

MEANING OF PHRASAL VERBS

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1. Setiap orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam pasal 9 ayat (1) huruf i untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk penggunaan secara komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
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FOREWORD

Typologically, English belongs to the West Germanic languages, a branch of the Indo-Aryan languages. By syntax, English has its own unit language as said, phrase, clause, and sentence. So also in a way categorical, English has word classes in the form of nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

Verb is one of syntax categories which its presence has a very important role in sentence structure. In sentence construction in English, verbs are one of the elements that must be present. Functionally, English verbs always function as predicates in a sentence. Verbs are often defined as words that indicate the action the subject performs or current situation.

Sadly, importance position verb in language this English language is not followed by adequate discussion, especially in book form. So, students, researchers, and language observers may experience difficulties in getting adequate references, especially regarding discussions about verbs in English. Writing this book can at least be an important reference regarding the theme of verbs in English.

The author admits that the existence of books about verbs is not sufficient enough. However, the description still spelled out shallow and not deep enough. This book entitled *Phrasal Verb* is written for filling in the blank space related to the lack of in-depth discussion regarding verbs in English. The in-depth discussion in this book is at least demonstrated by the special description of the phrasal verb with the particle *through* in *the British National Corpus*. So, according to the author, this is what makes this book more in-depth and specific.

It is hoped that the publication of this book will foster attitudes positive for readers to describe and study the meaning of phrasal verbs using particles other than through which are found in the British National Corpus.

This book consists of six interrelated chapters. The first chapter provides an overview of phrasal verbs. The second chapter understands phrasal verbs and their meanings. The final third chapter is the conclusion.

Finally, the author would like to express his deepest gratitude to all parties who have contributed directly or indirectly to the process of writing the book. This. More specifically to UBB press, the author feels very grateful for being willing to publish this work. Hopefully the publication of this book will provide benefits for the development of science. Happy reading!

September 2024

Writer

LIST OF ABBREVIATION

Abbreviation of Terms

Art.	= Article
Aux.	= Auxiliary (say help)
Adv.	= Adverb
Adj.	= Adjective
F.P	= Phrase Preposition
Inf.	= Infinitive
conj.	= Conjunction
neg.	= Negative
N	= Noun
O	= Object
O ₁	= Object ₁
O ₂	= Object ₂
Prt.	= Particle
Pre.	= Preposition
Pro.	= Pronouns
Rail.	= Relatively
S	= Subject
V	= Verb

Reference Abbreviations

MO	= <i>MacMilan On line</i>
MWO	= <i>Merriam-Webster On line</i>
TFDO	= <i>The Free Dictionary On line</i>

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CHAPTER I

INTRODUCTION

A. Introduction of Phrasal Verb

Language is basically something that is unique to humans. Each language has its own linguistic system or grammatical rules that every speaker must learn to create a language that is good and grammatically correct. Language develops according to the development of life man. By descriptive, structure language varies depending on the language typology that applies in each speaking community. These structural differences become benchmarks that can be used to determine whether a language is a language part from language other in a way historical (Brown: 2007) or structurally, languages in the world vary from one language to another, but have similarities in matters relating to the universal nature of language.

Typologically, English belongs to the West Germanic languages, a branch of the Indo-Aryan languages. By syntactic, language English own unit language as said, phrase, clause, and sentence. So also in a way categorical, English has word classes in the form of nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

Verb is the one category of syntax which its presence has a very important role in sentence structure. In English sentence construction, the verb is one elements that must be present. Functionally, English verbs are always predicates in a sentence. Verbs are often defined as words that indicate the action the subject performs or current situation. Klammer (2000: 68) defines verbs semantically as " *express action* " words, namely words that indicate an action such as *sit*, *speak*, *read*, and *write*, states as in the sentence *The cat **lay** before the fire* 'That cat lying down in front fire', and condition (*conditions*) on sentence *The house **remained** unlocked over the weekend* 'The house remained unlocked over the weekend'.

Syntactically, the position of the verb is in the middle of a sentence and is the most important element. This is in line with what was stated by Quirk *et al.* (1985: 50) that:

“the verb element (V) is the most ‘central’ element in that (i) its position is normally medial rather than initial or final; (ii) it is normally obligatory; (iii) it cannot normally be moved to a different position in the clause; and (iv) it helps to determine what other elements must occur.”

Based on opinion the, verb is the central element of a sentence or clause which positionally cannot be moved to another position, as can be seen in sentences (1) and (2) below:

1. I **poured** a cup of coffee.
2. I a cup **poured** of coffee.

In sentence (1) the verb is in the position after the subject which explains the subject element, while sentence (2) cannot be grammatically acceptable because the verb element does not explain the subject of the sentence.

