



**AVOIDANCE OF THE ENGLISH PHRASAL VERBS AS A STRATEGY
IN LEARNING PROCESS:
A CASE STUDY OF THE ENGLISH DEPARTMENT STUDENTS OF
FACULTY OF LETTERS, JEMBER UNIVERSITY 2011 AND 2012
ACADEMIC YEARS**

THESIS

by

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**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY
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THESIS

A Thesis Presented to the English Department,
Faculty of Letters, Jember University,
as One of the Requirements to Obtain
the Award of Sarjana Sastra Degree
in English Study

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JEMBER UNIVERSITY
2016**

DEDICATION

From the deepest sincerity of my heart, my thesis is dedicated to:

1. My beloved parents, Suwoto and Rusmini for their endless loves, prayers and supports. I thank you for full affection and everything I have got.
2. My dear brother Joya Pandu Asparengga who has given me colorful life.
3. My best friend, Maria, Ita, Diah, Shella, Fifin, Natalia, Desi, and Ayu and all my friends of 2010 academic year for their love, supports and for always giving me smile all the way. Thank you for your great motivation while I am studying and writing my thesis.
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5. All my big family.
6. My Alma Mater.

MOTTO

“When there is a will, there is a way” *)



*) <http://ez-writing.blogspot.com/2012/06/when-there-is-will-there-is-way.html>

DECLARATION

I hereby state that the thesis entitled *Avoidance of the English Phrasal Verbs as a Strategy in Learning Process: A Case Study of the English Department Students of Faculty of Letters, Jember University 2011 and 2012 Academic Years* is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree or any publications. I certainly certify to the best of my knowledge that the sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, March 31th, 2016
The Candidate,

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SUMMARY

Avoidance of the English Phrasal Verbs as a Strategy in Learning Process: A Case Study of the English Department Students of Faculty of Letters, Jember University 2011 and 2012 Academic Years; Christina Lusi Nur Farida; 2015; 79 pages; English Department; Faculty of Letters; Jember University.

As a part of learning strategy, avoidance is one of the strategies that is usually used by learners to avoid error production and to overcome difficulties in the learning process. In the English learning process, one of the skills learned by the learners is phrasal verbs. Indonesian learners that do not have phrasal verb structure in their language (L1) will find troubles in applying English phrasal verbs and have tendency to apply avoidance. Avoidance of phrasal verbs belongs to lexical avoidance strategy. Lexical or vocabulary avoidance strategy occurs because there is a semantic difference between L1 and L2, L1-L2 differences and also L1 and L2 similarity. More specifically, semantic complexity has a great role in avoidance (Laufer and Eliasson, 1993:46). Furthermore, Hulstijn and Marchena (1989:242) also say that EFL learners of English avoid phrasal verbs because the differences between transparent and nontransparent meaning of phrasal verbs also give an influence. Li (1996:182) also states that semantic or structural aspects of target language features contributed to avoidance. This study investigates the avoidance of phrasal verbs as a strategy in learning process in the case of Indonesian learners of English in English Department, Faculty of Letters, Jember University. This study aims to find out the effect of semantic nature of different types of phrasal verb (literal and figurative phrasal verbs) in the learners' tendency to avoid phrasal verb, to describe how the avoidance strategy impacts the learners in learning process and what the reasons are. The main theory of this research is avoidance of phrasal verbs related to the semantic nature of different types of phrasal verbs (literal and figurative phrasal verbs) proposed by Liao and

Fukuya (2004). The subjects of this research are English Department students of Jember University of 2011/2012 academic year and 2012/2013 academic year. To accomplish these problems, the test and questionnaires are administered. This research is conducted by using both qualitative and quantitative method. Percentages, numbers and description are used to further complement the data. From the result of the test, both 2011/2012 and 2012/2013 students tend to use phrasal verbs rather than one word verbs. In other words, both academic years have weak tendency to avoid phrasal verbs. Based on the result of the use of phrasal verbs, the students have strong tendency to avoid figurative phrasal verbs rather than literal phrasal verbs. Moreover, 2011/2012 students tend to avoid figurative phrasal verbs more than 2012/2013 students. Furthermore, the students dominantly choose one-word verbs because of their being uncertain about the meaning. The avoidance strategy itself appears to give negative impact to the learners in the learning process for example, avoidance can reduce the quality of writing and speaking contents because the use of limited vocabulary and have not reached high proficiency level, limited topics of writing and spoken and avoidance causes the vocabulary to be limited and undeveloped.

Keywords: *Learning Strategy, Avoidance, Phrasal Verb, Figurative Phrasal Verb, Literal Phrasal Verb.*

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Jember, March 31th, 2016

Christina Lusi Nur Farida

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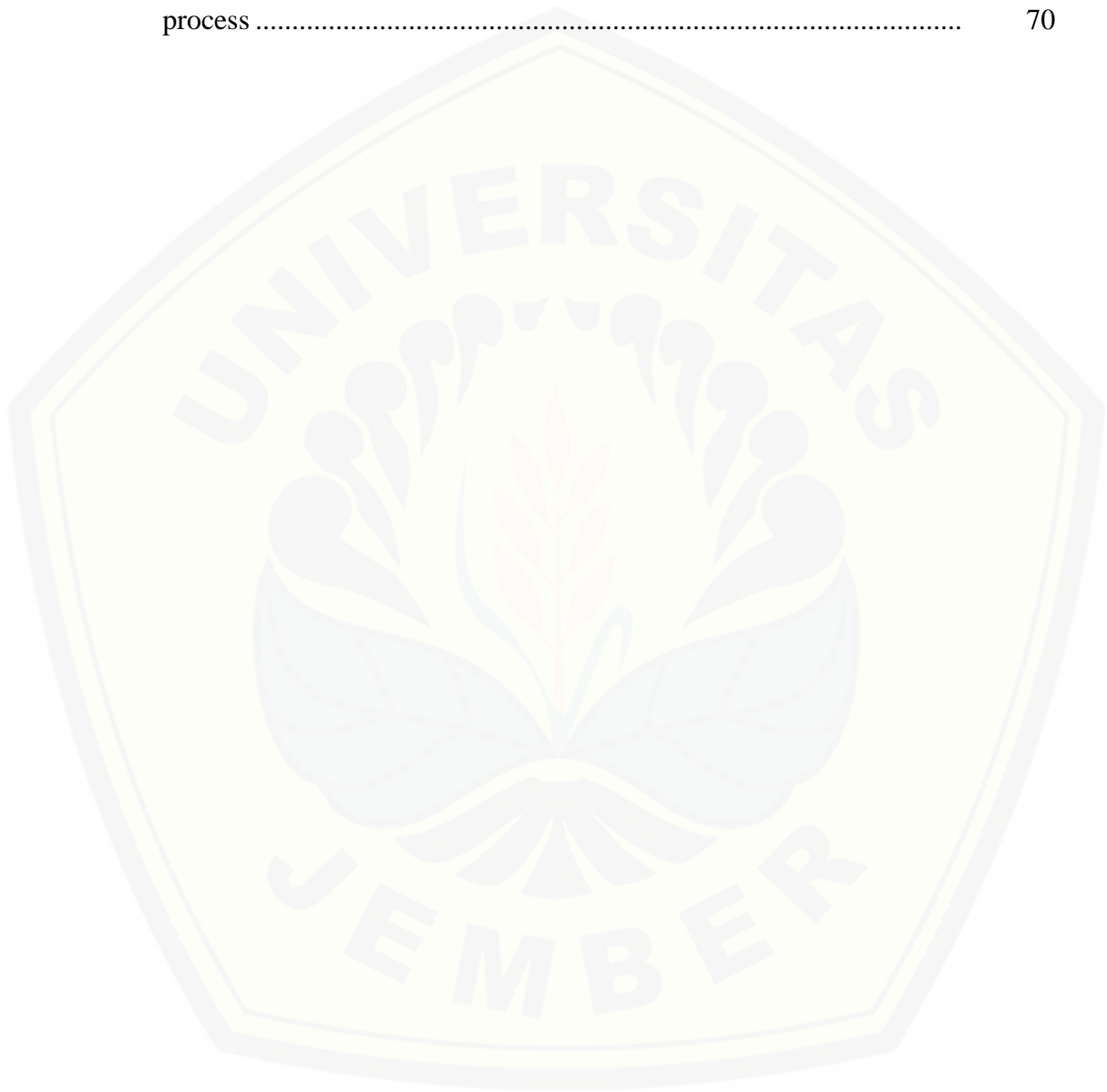
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CHAPTER 1. INTRODUCTION

This chapter provides some components being discussed. It includes the background of the study, research questions, the scope of the study, the goals of the study, the significances of the study and the organization of the thesis.

1.1 The Background of the Study

As a means of communication, English has been communicated by people all over the world. It is proven by the statistics conducted by Crystal (2003:6) which show about a quarter of the population in the world is fluent in English and “it is gradually rising up to 1.5 million in the early 2000s.” Furthermore, English is used as a communication device in sharing information, expressing idea, feeling and thought in the communication process. “Communication can be a symbol, sign or spoken language that should be understandable by the speaker and listener” (Alwasilah, 1989:9). English is one of the languages that are mostly used in international communication by millions of people. Crystal (2003:4) states “you can hear English on television spoken by politicians from all over the world, to be used as a medium of communication in such domains as government, the law courts, the media and the educational system.” In addition, it is used in some fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, information technology, and popular culture (Crystal, 2003a: , Huda, 2000: 68, Jenkins, 2003 in Lauder, 2008:12).

Education is one of the areas that English has a great and important role. There are many resources or books and learning media that use English. Then, English has important role in education in order to make the learner has advancement in education. It is also applied in almost all schools or colleges in many countries as compulsory subject.

Furthermore, English becomes a second language in South East Asia for example in Singapore that is used as formal language in education system. Crystal (2003:57) states that “English remained the language of government and the legal system, and retained its importance in education system and the media in Singapore.” In addition, English is not only applied in Singapore education system, but also in other country in South East Asia such as Indonesia. English becomes a requirement to get a job, and enter to the local or international university in Indonesia. Moreover, English becomes a part of curriculum in Indonesia education system. There are many references and books that use English as the language of instruction. Thus, mastering English becomes necessity for Indonesian learners in order to help them in education especially in learning process.

In relation to learning, English has a role as second language or foreign language. English as second language means that English is studied by people who speaks other languages as their first language in the place where English is the first language (Gebhard, 1996:2), for example, Indonesian, Chinese, and Japanese who study English in United Kingdom, United States and Australia. Besides, “English as studied by people who live in place where English is not the first language of the people who live in the country for instance English is studied in Italy, Korea and Saudi Arabia” is called as English as Foreign Language (Gebhard, 1996:2). In relation to English as Foreign Language (EFL) or English as Second Language (ESL), English becomes a foreign language in Indonesia because Indonesians do not speak English as their first language.

