thus the writer suggest to every English teachers for giving their students assignments about phrasal verbs. Through prose like storybook, novel or movie, students could be understand about many things beside its story or its plot. Students could be learn about parts of speech and then analyze it, especially about phrasal verbs which are usually also been used in daily

conversation. To learned about it through storybook, definitely will be interesting for them.

2. The writer also realized that this research still lack of many things, thus the writer suggest to other researcher to use another novel, storybook, or even movie to enrichment the research about phrasal verbs. Make it more various to analyze the storybook from linguistic point of view, semantically and syntactically.

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# **APPENDICES**

## **AUTOBIOGRAPHY**



The writer was born in Sumedang on January 7th, 1988. Her name is Rieka Damayanti Dewi. She is the second child from two siblings. Her father is Mr. Fauzie Effendi and her mother is Mrs. Ratna Dewi, she has one older brother. Her formal education was started in Elementary School, SDN Sukamaju in 1993 then she continued to Junior High School SMPN 1 Sumedang in 1999, and she completed her education at Senior Highschool SMAN Situraja, Sumedang in 2003. After finishing her education at Senior Highschool in 2005, she attended Jenderal Achmad Yani University, Accounting Department and graduated in 2010. After three years she worked as accounting staff in one sales company in Bandung, she continued her study in 2013 at English Education Study Program of STKIP Siliwangi Bandung to get another bachelor degree in English education and being concentrated in this field as it always be her dream to be an expert in English education field.