Furthermore, Quirk, *et al.* (1999: 358) explains that verbs can be divided into *main verbs* and *auxiliary verbs*. *Main verbs* are understood as verbs that have a subject and can also stand as the subject of *an independent clause*. *Main verbs* can also be said to be the main verb in a sentence which explains the form of the sentence itself, whether it is present, past, and future. Main verbs can be singular or plural. Auxiliary verbs are verbs that have the ability to modify meaning from a verb. It occurs before the main verb. In English, these verbs are divided into two, namely primary verbs and modal verbs which function as auxiliary verbs.

Verbs can be expanded by adding certain elements, but the results of this expansion are still at the same syntactic level. The extended form of the verb is still fixed are at the same syntactic

level called phrasal verbs. In Indonesian the term phrasal verbs has not been found to be equivalent, so in this book the term phrasal verbs is translated into Indonesian to become phrasal verbs which is based on the form of conversion of phrasal words into phrases. Quirk, *et al.* (1999: 407) reveals that phrasal verbs are verbs that are followed by adverbial particles. The same opinion is explained by Wyatt (2006: 3) and McCarthy and O'Dell (2007: 6) phrasal verbs are verbs that contain a verb and a particle, like: *make up, give in, look after, look up, and pass through*. Phrasal verbs consist of a main verb, usually a movement verb such as *go, put, take*, and one or more particles. Particles can be adverbs, prepositions, or words that can act as both adverbs and prepositions.

In English, phrasal verbs are expressions that indicate action—such as *turn down* or *run into* (run). Term this applies for two or three different, but related constructions: Verb and particle and/or preposition together form one semantic whole. Semantically, phrasal verbs can take the form of concrete actions *with* concrete meanings and abstract meanings (McCarthy & O'Dell, 2007: 8).

Example:

1. *I **gave** my essay **in** yesterday.*
2. *Her parents finally **gave in** and let her go **to the** party*

Example sentence (1) uses the phrasal verb *give in* with a literal meaning which has the same meaning as the meaning of the main verb, namely *give*, while example sentence (2) uses the phrasal verb *give in* but has a metaphorical meaning, namely 'give up' because the phrasal verb does not have similarity to the main verb.

If you pay closer attention, the use of phrasal verbs in sentences is not the same. For example, research conducted by Machonis (2009) tested 300 phrasal verbs in English that use the particle *up*. According to Machonis (2009), there are phrasal

verbs which does not have the same meaning without the particle and must be included in the grammar lexicon of idiomatic expressions, for example **break up** the audience which means *cause of laugh* (make visitors laugh). Study Machonist about phrasal verb just adding element aspectual verb main, and use particles are analyzed as elements of the main verb. Despite this meaning difficult For characterized, generally phrasal verb meaningful idioms such as showing direction (**ride up** the elevator), completion (**open up** the store), intensity (**hype up** the book), or a combination (**polish up** the silverware, completion and intensity). Machonist research on phrasal verbs is a combination of verbs and particle because these two elements have a different meaning from their lexical meaning.

In addition to the *up particles* used in the Machonis research above there are many other particles used in forming phrasal verbs such as particles: *aboard, about, above, across, along, alongside, around, before, behind, below, beneath, besides, between, beyond, by, down, in, inside, less, near, off, through*. The study in this book will focus on the use of the *through particle* in English phrasal verbs. There are several things related to the problem of syntax and semantics of phrasal verbs with the particle *through* in English which attract the attention of the writer to study more deeply the phrasal verbs with the particle *through* considering that the *through particle* is a type of particle whose use is still rarely discussed in English sentences. The phrasal verb with the particle *through* has several variations in meaning, as in the example sentence below:

1. I don't think they have really **thought**.
2. I will **put** you **through** to Mr. Smith.

In sentence (1), the particle *through* combines with the verb *thought* (*think*) to form the phrasal verb *think through* which means

to finish. On phrasal verb this particle *through* own the meaning of the completion of an activity from beginning to end (completion of an activity from beginning until end). Will but, on sentence (2) the *through* particle has a different meaning. The *through* particle which joins the verb *put* has the meaning *connected*. In this sentence, the *through* particle has its own special feature because it is only used in telephone communications.

The objects used in the discussion regarding phrasal verbs with the particle *through* are taken from the British National Corpus. This corpus data is used because the data is arranged systematically and is easily accessible digitally. This data is used in descriptive linguistics and applied linguistics, such as for compiling dictionaries. The data used actually comes from usage which wide and spared from use subjective. Corpus data has a wide variety of sentence constructions and comes from various data sources, both verbally expressed through written language and writings originating from newspapers, magazines, novels, and so on.

The writing of this book is based on the fact that the study of English phrasal verbs is still inadequate. Indeed, quite a lot of studies have been found on these phrasal verbs. However, studies on it are still quite shallow. There has been no in-depth study, especially semantically. This is it at least which become background behind writing book. This book examines the types of meaning produced by the phrasal verb with the particle *through* in English. Through the explanations in this book, it is hoped that you will be able to see the characteristics of the phrasal verb with the particle *through* based on its meaning.