Furthermore, English has been part of learning media in Indonesian school. English becomes a part of school subject for Indonesian learners since they were in elementary school. There are many fields that are primarily studied including grammatical knowledge (phonology, morphology and syntax) (Gass in Foster and Cohen, Eds., 2009:109) in the classroom. Because English becomes a subject, the learners must learn it to pass their study in their school. In learning English, the learners not only have to learn English but also have to apply it in the class both in spoken and written form. Then, we need a good sentence and

paragraph in order to show our ideas clearly to write and to speak English. A good sentence and paragraph must contain some components such as vocabulary that has a great portion in writing and speaking. To speak and to write English we need at least 1-2,000 words (McCarthy and O'Dell, 1999:4). Without enough vocabulary, it is difficult to build a good phrase, sentence and paragraph. For the period in learning English, it is possible for the Indonesian learners to gain numerous vocabularies. According to Jamieson (in Mehring, 2005:3), once ESL students enter a school, where English is the primary language, their vocabulary grows at the same level as native speakers, around 1,000 word families a year.

Besides, when learning vocabulary, the students do not only learn a single word, but also some elements for instance phrasal verb, collocation and special expression (McCarthy and O'Dell, 1999:5). Besides, in relation to the lexical items, phrasal verb has great role in English vocabulary learning. Presently, phrasal verb can be found at all levels of spoken and written form (Hart, 1999:v). Phrasal verb is a part of vocabularies that is designed to develop a set of ability in communication. Native speakers of English use full phrasal verb when they are writing and speaking. It shows that when you want to master English like the native speaker of English, the students have to apply more phrasal verb in their communication. Further, phrasal verbs have been regarded as important component in learning. Leki and Carson (1994 in Barekat and Baniasady, 2014:345) found that vocabulary expansion is the key component that is needed to improve their writing performance and developing vocabulary including phrasal verb which is crucial in achieving writing and speaking proficiency. Besides, it is one of vocabulary areas which have a complex structure when it compares to the equivalent word. However, in the case of Indonesian learners, they tend to play safe and avoid phrasal verbs because of some factors such as “contrastive sense, alien pair, ambiguous pair and redundant pair” (Supriono, 2012). They do not want to take a risk by using a complex structure and a term that they are not sure about although it is important in building vocabularies.

Furthermore, avoidance is used as strategy to avoid an error production in foreign or second language (Mattar, 2003:103). Avoidance is viewed as a strategy

that is used by EFL learners to overcome their difficulties in transferring L1 to L2 from difficult item or structure in the target language (L2). Bahasa Indonesia as first language (L1) for Indonesian learners that does not have phrasal verb structure in the language will find troublesome in applying English phrasal verbs as second/foreign language. Based on my experience in learning English, the case of avoidance strategy is also applied by Indonesian learners in English Department of Jember University. “Word, structure, or sometimes sound in English that are thought to be difficult for the learners will be avoided and they will use an expression or a structure which they find easier” (Sara and Mohammedreza, 2013:238) For example, the word “strange” is often used rather than “weird”, “queer” and “odd” although they have same meaning. Also, the students rarely use the word “embarrassed” rather than “shy” because of hard pronunciation. Then, the learners tend to avoid a difficult structure for example a word “hold on” that is replaced by “wait” (personal observation).

Furthermore, this study focuses on some important points, they are to find out how frequent the students avoid phrasal verb types related to the semantic complexity (literal and figurative). It is to find which the dominant type of phrasal verb (literal and figurative phrasal verb) is mostly avoided by the learners. Then, it is to find out the reason and impact of avoidance strategy for the learners in the learning process. To see the avoidance of phrasal verb made by students of English Department, I find it through the tests and questionnaires. The participants that I use are the students of English Department of Jember University who have passed six basic skills (writing, speaking, grammar, listening, reading and vocabulary). They are from 2011/2012 and 2012/2013 academic years. This thesis uses them because all of the students in those levels are regarded to have acquired many vocabularies especially phrasal verbs that are used in speaking and writing in various occasions in the classroom. How much vocabulary that they have gained is an important part in the text or speech production.

1.2 Research Questions

The problems to discuss in this study are:

1. How frequent do the students avoid phrasal verb types related to the semantic complexity (literal and figurative phrasal verbs)?
2. Why do the learners do avoidance?
3. Does their avoidance give impact on their learning process? If any, how does the avoidance impact the learners in learning process?

1.3 The Scope of the Study

The analysis of this thesis belongs to the study of linguistics field that is second language acquisition. The discussion in this thesis is limited to the language avoidance especially in lexical avoidance. To come to more comprehension analysis, it is limited to the avoidance of phrasal verbs in the case of Indonesian learners of English in English Department of Faculty of Letters, Jember University. This study wants to know whether literal and figurative meaning of phrasal verb influences the learners' tendency in the avoidance of phrasal verbs. The subjects of the research are the students in English Department of Jember University from 2011/2012 and 2012/2013 academic years. To analyze these problems, the tests and questionnaires are used to collect data and used to find out the result of the problems.

1.4 The Goals of the Study

This research has several goals. They are:

1. to find out the frequency of the students in using and avoiding the different types of phrasal verb (literal and figurative).
2. to find which is the type of phrasal verb mostly avoided by the learners.
3. to find out what are the reasons of the learners avoid phrasal verbs.
4. to find out how the avoidance impact the learners in learning process.

1.5 The Significances of the Study

This study has several significances. They are:

1. this thesis can inform the reader about the description of the avoidance strategy, particularly in avoidance of phrasal verbs in learning process and tell the readers why avoidance is used as strategy in learning process.
2. this thesis can serve as an additional reference to the learners and the teachers to find the solution of the problem of avoidance, especially for English Department students.

1.6 The Organization of the Thesis

This thesis is developed into five chapters. Chapter one is introduction that consists of background of the study, research questions, the scope of the study, the goals of the study, the significances of the study and the organization of the thesis. The next chapter is literature review consisting of the previous researches and theoretical review. Then, chapter three is research methodology which covers the type of research, research strategy, subjects of research, data collection, and data analysis. The following chapter is discussion and the last chapter is conclusion.

CHAPTER 2. LITERATURE REVIEW

There are some points to be discussed in this chapter. The first is previous researches. The previous researches contribute in supporting the analysis of the data and in proving that the researcher does not commit plagiarism. The second point is theoretical framework. The subchapter explains the theories used to analyze and interpret data of this research.

2.1 The Previous Researches

The first previous research is carried out by Liao and Fukuya (2004). They analyzed the language avoidance of Chinese EFL (English as Foreign Language) learners in relation to their proficiency level (intermediate and advanced levels). They used two types of phrasal verb (figurative and literal verbs) and three test types (multiple-choice, translation, and recall tests) to examine the learners. The result showed that the Chinese EFL learners applied language avoidance because of the structural differences between Chinese and English. Different from English, Chinese does not have phrasal verb structure. Moreover, the finding showed that both intermediate and advanced learners tend to use literal phrasal verbs than figurative phrasal verbs. Semantic complexity of phrasal verb also became an important factor that influenced the avoidance behavior of Chinese EFL learners.

The second research was written by Saiya (2011). The study focused on the avoidance of phrasal verbs in colloquial situation by relating it to the proficiency level (high and low). Saiya (2011) used multiple-choice test to examine the students regarding the avoidance of phrasal verbs. The students had to choose the most suitable verb in order to complete the test. The test contained two correct answers—the appropriate phrasal verb and the single-word verb. The result showed that the avoidance of phrasal verbs happened because of both the

colloquial situation and the ignorance and incomplete knowledge. It was also found that there was no significant relation between the proficiency level and the avoidance behavior of the M.6 students.

The third research was written by Sara and Mohammadreza (2013). This study analyzed the avoidance behavior of EFL learners in using phrasal verb by relating it to the proficiency level of the learners (intermediate and advanced). Two phrasal verb types (literal and figurative verbs) and two test types (multiple-choice and translation tests) were employed to examine closely the avoidance behavior of phrasal verbs in Persian EFL learners. The result showed that proficiency was indeed related to the avoidance behavior. Phrasal verbs were used more frequently by the more competent Persian EFL learners. In addition, the semantic complexity of phrasal verbs played an important role in the avoidance behavior. They avoided figurative phrasal verbs more than literal phrasal verbs.

Those studies give many contributions to my thesis. The previous studies mostly analyzed the avoidance behavior of EFL learners in relation to the types of phrasal verbs (literal and figurative phrasal verbs). The previous researches also use multiple-choice test as a method to find out the avoidance behavior of phrasal verbs. Differently, this thesis does not provide further investigation on the relation between avoidance behavior and the proficiency level of the students. This study is to find out the avoidance strategy in general description. Additionally, questionnaire is used as an additional method to complete the information about the impact(s) of avoidance behavior to the EFL learners in learning process. The subjects of my research are Indonesian EFL learners that have different language from the previous researches. Thus, the data and the finding must be different from the previous researches.

2.2 Theoretical Review

2.2.1 Learning Strategy

Learning process cannot be separated from the strategy used by the learners in the class. Learning strategy is one of the students' actions that aim to make the learning process successful. According to Leaver, Ehrman and Shekhtma (2005:82), learning strategy is “the various behaviors or techniques we use to learn.” Learning strategies are “things we do”, “relatively easy to change”, “different and depending on our learning styles”, “effective or not effective for specific situation”, and “frequently under some level of conscious approach” toward learning (Leaver, *et al.*, 2005:82).

Some learning strategies will be different if it is applied in language skills (reading, listening, reading and writing). The strategies used in the receptive or comprehensive skill (reading and listening) are “using background knowledge, analyzing word parts, using context, asking for help, using dictionary, and the like” (Leaver, *et al.*, 2005:82). Furthermore, the strategies used in production skill (speaking and writing) strategies include “adhering to be known, paraphrasing, using an authentic text as a guideline, asking for help, using a dictionary, rehearsal and the like” (Leaver, *et al.*, 2005:82).

Production strategies are used when the learners need to communicate both in spoken and written. One of the production strategies is compensation strategy. This strategy is needed to solve the problem when the learners find a difficulty to say and write. Compensation strategy is a strategy to communicate when you do not have words to express and then you change your words (Leaver, *et al.*, 2005:85).

In the case of second or foreign language learners, they may face difficulties to transfer their ideas both in speaking and writing. It may occur because of lack of vocabulary or lack of knowledge of the target language. However, in the classroom based, the learning process cannot be separated to teaching strategy in the class. The students acquire language especially vocabulary not only from their book but also from the teacher that give materials in the class. Then, teachers have contribution in learning process in order to transfer

knowledge and their approach in giving material is important. The content of material is needed to deliberate or develop the students' vocabulary because sometimes the students acquire vocabulary not only from what they are reading but also from what they are listening. In the learning process in the class, sometimes the learners find difficulty in applying some certain structure and words. Consequently, the students will encounter some difficulties in delivering idea and feeling and avoiding uncertain forms of grammar and vocabulary that is difficult. Thus, using a certain strategy, like doing avoidance, is one of the effective ways to learn (Brown, 1980:1780).

a. Avoidance Strategy

Avoidance strategy is used when the learners encounter difficulty in both spoken and written communication. The learners will choose to produce or avoid certain structure in the learning process (Gass & Selinker, 2008:138). Pazhakh (2006:2) states that when speaking or writing using second or foreign language, the learner often avoids some difficult words, structures, topics, etc. with easier words or structures. Sometimes the learners understand the language structure or word, but it is difficult for them to use. As a result, they avoid it using another structure or word. It is because they are unwilling to express that structure or words. Kellerman (1992 as cited in Sara and Mohammadreza, 2013:238) asserts that avoidance is a complex phenomenon and classified the complexity into three types, first is avoidance occurs when learners know the existence of a problem and at least have some truncated idea of what the target form is like, second is avoidance arises when learners know what the target form is like but find it too difficult to be used and then avoidance is apparent when learners know what to say and how to say it but are unwilling to express it.

Avoidance is used as a strategy to avoid an error production in foreign or second language (Mattar, 2003:103). This strategy enables a person to overcome their difficulties in learning second language by avoiding difficult words or structures. There are cases in which EFL learners may know the language structure or vocabulary of certain words, but they do not know how to use it. If

they are not certain about the correctness of the structure or the words, they will resort to the option of using simpler and easier structure or word. In this way, they can be more confident and secure because they can avoid an error or mistake. The learners resort to avoidance strategy to feel secure from error (Pazhakh, 2006:9). Pazhakh (2006:9) states that internal factors such as the teachers and students' attitudes toward errors, the fear of difficulties, and the playing safe strategy are also influential in resorting to this strategy. It makes all of the students feel safe with the error and get good result in learning process.

On the other hand, the vocabulary especially in phrasal verb avoidance also negatively affected the learners' performance in writing (Barekat and Baniasady, 2014:348) and speaking (Sangoor, 2012:93). According to Barekat and Baniasady (2014:345), "vocabulary use in writing enhances the quality of the written text." Also, avoidance can reduce the quality of the writing and speaking contents because the use of limited vocabulary. It is supported by Muncie (2002:225) that states that vocabulary development correlates highly with the writing practice. In addition, Sangoor (2012:93) argues the use of phrasal verbs expressions is important in spoken in order rich the proficiency like a native speaker. Besides, "it should be noted that those phrasal verbs are widely used because of their characteristics of flexibility, practicality, adaptability and efficiency for oral communication" (Wu, 2007:350). The avoidance also make the learners will avoid some difficult topic. Then, lack of vocabulary will influence the learners to avoid some certain topics (Vázquez, 2005:69).

Furthermore, avoidance is a situation when EFL learners know the rule of a certain target language structure but they are uncertain about the target language totally. Lee (2015:28) claims that avoidance presumes awareness and it involves intentional choice to replace the feature by something else.

In the second or foreign language class, the learners need more time to be able to use the new structure and apply it well. More similar the language structure of L2 to L1, the language structures for the learners is simpler. The learners also tend to easily remember and use the language structure. This is supported by Lado's statement (1957:2) that "those elements that are similar to

the [learner's] native language will be simple for him and those areas that are different will be difficult.” Furthermore, the lexical concept that has already existed in their first language will influence their language transfer in second language (Takac, 2008:8).

Avoidance strategy is divided into three subcategories—topic avoidance, syntactic or lexical avoidance within a semantic category, and phonological avoidance (Brown, 1980:178). This thesis focuses on the vocabulary or lexical avoidance only.

b. Lexical Avoidance Strategy

Lexical avoidance is a strategy to avoid certain words that are difficult by replacing with other similar words. Leaver *et al.* (2005:85) states that you will resort to change your words when you do not know the words to express what you mean. Lack of vocabulary is one of the factors that influence the lexical avoidance. The purpose of avoiding difficult words is to make the learners more confident and secure because they do not make any error or mistake.

There are two distinct ways in mastering language—acquisition and learning (Krashen, 1982:10). Vocabulary is one of the subjects that can be learnt in the class. Vocabulary learning is one of the sets of enabling knowledge and an aspect to develop the ability to use your foreign language (Leaver, *et al.*, 2005:9-10). Furthermore, vocabulary is also called as the building blocks of language learning and it becomes the most important thing in acquiring a language (Leaver, *et al.*, 2005:162). When learning a language, the learners tend to easily absorb the simple words than the complex one like phrasal vocabulary. Foster and Cohen (2009:216) says that “non-native speakers, particularly adults who are classroom based, are more often expected to learn words rather than phrases, which are unlikely to give them the chance to learn and produce phrasal vocabulary.”

The avoidance strategy of vocabulary or lexical occurs because there is a semantic differences between L1 and L2, L1-L2 differences and also L1 and L2 similarity. Dagut and Laufer (1985, as cited in Liao and Fukuya, 2004:75) argue that avoidance occurs because of different structure between L1 and L2. Semantic

complexity also has an important role in avoidance (Laufer and Eliasson, 1993:46). Furthermore, Hulstijn and Marchena (1989) says that EFL of English do not avoid phrasal verbs categorically, but the differences between transparent and nontransparent meaning of phrasal verbs also give an influence. Li (1996:182) also says that semantic or structural aspects of target language feature contributed to avoidance. Semantic avoidance is saying something that slightly different from what you originally want to say but still have same meaning (Corder, 1981:105). Moreover, according to Takac (2008:8), “L2 learner has already developed conceptual and semantic system linked to the L1.” The differences between the lexical units of L1 and L2 that are not exactly equivalent will cause problems for the learners. The lexical concept that has already existed in their first language will influence their language transfer in second language. The student’s difficulty may occur in the process of constructing a complex lexical item from L1 to L2 and the concept has not been learnt perfectly as a unit by the learners (Takac, 2008:9). There are cases in which someone doubts the meaning of a word and decides to use another word to avoid mistakes although the person has learnt and obtained a lot of vocabularies.

2.2.2 English Phrasal Verbs

a. The Definition of Phrasal Verb

Phrasal verb is regarded as the word that has more complexity rather than single word. It is a part of vocabulary that can develop the ability in communication. Phrasal verb is “a verb that consists of two parts, a verb and followed by a preposition” (McCarthy and O’Dell, 1999:26). Although it consists of two words, the meaning of phrasal verb cannot be traced simply by predicting the meaning of each word. A phrasal verb may produce a new meaning that is quite different compared to the meaning of each word that constructs it.

Phrasal verbs are regarded to have great difficulties because of some factors, such as “contrastive sense, alien pair, ambiguous pair, redundant pair, and coping strategies” (Supriono, 2012). In line with Supriono’s statement, the

difficulties of phrasal verb also exist because of some aspects, like the complex structure (the relationship between the verb and the particle) (Fraser, 1976 cited in Liao and Fukuya, 2004:73) and the semantic complexity (Liao and Fukuya, 2004:73). The EFL or ESL learners need to know the meaning of the whole phrasal verbs as a unit to understand the meaning (McCarthy and O'Dell, 2004:6). In spite of the difficulties it has, phrasal verb has an important role in written text. It is used in order to get the written work varied in terms, because to be able to write in foreign language also means that we have to know a lot of words and have a good command of grammar (Leaver, *et al.*, 2005:12-13).

b. The Importance of Phrasal Verbs in English

Phrasal verb is one of important aspects in vocabulary learning. It contributes in building vocabulary. Vocabulary is the most important aspect in spoken and written communication. To build vocabulary, we need not only single words, but also phrases and collocation (McCarthy and O'Dell, 1999:5). Phrasal verbs that have idiomatic meaning play an important role in English language. The using and understanding of phrasal verbs is very useful to be successful in communication, whether in writing, speaking, listening and reading (Dixson, 2003:1).

Presently, phrasal verb can be found at all levels of spoken and written form (Hart, 1999:v). Because of the importance of phrasal verbs, they appear in many occasions in conversation and written text. There are several examples that are cited in some English books that show the use of phrasal verbs.

(1) In the written Context

Phrasal verbs are used in written text. In a further experiment conducted by Polio and Glew (1996 as cited in Barekat and Baniasady, 2014:345) said that students mentioned the importance of knowing appropriate vocabulary to write an essay and they will confront difficulties when they lacked sufficient vocabulary in writing about a certain topic (see also Pazhakh, 2006:2). Therefore, based on what have been mentioned regarding the role of vocabulary, developing a large

collection of vocabulary, including phrasal verbs, is crucial in achieving writing proficiency.

The examples of phrasal verbs in written text are served in the following citation taken from Bland (2004).

- (1) “Many people who *grew up* during the 1960s think it was a very special time. Before the 1960s most Americans used to believe that the America way was the best.....” (Bland, 2004:71)

The second article is “What will happen in the Future.”

- (2) “In the year 2015 people will in “smart” houses. These houses will use less energy and will be more environmentally friendly than the houses of today. If a room is empty, the lights and TV will *go off*.....

In the year 2020 it will be possible for ordinary people to travel on supersonic planes such as the Concorde. Today this kind of travel is extremely expensive. However, in the future it is going to be much cheaper. After prices *go down*, it will be possible for everyone to travel from Tokyo to New York in just a few hours.....” (Bland, 2004:139).

(2) In the Spoken Context

Phrasal verbs are not only used in written context, but also in spoken context. The following example is conversation reported in Bland (2004:28):

- (3) Josh: Hmm... what’s this? “Are you and your best friend similar? Take this quiz and *find out*.” Is this your magazine, Corey?
 Corey: No, it’s not. It’s my sister’s. It’s silly.
 Josh: No, it isn’t. It’s interesting. We’re best friends. Let’s take the quiz.
 Corey: No thanks. I’m busy (Bland, 2004:28)

The italic word in conversation above indicates a phrasal verb in conversation. *Find out* means *to find something* that is equal to the word *find*.

The following conversations are taken from Harmer (2004:65).

(4) April : I come from a very small village... umm... my father, well, he's half Irish. He's...er...a lorry driver, but he's always been really *keen on* engineering and he's always been really interested in flying – he did a little bit himself – but then...umm...he got interested in the gliding club that moved to our village. I started *going up* in gliders with him to *look around*, you know, *try it out*, and then I got involved with that and learned to fly. Then, that led me on to working for Marshall Aerospace.

Interviewer : What sort of personal qualities do you think a good designer like you needs?

(5) Man : Well, my mother was in the house. She was doing some housework or writing a letter, something like that, and she suddenly realized that she hadn't seen me or heard me for a bit and after a while she thought this was a bit odd. So she called my name, she said, but no answer, so she started *looking around* the house, thank heavens, and she *looked out* of one the upstairs windows and suddenly saw that one of the trunks was there on the grass, tight shut. It only took her a second realize what happened. She was absolutely horrified. She *ran down* the stairs and *out* into the garden and once she'd opened the lid she *pulled me out*, half-unconscious. Seriously shocked, and frightened out of my wits!

Woman : I bet you were.

Man : I certainly was. Do you know, I'd forgotten all about that until you asked me.

Woman : I'm surprised you're not claustrophobic (Harmer, 2004:65).

From the examples above, it shows that phrasal verbs are very important both in written and spoken communication. Phrasal verb is one of vocabulary components that build a sentence. It is indeed important to be learnt by EFL learners in order to achieve the standard English.

c. Factors that Influence Language Avoidance of Phrasal Verbs

EFL learners avoid producing target language features when having some kinds of difficult in expressing certain structure in target language. However, they are some others factors that influence language avoidance.

First, Laufer and Eliasson (1993:46) that conducted their study on the avoidance of phrasal verbs by advance Swedish EFL learners whose L1 has

phrasal verb structure. They say that the structural differences between L1 and L2 play an important role in avoidance of phrasal verbs even though L1 and L2 similarity and semantic complexity of phrasal verbs also play an important role in avoidance. It is also supported by Dagut and Laufer (1985 cited in Liao and Fukuya, 2004:74-75) about the study among Hebrew ESL learners who do not have phrasal verb structure in their L1 and Ghabanchi (2012:3) concludes that the structural differences between L1 and L2 are the main cause of avoidance of phrasal verbs. The structure of phrasal verb is the relationship between the verb and the particle. Therefore, EFL learners who do not have phrasal verb structure in their L1 may face greater difficulty to produce L2. The components (verb+preposition and verb+adverb) that are difficult to remember, phrasal verbs also have permanent pair that must be memorized. Thus, the avoidance of phrasal verbs by using other equivalent words can be used as a strategy to produce L2.

Furthermore, Li (1996:181) concludes that the main reason for Chinese learners' avoidance of English Relative Clauses is not apparent structural differences, but because of pragmatic differences. Besides, lack of knowledge or weak in understanding phrasal verbs is one of the causes of avoidance (Chen, 2007).

Hulstijn and Marchena (1989:242) argue that the structural differences between L1 and L2 may not be the only cause of avoidance. Similarities between L1 and L2 are also possible reasons for avoidance. Moreover, they demonstrate that avoidance occurs because there is "a tendency to adopt a play-it-safe strategy, preferring one-word verbs with general, multi-purpose meanings to phrasal verbs with specific, sometimes idiomatic meanings" (Hulstijn and Marchena, 1989:242).

Moreover, semantic complexity of phrasal verbs has great contribution in the avoidance of phrasal verbs. It is supported by some previous researches. Sjöholm (1995 cited in Saiya 2011:16) and Laufer and Eliasson (1993:44) claim that semantic complexity of phrasal verbs is the cause of avoidance of phrasal verbs because EFL learners tend to use literal phrasal verb rather than figurative or idiomatic phrasal verbs. It is also supported by Liao and Fukuya (2004) that conducted study on the avoidance of phrasal verbs by Chinese EFL learners that

L1 does not have phrasal verbs. They conclude that one of the reason of the students avoid phrasal verbs is because of semantic complexity of phrasal verbs because both advance and intermediate learners tend to use literal phrasal verbs much more often than figurative ones.

Additionally, the students' anxiety is one of the factors in language avoidance. Anxiety has a significant impact on the language learning and achievement (Saito and Sammy, 1996 cited in Wu, 2010:174). High level of anxiety of the EFL learners may influence the learning process in the class. When the EFL learners worry about particular words, they will definitely avoid the words in order to prevent them in making mistakes. Therefore, fear of making mistake or negative result may be the reason why they use avoidance. Wu (2010:174) found that anxiety has correlation to learning process.

Dealing with the studies, they show that EFL learners apply the strategy of avoidance when overcome the difficulty related to the complex structures and semantic complexity of phrasal verbs.

2.2.3 Semantic Complexity of Phrasal Verbs

The meaning of phrasal verb is usually very easy to understand and sometimes totally idiomatic. Hulstijn and Marchena (1989:251) conducted the study on the avoidance of phrasal verbs by Dutch EFL learners whose L1 has phrasal verbs. The result showed that avoidance behavior was caused not only by the structural differences between L1 and L2 but also by the differences between transparent (literal phrasal verb) and non-transparent (figurative phrasal verb) (semantic considerations). Avoidance of phrasal verbs is predictable on the basis of the semantic difficulty of L2 forms in question (Hulstijn and Marchena, 1989:251). Furthermore, in the study of Kuiper, Columbus and Schmitt (2009 in Susan and Cohen, Eds., 2009:226), it was found that "the majority of the English idioms (75 per cent) could be effectively translated, because there was usually a semantic correlate available in Polish, but often the lexical form (words/syntax) was quite different." It means that the different semantic meaning between L1 and

L2 influence in the use of avoidance behavior. Furthermore, Laufer and Eliasson's research (1993:37) discussed Swedish EFL learners whose L1 has phrasal verbs. In their study, the semantic complexity of phrasal verb is also contributed in the avoidance of phrasal verbs. It is also supported by Liao and Fukuya (2004) that one of the reason of the students avoid phrasal verbs is because of semantic complexity of phrasal verbs because both advance and intermediate learners tend to use literal phrasal verbs much more often than figurative ones. Besides, Mehrpooya (2002 as a cited in Barekat and Baniasady, 2014:344) investigated the use of avoidance strategy by Iranian EFL learners when producing different idioms and the results indicated that the EFL learners' use of avoidance strategy was more evident when the idioms were mostly different from the idioms in their L1. The semantic complexity of phrasal verbs is a difficult for EFL learners to master (Celce-Murcia and Larsen-Freeman, 1999:431).

Phrasal verbs have some structural and semantic characteristics in common with morphologically complex words, even though they originate from phrasal constructions (Iacobini, 2009:97). "Phrasal verbs consist of more or less idiomatic combinations of verb plus particle and they are frequently treated together yet they are distinctly different" (Brinton and Traugott, 2005:123). In addition, "the verbal particles are also semantically and functionally different from the verbal prefixes and the meaning of the particles is originally spatial (Brinton and Traugott, 2005:124). Watt (2006:4) says that phrasal verbs sometimes have meanings that you can easily guess and easy to understand and then to realize (for example, *sit down* or *look for*). However, sometimes their meanings are different from the meanings of the verb they are formed from (Wyatt, 2006:4). For example, *hold up* can mean 'to cause a delay' or 'to try to rob someone'. The original meaning of *hold* (for example, *to hold something in your hands*) no longer applies. It show that the combination separable meanings of each elements in phrasal verbs sometimes does not help EFL learners to clearly understand their whole meaning. Even though many EFL learners are aware of importance of phrasal verbs, the semantic complexity of phrasal verbs makes them feel that phrasal verbs are far-fetched to master (Cheon, 2006:1).

The semantic meaning may become the problem for EFL learners that do not have phrasal verb structure. The most common errors made by learners when using phrasal verbs are semantic errors (Cock, 2006). Learners confuse phrasal verbs and single-word verbs whose meanings are related. For example:

- (6) He has to *find out* (discover) new means to fight against them.
- (7) Students couldn't *put on* (wear) a scarf in winter.

Afterwards, learners also confuse phrasal verbs and single verbs when the meanings are different, for example:

- (8) I was very tired. I sat in an armchair and *doze off* (fall a sleep).
- (9) We all know how wonderful you are. There's no need to *show off* (show how clever you are).

Liao and Fukuya (2004) state that phrasal verbs into two groups, literal and figurative.

a. Literal Phrasal Verb

Literal phrasal verb is verb that the meaning is known from the meaning of their components such as *get up*, *come in*, and *go away*. Literal phrasal verb is regarded to be easier rather than figurative because the new meaning of both components are easy to understand. "Non-idiomatic or literal phrasal verbs, which simply combine the meanings of their parts" (Turton and Manser, 1985:iv). Further, literal phrasal verbs retain the individual meanings of the two words, the first word keeps its meaning, but the second has a special sense that complete the meaning such as "*She puts down the book*" (Palmer, 1974:224). Moreover, "all phrasal verbs with a literal meaning, there is a verb motion and the particle indicates the direction of the motion" (Palmer, 1988:224), for example "*He ran the flag up.*" Then, in literal phrasal verbs, the particle can be often deleted without causing the acceptability of the sentence (Saleh, 2011:24). For example:

- (10) A: I *hung* the picture up *on* the wall.
B: I *hung* the picture on the wall.

b. Figurative Phrasal Verb

Figurative phrasal verb is verb that the meaning are idiomatic and not related to the meanings of each element, for example, *brush upon*, *go off*, and *give up*. The figurative or idiomatic phrasal verbs are considered semantically more difficult than literal type. “With an idiomatic or figurative phrasal verb, the meaning of the separate parts tell us little or nothing about the meaning of the whole” (Turton and Manser, 1985:iv). Figurative meaning of phrasal verbs is such phrasal verb which the most difficult for non-native student to understand and realize (Liao and Fukuya, 2004:74). The case of avoidance behavior on phrasal verb more likely happens in this type of phrasal verb. When the meaning of figurative phrasal verb cannot be easily guessed, the learners will probably avoid and replace it with other words that are more familiar to them. In figurative phrasal verbs, the particle cannot be often deleted because it makes the sentence unacceptable (Saleh, 2011:24). For example:

- (11) A: He *looked* the information *up*.
B: He *looked* the information (unacceptable)

Additionally, the semantic meaning of phrasal verb not only distinguished from the particle, but also from the context of sentence. In order to guess the meaning of a phrasal verb, it has to see the context because there are many phrasal verbs that have one more meaning. Seidl and McMordie (1978:114) state that “any combination may have several idiomatic meanings, depending on the words which precede and follow it.” Some combinations may represent both idiomatic and non-idiomatic, for example:

- (12) A: The student *puts down* the book. (non-idiomatic)
B: The ruler *puts down* the rebellion. (idiomatic)

Additionally, Hulstjin and Marchena (1989) divided phrasal verb into two types—transparent and nontransparent phrasal verbs. This classification are different terms but same nature.

1. Semantically transparent phrasal verb: phrasal verb that the meaning of the whole verb-particle combination derives from the meaning of its parts, for instance: *go out, take away, get up* and *come in*.
2. Semantically nontransparent phrasal verb: phrasal verb which has lexicalized meaning or phrasal verbs which is considered semantically more difficult than other types of phrasal verbs, for instance: *turn up, let down, go off, give up* and *mix up*.

Dealing with idiomatic phrasal verbs is a difficult task for EFL learners. Figurative phrasal verbs that have idiomatic meaning means “there is now way to know what the verb and particle mean together by knowing what the verb and particle mean separately” (Hart, 1999:vi). One example of figurative phrasal verb is to *look after*. The learners may know the meaning of *look* and *after*, but they may fail to notice that the real meaning of the phrasal verb is to *take care of something or someone*. The example shows that this type phrasal verb can be easily misunderstood by the EFL learners because the meaning cannot be grasped by interpreting the words separately. Even though many EFL learners are aware of the importance of phrasal verbs, the semantic complexity of phrasal verbs makes them feel that “phrasal verbs are far-fetched to master” (Cheon, 2006:1). Thus, it shows that meaning plays an important role in the use of phrasal verb of EFL learners; especially for the learners whose L1 does not have phrasal verb structure.

CHAPTER 3. RESEARCH METHODOLOGY

There are some steps when doing a research. This chapter outlines the method of research used in this study. Research method consists of type of the research, the research strategy, the subjects of research, the data collection, and the data analysis. This purpose of this chapter is to inform the reader how the writer processing and analyzing the data.

3.1 Type of Research

This research is conducted by using both qualitative and quantitative research. Qualitative research is the research that is based on descriptive data that does not make (regular) use of statistical procedures (Mackey and Gass, 2005:162). Quantitative research is “quantitative research tends to involve relatively large-scale and representative sets of data” (Blaxter *et al.*, 2010:65).

The quantitative method is employed because this research uses a quantification of the result of the tests related to the kinds of phrasal verbs (literal and figurative phrasal verb) used by the learners. Meanwhile, quantitative method is applied because this study tries to describe the result of the test and questionnaire in the form of number and the percentage of the use of literal and figurative phrasal verbs. Therefore, qualitative method is also used to describe the result of the test, the reasons and the impact(s) of avoidance of phrasal verb in the learning process that may be used by the students of English Department Faculty of Letters, Jember University through the questionnaire.

3.2 Research Strategy

The research strategy in this study uses survey, typically in the form of questionnaires. The types of data collection in the survey strategy include questionnaire, interview, internet survey, document and observation (Descombe, 2007: 17-22). In addition, I also use test to collect data.

3.2.1 Test

The test tries to find out the possibility of avoidance of phrasal verbs by Indonesian learners by testing them.

The model of the test is multiple-choice tests. Two semantic categories of phrasal verbs are studied, comprising figurative and literal phrasal verbs. There are twenty questions served in different contexts. In each question, the students must choose one of the verbs to fulfill the blank. The participants are asked to fill the blank with one of the four verbs presented below the questions: two pairs of phrasal verbs and two pairs of one-word verbs. Two choices are right answers and the rest are wrong answers.

3.2.2 Questionnaire

According to Brown (2001, as cited in Mackey and Gass, 2005:92), questionnaire (a subset of survey research) is “any written instruments that present respondents with a series of question or statements to which they are react either by writing out their answer or selecting them among existing answer.” In this research, I use double-ended question (open-ended and closed-ended questionnaire). Double-ended question means that the writer determines the possible answer and also the respondents can answer the question by using their own opinion (Mackey and Gass, 2005:93). There are two questionnaires. First questionnaire consists of seven questions that are distributed before the test. The questionnaire is used to complete the information about the personal perception about avoidance of phrasal verb and to know the reason and impact of the students

doing avoidance in the learning process. There are several questions related to the reasons and impacts of using avoidance. Second questionnaire is distributed after the test. The second questionnaire is closed-questions. The second questionnaire is related to the test. I will ask the students what are their reasons for not choosing phrasal verbs in completing the sentence. If they choose to use phrasal verbs in the test questions, they do not need to answer the question in the second questionnaire. For example, if the answer of question number 1 is the verb “*search*”, then in the questionnaire, they have to answer the question related to the reason why they avoid using the word “*look for*”. However, if they choose the verb “*look for*” in the test, the question in the questionnaire is not needed to be filled. There are twenty questions in the second questionnaire.

3.3 Subjects of Research

The subjects of this research are English Department students in Jember University in 2011/2012 academic year (third year) and 2012/2013 academic year (fourth year). They are selected because they are all students of English Department who have passed six basic skills (writing, grammar, reading, vocabulary, listening and speaking) and they are regarded to have acquired many vocabularies. The total population is 220 students. The number of students in 2011/2012 academic year is 90 students. The number of students in 2012/2013 academic year is 130 students. Considering the number of population that is large to manage, samples are taken. Blaike (2000:198) states “sample is used to make statements about the whole population.” Arikunto (2012:24 cited in Hasianto, 2012:24) makes a limitation when sampling technique can be applied. Samples are taken if the number of population is more than a hundred. He gives the minimal sample that can be taken. According to Arikunto (2012:24 as cited in Hasianto, 2012:24) 15-25 percent of the population is the acceptable amount of sample. In this research I use 40 percent of the population to get the valid data.

1. Sample = $40/100 \times 90 = 36$ students from 2011/2012 academic year.
2. Sample = $40/100 \times 130 = 52$ students from 2012/2013 academic year.

Thus, this research takes 88 participants out of 220 students from English Department academic year 2012/2013 and 2011/2012.

3.4 Data Collection

I apply tests and questionnaires in this research. However, before doing survey through the test and questionnaires, the form of permissions is given to confirm that the participants agree to work on this research. Before I give a test and questionnaire to the students, I pilot the test and questionnaire to some students (not the sample) to know whether the instrument can be understood or not. There are three steps to collect the data. First, I give them questionnaire to get their perception about phrasal verbs and the reason and the impact of avoiding phrasal verbs in learning process. Then, from the test and the questionnaire, I know the reasons and the impact of avoiding phrasal verbs in the learning process. Second, I give them the multiple-choice test. There are 20 questions that must be filled by the learners. Ten questions relate to the literal phrasal verbs and ten questions relate to the figurative phrasal verbs. Third, I will give the second questionnaire that is related to the test.

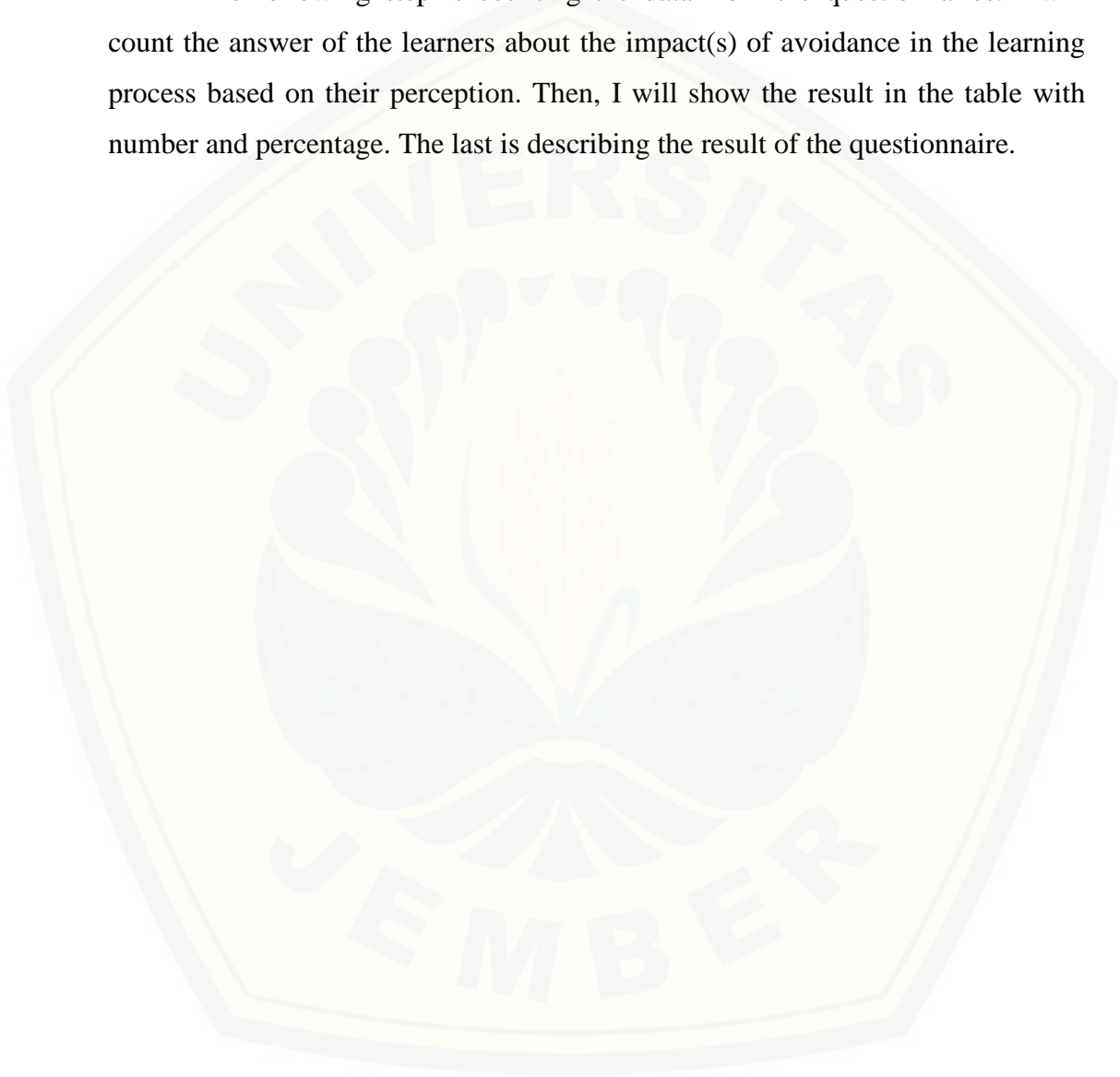
3.5 Data Analysis

For the data analysis, this research uses numerical and descriptive method. The numerical method is used to count the result of the tests related to the kinds of phrasal verbs (literal and figurative phrasal verb) used by the learners and also to count the result of questionnaires that is represented by number and percentage. Meanwhile, the descriptive method is used to analyze the result of the tests and the questionnaires. There are some steps in analyzing the data.

First is counting the multiple-choice test result. I see the tendency of the avoidance of phrasal verb. From the result, I see how many numbers of phrasal verbs or one word verbs that are chosen by the students. Then, I will compare which is the dominant type of phrasal verb that tends to be avoided by the

learners. Moreover, the analysis of test and the second questionnaire are related because the function of the second questionnaire is to make a more definite picture about the reality of the students in applying phrasal verbs related to the test.

The following step is counting the data from the questionnaires. I will count the answer of the learners about the impact(s) of avoidance in the learning process based on their perception. Then, I will show the result in the table with number and percentage. The last is describing the result of the questionnaire.



CHAPTER 5. CONCLUSION

From the result of the test, both 2011/2012 and 2012/2013 students tend to use phrasal verbs rather than one word verbs (avoid one-word verbs more than phrasal verbs). Both academic years have weak tendency to avoid phrasal verbs. The percentage between avoidance of phrasal verbs and one-word verbs is not too different. However, some of the phrasal verbs which are chosen by the learners are improper phrasal verbs. Based on the incorrect answer, most of the students make a mistake in the figurative phrasal verbs. Moreover, based on the correct answer of phrasal verbs, most of them avoid figurative phrasal verbs rather than literal phrasal verbs.

First question is the frequency of the use and avoidance of literal and figurative phrasal verbs. The result of the study can be summarized from the phrasal verb test, it can be inferred that the students of English Departments, 2011/2012 and 2012/2013 academic years, Faculty of Letters, Jember University have strong tendency to avoid figurative phrasal verbs rather than literal phrasal verbs. Moreover, 2011/2012 students tend to avoid figurative phrasal verbs more than 2012/2013 students.

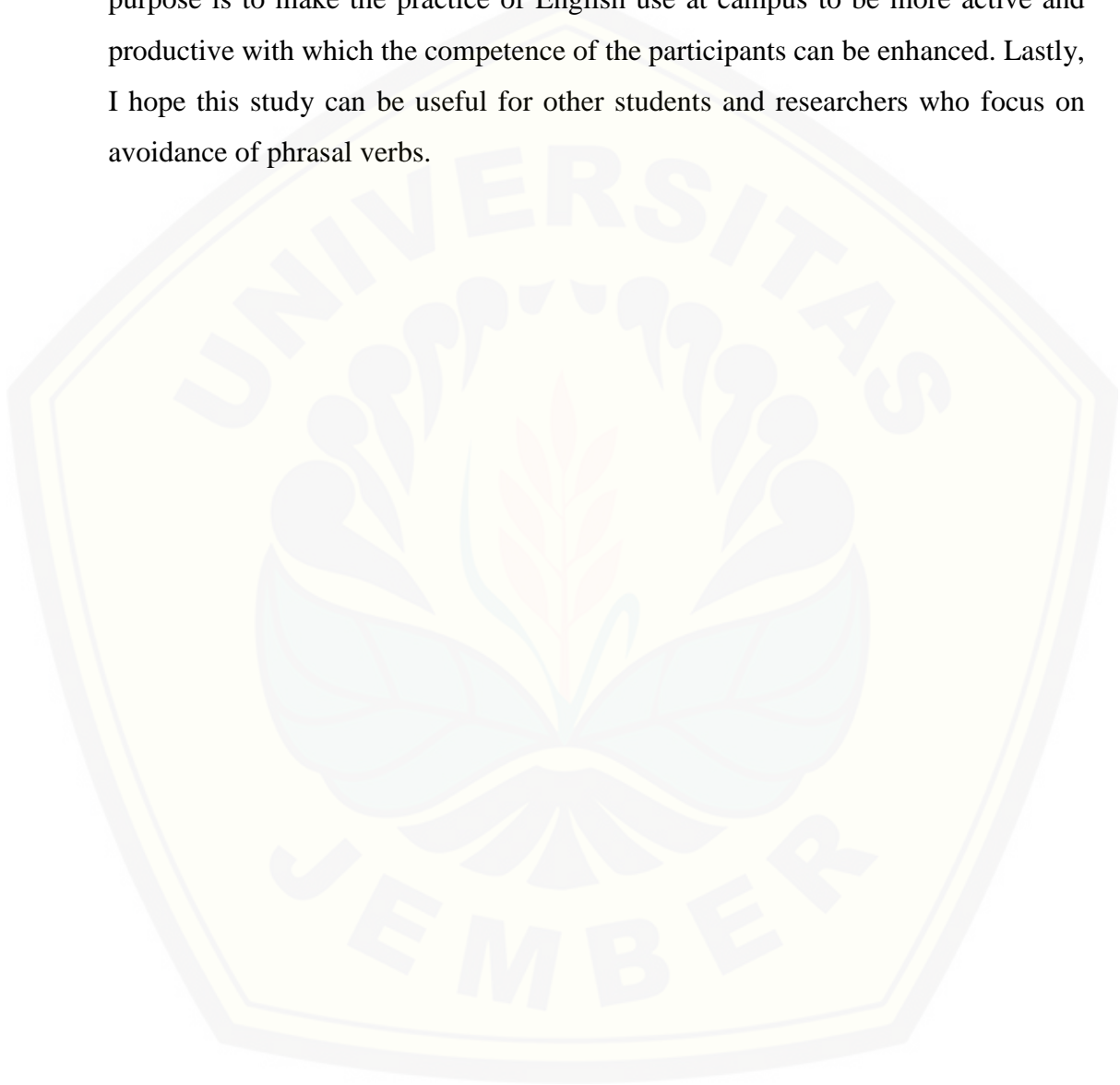
The next conclusion that this research draws is related to the reason of the participant in avoiding English phrasal verbs. There are some reasons why students avoid using some phrasal verbs such as the semantic complexity, structure complexity, unfamiliarity, unwillingness to use, fear of difficulty, habit/unusual, lack of knowledge and missing understanding. The most popular reason is they are not sure about the meaning (anxiety/fear of difficulty). The second reason is because of the complex structure of phrasal verbs and also the semantic complexity. The semantic complexity of phrasal verb (literal and figurative) influences the learners in using phrasal verbs. However, although the students in the present study have some knowledge of the target phrasal verbs and

single word equivalents, the results of the present study shows that there are some students who do not know and do not understand about some phrasal verbs. The avoidance is not only because of the difficulty of the meaning, but also a result of ignorance and incomplete knowledge. Furthermore, based on the interview some students, clarifies that the avoidance happen because the participants develop the habit of using one-word verbs, lack of knowledge about phrasal verbs, forget, they have known the phrasal verb but they do not understand, feel that vocabulary is not significant. Some are also influenced by their perspective toward the lecturers.

Furthermore, this study finds that there are some other reasons that influence the phrasal verbs avoidance based on each questions. There is difference reason in avoidance depending on the phrasal verbs. All students choose different answer. Some of them choose correct answer and incorrect answer, choose phrasal verb (both correct and incorrect phrasal verbs) and avoid phrasal verbs (both correct and incorrect one-word verbs). Each answer has different reasons. The students that choose one-word verbs dominantly because of they are uncertain about the meaning. When the phrasal verbs are about figurative phrasal verbs, most students avoid it because they do not understand about the meaning and some of them do not know about the meaning. In addition, several students pick wrong phrasal verbs because they also uncertain about the meaning. in other word, lack of knowledge becomes the reasons of the students doing avoidance.

Next, phrasal verbs avoidance dominantly gives negative impact for the learners in the learning process. Avoidance can reduce the quality of writing and speaking contents. Then, avoidance also causes the vocabulary to be limited and undeveloped. Limited vocabularies also influence the topic choice in the speaking and writing practice. However, some of the students feel that avoidance can be used as strategy in learning process to avoid error and to reduce feeling of fear (less confident) despite the fact that the students of English Departments of 2011/2012 and 2012/2013 academic years dominantly clearly understand literal phrasal verbs. It is proven by the percentage of the test results. However, some of the students think that avoidance of phrasal verbs gives no impact in learning process.

Lastly, this research is expected to give contribution to the understanding about avoidance of phrasal verbs. It can give contribution to solve the problems about the students' perspective about phrasal verbs and also can suggest the lecturers to help the learners to be confident in using phrasal verbs. The main purpose is to make the practice of English use at campus to be more active and productive with which the competence of the participants can be enhanced. Lastly, I hope this study can be useful for other students and researchers who focus on avoidance of phrasal verbs.



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APPENDICES

APPENDIX A. THE RESULT OF THE TEST

A.1 The Responses of the Students of 2012/2013 Academic Year on the Phrasal Verb Test

Item No.	Phrasal verb items and alternatives	N	E	Responses	
				Correct	In-correct
1	She _____ the book on the floor. A. puts down B. puts away C. lies D. removes	28 6 2 -	77.8% 16.7% 5.5% -	83.3%	16.7%
2	The army will _____ the rebellion soon. A. Ease B. Stop C. put off D. put down	1 23 10 2	2.8% 63.9% 27.8% 5.5%	69.4%	30.6%
3	He opens her suitcase and _____ all her clothes. A. Arranges B. Adds C. packs up D. packs in	1 - 10 25	2.8% - 27.8% 69.4%	72.2%	27.8%
4	You're coughing a lot. You should _____ smoking. A. pack in B. pack off C. continue D. stop	- 4 - 32	- 11.1% - 88.9%	88.9%	11.1%
5	She _____ her coat in my room. A. Finds B. Attaches C. hangs on D. hangs up	5 1 15 15	13.8% 2.8% 41.7% 41.7%	44.5%	55.5%
6	Maggie _____ the telephone when I said that I wouldn't be home until night. A. Ends B. Connects C. hangs out D. hangs up	23 - 12 1	63.9% - 33.3% 2.8%	66.7%	33.3%
7	The aeroplane _____ over France after			94.5%	5.5%

	the machine was malfunction.			
	A. came down	11	30.6%	
	B. came apart	2	5.5%	
	C. fell	23	63.9%	
	D. failed	-		
8	The town council has said that all these lovely and buildings have got to ____ by the end of the year.		63.9%	36.1%
	A. Collapse	12	33.3%	
	B. Grow	4	11.1%	
	C. come off	9	25%	
	D. come down	11	30.6%	
9	Please ____ the lights. The room is so dark.		100%	-
	A. turn on	36	100%	
	B. turn into	-		
	C. activate	-		
	D. close	-		
10	What made the dog suddenly ____ him after all these years? He is bleeding now.		88.9%	11.1%
	A. Praise	1	2.8%	
	B. Attack	28	77.8%	
	C. turn out	3	8.3%	
	D. turn on	4	11.1%	
11	Can I use your pen? I will ____ to you after the test.		100%	-
	A. give away	-		
	B. give back	16	44.4%	
	C. return	20	55.6%	
	D. throw	-		
12	You can trust John. He will never ____ her friend.		88.9%	11.1%
	A. Disappoint	17	47.2%	
	B. Satisfy	1	2.8%	
	C. let off	3	8.3%	
	D. let down	15	41.7%	
13	My sister will ____ tomorrow. Her new house is built in front of my house.		47.2%	52.8%
	A. leave	6	16.7%	
	B. transfer	2	5.5%	
	C. move in	15	41%	
	D. move on	13	36.1%	
14	“Did you hear about the bombing of the embassy in Nairobi?” “That was a disaster. Fortunately, there weren’t that many people in the building when the bomb ____.”		77.8%	22.8%

	A. went off	2	5.6%		
	B. went out	7	19.4%		
	C. exploded	26	72.2%		
	D. built	1	2.8%		
15	I'm trying to study, ____ and play in the backyard. You're so annoying.			91.7%	8.3%
	A. Arrive				
		1	2.8%		
	B. Leave	9	25%		
	C. go out	24	66.7%		
	D. go off	2	5.5%		
16	"Paul and John were fighting on the street. Paul didn't stop until John twisted his ankle and had to_____."			55.6%	44.4%
	A. give away	16	44.4%		
	B. give in	9	25%		
	C. surrender	11	30.6%		
	D. continue	-			
17	He's beginning to look more like his father as he_____.			100%	
	A. Stop	-			
	B. Rise	2	5.5%		
	C. grow up	34	94.5%		
	D. grow on	-			
18	Jane had a promise to come to my house, but she _____her promise.			97.2%	2.8%
	A. called off	7	19.4%		
	B. called out	1	2.8%		
	C. canceled	28	77.8%		
	D. fulfilled	-			
19	A: "I'm sorry I hurt you. I didn't mean to say those things. I was just angry." B: "Just_____. I don't want to see you for a while."			100%	
	A. go on	-			
	B. go away	25	69.4%		
	C. leave	11	30.6%		
	D. enter	-			
20	The police cars_____ the thief outside the door, so they could catch him.			88.9%	11.1%
	A. Stopped	23	63.9%		
	B. left	-			
	C. drew up	9	25%		
	D. drew on	4	11.1%		

n = The number of the students who choose the alternative

E = The percentage

A.2 The Responses of the Students of 2012/2013 Academic Year on the Phrasal Verb Test

Item No.	Phrasal verbs items and alternatives	N	E	Responses	
				correct	In-correct
1	She _____ the book on the floor.			88.5%	11.5%
	A. puts down	44	84.6%		
	B. puts away	6	11.5%		
	C. lies	2	3.9%		
	D. removes	-			
2	The army will _____ the rebellion soon.			65.4%	34.6%
	A. Ease	1	1.9%		
	B. Stop	26	50%		
	C. put off	17	32.7%		
	D. put down	8	15.4%		
3	He opens her suitcase and _____ all her clothes.			65.4%	34.6%
	A. Arranges	4	7.7%		
	B. Adds	-			
	C. pack up	18	34.6%		
	D. pack in	30	57.7%		
4	You're coughing a lot. You should _____ smoking.			86.5%	13.5%
	A. pack in	-			
	B. pack off	7	13.5%		
	C. continue	-			
	D. stop	45	86.5%		
5	She _____ her coat in my room.			53.8%	46.2%
	A. Finds	8	15.4%		
	B. Attaches	3	5.8%		
	C. hangs on	16	30.8%		
	D. hangs up	25	48%		
6	Maggie _____ the telephone when I said that I wouldn't be home until night.			53.8%	46.2%
	A. Ends	24	46.15%		
	B. Connects	-			
	C. hangs out	24	46.15%		
	D. hangs up	4	7.7%		
7	The aeroplane _____ over France after the machine was malfunction.			73.1%	26.9%
	A. came down	16	30.8%		

	B. came apart	9	17.3%		
	C. fell	22	42.3%		
	D. failed	5	9.6%		
8	The town council has said that all these lovely and buildings have got to ____ by the end of the year.			73%	27%
	A. Collapse	32	61.5%		
	B. Grow	4	7.7%		
	C. come off	10	19.3%		
	D. come down	6	11.5%		
9	Please ____ the lights. The room is so dark.			100%	
	A. turn on	52	100%		
	B. turn into				
	C. activate				
	D. close				
10	What made the dog suddenly _____ him after all these years? He is bleeding now.			96.2%	3.8%
	A. Praise	1	1.9%		
	B. Attack	48	92.3%		
	C. turn out	1	1.9%		
	D. turn on	2	3.9%		
11	Can I use your pen? I will ____ to you after the test.			100%	
	A. give away	-			
	B. give back	38	73.1%		
	C. return	14	26.9%		
	D. throw	-			
12	You can trust John. He will never ____ her friend.			88.4%	11.6%
	A. Disappoint	27	51.9%		
	B. Satisfy	2	3.9%		
	C. let off	4	7.7%		
	D. let down	19	36.5%		
13	My sister will _____ tomorrow. Her new house is built in front of my house.			38.5%	61.5%
	A. leave	11	21.1%		
	B. transfer	12	3.9%		
	C. move in	4	34.6%		
	D. move on	19	40.4%		
14	“Did you hear about the bombing of the embassy in Nairobi?” “That was a disaster. Fortunately, there weren’t that many people in the building when the bomb ____.”			94.2%	5.8%
	A. went off	14	26.9%		

	B. went out	3	5.8%		
	C. exploded	35	67.3%		
	D. built	-			
15	I'm trying to study, ____ and play in the backyard. You're so annoying.			96.4%	3.9%
	A. Arrive	-			
	B. Leave	6	11.5%		
	C. go out	44	84.6%		
	D. go off	2	3.9%		
16	Paul and John were fighting on the street. Paul didn't stop until John twisted his ankle and had to_____."			57.7%	42.3%
	A. give away	18	34.6%		
	B. give in	14	26.9%		
	C. surrender	16	30.8%		
	D. continue	4	7.7%		
17	He's beginning to look more like his father as he_____.			98.1%	1.9%
	A. Stop	-			
	B. Rise	1	1.9%		
	C. grow up	50	96.2%		
	D. grow on	1	1.9%		
18	Jane had a promise to come to my house, but she _____her promise.			92.3%	7.7%
	A. called off	9	17.3%		
	B. called out	4	7.7%		
	C. canceled	39	75%		
	D. fulfilled	-			
19	A: "I'm sorry I hurt you. I didn't mean to say those things. I was just angry." B: "Just_____. I don't want to see you for a while."			96.1%	3.9%
	A. go on	2	3.9%		
	B. go away	48	92.2%		
	C. leave	2	3.9%		
	D. enter	-			
20	The police cars_____ the thief outside the door, so they could catch him.			88.4%	11.6%
	A. stopped	38	73%		
	B. left	2	15.4%		
	C. drew up	8	15.4%		
	D. drew on	4	7.7%		

n = The number of the students who choose the alternative

E = The percentage

APPENDIX B. CONSENT FORM

B.1 Consent Form English Version

INFORMATION SHEET

You will be invited to participate in this research conducted by Christina Lusi Nur Farida (100110101070) entitled *Avoidance of the English Phrasal Verbs as a Strategy in Learning Process: A Case Study of the English Department Students of Faculty of Letters, Jember University 2011 and 2012 Academic Years*. The purpose of this research is to find out avoidance behavior of phrasal verbs related to the type of phrasal verbs. Moreover, this research is purposed to find out the impact of avoidance behavior in the learning process. In this research, you will be asked to fill the test and questionnaire. To fill the test, it should take 15 minutes that contains of 20 multiple choice questions and to fill the questionnaire it should take 5-10 minutes. The questionnaire consists of 7 questions, 5 number closed-questions and 2 number open-ended questions.

All of data like name, student number and telephone number will be asked to ease this research when there is information needed to collect the data. If you agree, you will add your name, student number, telephone number and signature and the researcher will ask time to collect the data according to the time and place that is agreed. Participation in this research is purely voluntary. The score of the test does not influence to your score in the class.

All data you provide such as name, student number and telephone number will be stored in a secure place.

CONSENT FORM

I have been informed and understand the purposes of the study. I have been given an opportunity to ask questions. I understand I can withdraw at any time without prejudice. Any information which might potentially identify me will not be used in published material.

I agree to participate in the study as outlined to me.

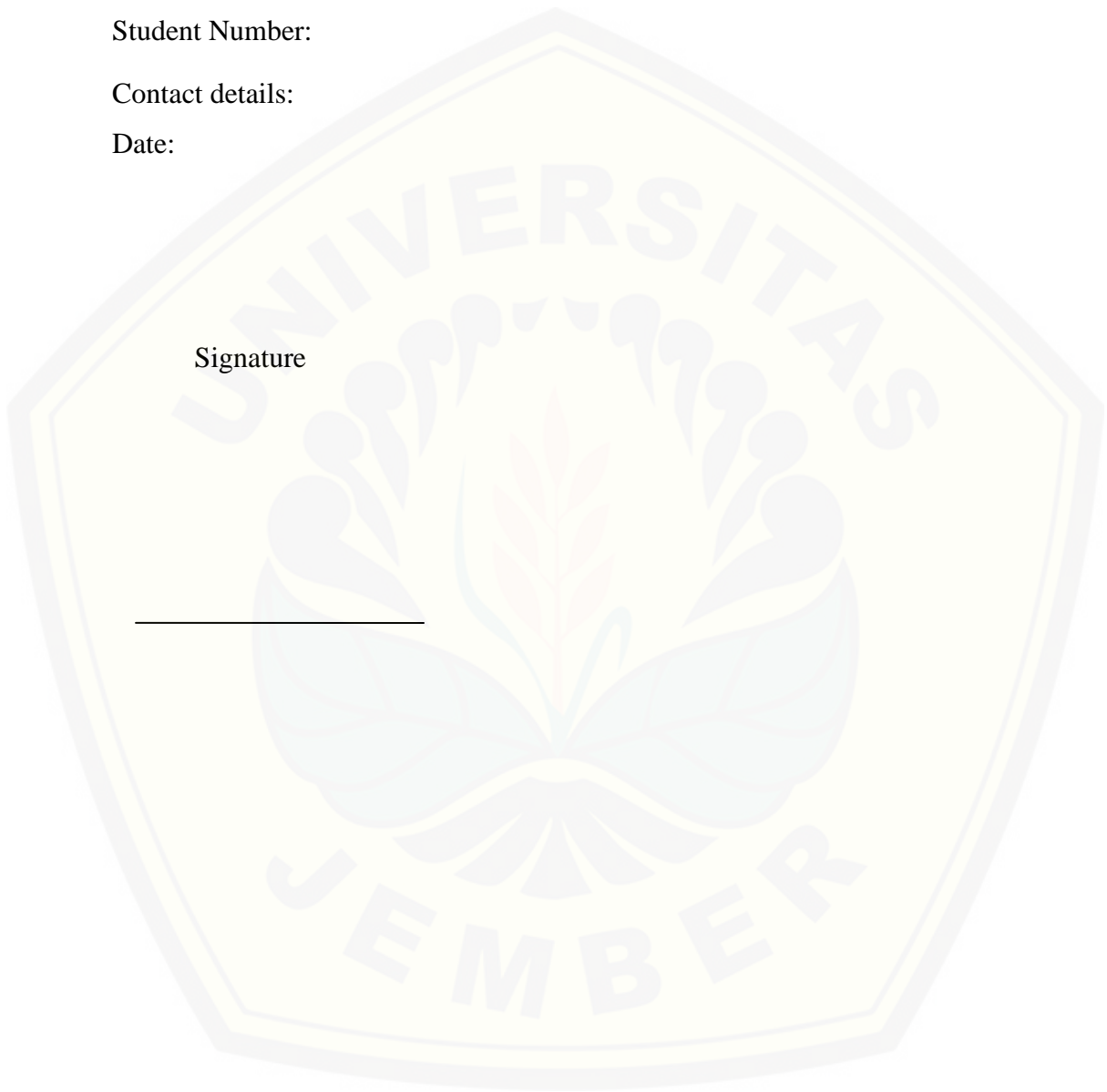
Name of participant:

Student Number:

Contact details:

Date:

Signature



B.2 Consent Form Indonesian Version

LEMBAR INFORMASI

Dengan formulir persetujuan ini, anda di undang untuk berpartisipasi dalam sebuah penelitian yang dilakukan oleh Christina Lusi Nur Farida (100110101070) dengan judul penelitian: *Avoidance of the English Phrasal Verbs as a Strategy in Learning Process: A Case Study of the English Department Students of Faculty of Letters, Jember University 2011 and 2012 Academic Years*. Tujuan dari penelitian ini adalah untuk mengetahui *avoidance behavior of phrasal verbs* (kebiasaan penghindaran unsur phrasal verbs dalam pembelajaran di kelas) yang dihubungkan juga dengan tipe-tipe *phrasal verbs*. Selain itu, penelitian ini ditujukan untuk mengeratui efek dari *avoidance behavior* di dalam proses pembelajaran para siswa. Dalam penelitian ini, partisipasi anda terdiri dari: Pengisian tes dan pengisian kuesioner. Pengisian tes membutuhkan waktu kurang lebih 15 menit yang berisi 20 soal pilihan ganda dan pengisian kuisisioner kurang lebih 5-10 menit. Kuisisioner terdiri dari 7 soal, 5 nomor closed-questions dan 2 nomor open-ended questions.

Dalam proses pengisian tes dan kuisisioner ada data seperti nama, NIM, dan nomor telepon yang akan diminta untuk mempermudah peneliti apabila ada hal-hal yang diperlukan untuk kepentingan pengumpulan data. Apabila anda setuju, nama, NIM, nomor telepon dan tanda tangan akan anda sertakan. Jika anda benar-benar menyetujui untuk menjadi partisipan, maka peneliti akan meminta waktu untuk mengambil data sesuai waktu dan tempat yang disetujui oleh kedua pihak. Keikutsertaan dalam penelitian ini bersifat sukarela (tidak ada paksaan). Nilai terhadap tes tidak berpengaruh terhadap nilai mata kuliah apapun dan semata-mata hanya untuk kepentingan penelitian ini.

Dalam proses pengisian tes dan kuisisioner, semua data yang anda isikan seperti nama, NIM, nomor telepon tidak di cantumkan dalam laporan (akan dirahasiakan identitasnya).

Continue

LEMBAR PERSETUJUAN

Saya sudah diinformasikan tentang tujuan penelitian ini dan saya mengerti. Saya sudah diberikan kesempatan untuk bertanya. Saya paham saya bisa menarik diri (dari penelitian ini) kapan pun tanpa kewajiban. Segala informasi yang mungkin berpotensi dapat mengenali saya tidak akan dicantumkan.

Saya setuju untuk ikut serta dalam penelitian ini seperti yang sudah dijelaskan.

Nama responden:

NIM:

Rincian kontak (No.HP):

Tanggal:

Tanda tangan

Appendix C. Test and Questionnaires

C.1 Questionnaires English Version

QUESTIONNAIRE

Complete this questionnaire depends on your personal perception.

1. Do you know about Phrasal Verb?
 Yes No
2. If you know about phrasal verb, do you often apply it in speaking or writing in the class?
 always rarely never
3. Phrasal verbs have synonym. Which do you often use when you are speaking/writing English in the class?
 phrasal verb synonym (one-word verb)
4. Do you ever choose using another words/phrasal verbs synonym/one-word verb beside phrasal verbs both in writing/speaking?
 always rarely never
5. When you choose to use other word, what do your reason?
 - a. The meaning is too different from Bahasa Indonesia
 - b. Complex structure
 - c. They have never known the terms before (never learned)
 - d. I know and understand it but unwilling to use
 - e. I am not sure about the phrasal verbs (anxiety/fear of difficulty)
 - f. Feel secure from error
 - g. (other reason).....
6. Does it have an impact when you use the synonym of phrasal verbs?
 yes no
7. If any, what is the impact?
 - a. Avoid an error production
 - b. Fear/worry of difficulties and avoid error (playing safe strategy)
 - c. Avoidance can reduce the quality of writing and speaking contents because the use of limited vocabulary and have not reached high proficiency level
 - d. There is no vocabulary development
 - e. Limited topics of writing and spoken (there is no variation topics) because of limited vocabulary.
 - f. other.....

C.2 Questionnaires Indonesian Version

QUESTIONNAIRE

Jawablah pertanyaan di bawah ini sesuai dengan pendapat anda.

1. Apakah anda mengetahui tentang Phrasal Verb?
 - Ya
 - Tidak
2. Jika anda mengetahui phrasal verb, apakah anda sering mengaplikasikannya dalam speaking ataupun writing didalam kelas?
 - Selalu
 - Jarang
 - Tidak pernah
3. Phrasal verbs memiliki sinonim (persamaan arti kata). Manakah yang sering anda gunakan saat menulis/berbicara dalam Bahasa Inggris di dalam kelas?
 - Phrasal verb
 - persamaan arti katanya (one-word verb)
4. Apakah anda pernah memilih menggunakan kata lain/verb lain/one-word verb selain phrasal verb baik dalam writing/speaking?
 - Selalu
 - Jarang
 - Tidak pernah
5. Ketika anda memilih untuk tidak menggunakan phrasal verb, apa alasan anda?
 - h. karena arti kata berbeda jauh dari Bahasa Indonesia
 - i. struktur kata yang complex (sehingga sulit dipahami)
 - j. belum pernah mengetahui atau tidak paham
 - k. tahu dan mengerti tapi tidak ingin memakainya
 - l. tidak yakin dengan jawaban jika menggunakan phrasal verbs (takut salah/tiak percaya diri).
 - m. tidak memakai supaya lebih aman (terjamin kebenarannya)
 - n. (alasan lain).....
6. Apakah ada pengaruh ketika anda memilih untuk tidak menggunakan phrasal verb?
 - Ada
 - tidak
7. Jika ada, apa pengaruhnya?
 - g. Menghindari kesalahan/error yang terjadi dalam hasil writing dan speaking.
 - h. Mengurangi ketakutan karena kesulitan arti dari phrasal verbs (bermain aman).
 - i. Mengurangi bobot dari hasil writing dan speaking anda (kemampuan writing dan speaking anda) karena penggunaan vocabulary yang

terbatas/kurang bervariasi sehingga belum mampu mencapai writing dan speaking proficiency level yang tinggi.

- j. Vocabulary tidak bisa berkembang karena tidak mau mencoba menggunakan phrasal verbs sehingga writing dan speaking performance tidak berkembang.
- k. Hasil writing dan speaking menjadi kurang efektif dan efisien karena penggunaan phrasal verb yang sangat sedikit atau bahkan tidak pernah.
- l. Alasan lain.....



C.3 Test

Please read the following sentences and choose the verb. Mark (X) A, B, C or D for option that best fits the contexts.

1. She _____ the book on the floor.
A. puts down B. puts away C. lays D. removes
2. The army will _____ the rebellion soon.
A. ease B. stop C. put away D. put down
3. He opens her suitcase and _____ all her clothes.
A. arrange B. add C. pack up D. pack in
4. You're coughing a lot. You should _____ smoking.
A. pack in B. pack up C. continue D. stop
5. She _____ her coat in my room.
A. finds B. attaches C. hangs on D. hangs up
6. Maggie _____ the telephone when I said that I wouldn't be home until night.
A. ends B. connects C. hangs up D. hangs out
7. The aeroplane _____ over France after the machine was malfunction.
A. came down B. came across C. fell D. failed
8. The town council has said that all these lovely and buildings have got to _____ by the end of the year.
A. collapse B. grow C. come across D. come down
9. Please _____ the lights. The room is so dark.
A. turn on B. turn up C. activate D. close
10. What made the dog suddenly _____ him after all these years? He is bleeding now.
A. praise B. attack C. turn up D. turn on
11. Can I use your pen? I will _____ to you after the test.
A. give away B. give back C. return D. throw
12. You can trust John. He will never _____ her friend.
A. disappoint B. satisfy C. let off D. let down
13. Our new neighbors will _____ in front of our house tomorrow.
A. leave B. transfer C. move out D. move in

14. "Did you hear about the bombing of the embassy in Nairobi?"
"That was a disaster. Fortunately, there weren't that many people in the building when the bomb ____."
A. went off B. went out C. exploded D. built
15. I'm trying to study, ____ and play in the backyard. You're so annoying.
A. arrive B. leave C. go out D. go off
16. Paul and John were fighting on the street. Paul didn't stop until John twisted his ankle and had to ____."
A. give off B. give in C. surrender D. continue
17. He's beginning to look more like his father as he ____.
A. stop B. rise C. grow up D. grow on
18. Jane had a promise to come to my house, but she ____ her promise.
A. called off B. called up C. cancelled D. fulfilled
19. A: "I'm sorry I hurt you. I didn't mean to say those things. I was just angry."
B: "Just _____. I don't want to see you for a while."
A. go round B. go away C. leave D. enter
20. The police cars ____ the thief outside the door, so they could catch him.
A. stopped B. left C. drew up D. drew out

C.4 Second Questionnaire

Berilah tanda (√) sesuai dengan alasan anda.

1. Pada soal nomor 1, mengapa anda tidak memilih kata *put down* sebagai jawaban anda?
(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).
 Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami
2. Pada soal nomor 2, mengapa anda tidak memilih kata *put down* sebagai jawaban anda?
(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).
 Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami
3. Pada soal nomor 3, mengapa anda tidak memilih kata *pack in* sebagai jawaban anda?
(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).
 Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami
4. Pada soal nomor 4, mengapa anda tidak memilih kata *pack in* sebagai jawaban anda?
(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).
 Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami
5. Pada soal nomor 5, mengapa anda tidak memilih kata *hang up* sebagai jawaban anda?
(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).
 Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami
6. Pada soal nomor 6, mengapa anda tidak memilih kata *hang up* sebagai jawaban anda?
(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).
 Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami
7. Pada soal nomor 7, mengapa anda tidak memilih kata *came down* sebagai jawaban anda?
(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).
 Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

8. Pada soal nomor 8, mengapa anda tidak memilih kata *came down* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

9. Pada soal nomor 9, mengapa anda tidak memilih kata *turn on* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

10. Pada soal nomor 10, mengapa anda tidak memilih kata *turn on* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

11. Pada soal nomor 11, mengapa anda tidak memilih kata *give back* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

12. Pada soal nomor 12, mengapa anda tidak memilih kata *let down* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

13. Pada soal nomor 13, mengapa anda tidak memilih kata *move in* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

14. Pada soal nomor 14, mengapa anda tidak memilih kata *went off* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

15. Pada soal nomor 15, mengapa anda tidak memilih kata *go out* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

16. Pada soal nomor 16, mengapa anda tidak memilih kata *give in* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

17. Pada soal nomor 17, mengapa anda tidak memilih kata *grow up* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

18. Pada soal nomor 18, mengapa anda tidak memilih kata *called off* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

19. Pada soal nomor 19, mengapa anda tidak memilih kata *go away* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami

20. Pada soal nomor 20, mengapa anda tidak memilih kata *drew up* sebagai jawaban anda?

(kosongkan jawaban apabila anda telah menjawab dengan kata tersebut).

- Tidak mengetahui tidak ingin memilih ragu itu benar/tidak
 tidak memahami meski sudah memahami