The writing of this book is focused on the semantics of phrasal verbs with the *through* particle taken from sentences contained in the British National Corpus. Any question principal

which discussed in book This. What meanings are produced by the phrasal verb with the particle *through*?

B. Weight And Relevance Book

Studies about phrasal verb has lots done, however, there has been no study regarding the phrasal verb with the particle *through* discuss in a way comprehensive and comprehensive. Through the studies in this book the author will formulate and explain and interpret these phrasal verbs based on semantics. The studies in this book relate to semantics, like the meaning of each category and the meaning of sentences in each unit are formulated and explained. This is at least the weight or advantage of this book.

Academically, of course this study is very relevant. Because the studies in this book can increase scientific insight, especially in the field of linguistics which discusses phrasal verbs with the particle *through*. In addition, it is hoped that this study can complement linguistic research in Indonesia for language students and observers. It is also hoped that this book will be a useful product for public generally and knowledge language that alone which later it can produce textbooks that will automatically have a selling value, the selling value will bring its own benefits to researchers and make researchers even more motivated to be more creative in create something ie add study scientific regarding phrasal verbs with the *through particle*, especially in the field of semantics, as well as adding to the wealth of data both for Indonesian and world linguistics, useful for the development of science related to research objects, useful for various parties who need it.

Practically, this book is expected to be useful in acquiring rules regarding phrasal verbs with the particle *through*. The results

of this study strengthen existing theories and add to the results of the study of the phrasal verb with the particle *through*. Apart from that, it is hoped that the results of the study in this book will complement the existing literature on phrasal verbs.

C. Theoretical Framework

A book needs a theoretical framework. A theoretical framework is not study theory, framework theory is statement each problem will be handled using what and who theory and what year. In other words, a theoretical framework is like knife surgery which used in a book. Framework this theory was produced from theoretical studies which became research concepts (Djajasudarma 2016). In a scientific paper the theoretical framework is matter which very important, because in framework theory it will contain relevant theories in explaining the problem. Then this theoretical framework is used as a theoretical basis or rationale. Because of this, it is very important for a writer to develop a theoretical framework that contains the main points of thought that will describe the angle from which a problem will be highlighted. Likewise with books about phrasal verbs with the particle *through*.

The study in this book focuses on the use of the phrasal verb with the particle *through*. Phrasal verbs according to Jackendoff in Olson (2014: 12) are main verbs with *homophonous particles* (one of two or more words that are pronounced the same but differ in meaning or derivation or spelling) with English prepositions. The particle used in phrasal verbs is not a preposition, although it resembles one in appearance. Phrasal verbs may differ significantly from verbs when there is no accompanying particle. (Huddleston: 1984). As an example: *You **get through** to someone.*

The study in this book uses theories from several experts

relating to phrasal verbs with the particle *through*. The theory of phrasal verbs with *the through particle* used in this book includes the theory put forward by Chalker (1984), Quirk, *et al.* (1985), Allsop (1990), Jacobs (1993), Biber *et al.* (1999), Klammer, Schulz, and, Volpe (2000), Miller (2002), Huddleston & Pullum (2002), Leech and Svartvik (2013), while to analyze the semantic behavior of phrasal verbs with the particle *through* using the theory of McManis, Stollenwerk, and Sheng (1987), Allsop (1990), McCarthy and O'Dell (2007) and Djajasudarma (2013).

D. Methodology

The writing of this book was developed from scientific studies the author has ever done. The study is based on characteristics of qualitative research. Study methods in this book is no different from a method in research which is intended as a way of approaching, observing, analyzing, and explaining a phenomenon. Method is also mentioned as a systematic way of working in carrying out an activity to achieve a goal, related to the reasoning that applies in a research. Reasoning with an understanding of analytical logical thinking, through inductive and deductive means. Inductive reasoning is used to draw conclusions from specific to general things, the opposite is reasoning deductive started from things which general to special. (Djajasudarma & Citraresmana, 2016: 2). Science has objects that can be studied systematically. A system is an arrangement that functions and moves. Language as an object of *linguistics* (language science) can be determined by a system, especially for symbolic ones, but according to the function of language, there are also language objects cannot be universally established.

The object is a rule if the function of the language is symbolic,

whereas for language that is non-symbolic as a result of the affective and/or emotive function is an exception in the grammar of a language. The study method (analysis) is a systematic way of working in language research starting from data collected descriptively based on linguistics. The study method provides how data is sorted and/or classified based on approach theory which used or characteristic features scientific from data collected. The study method is the core of scientific work in providing research data on a language. (Djasudarma & Citraresmana, 2016: 45).

The study of the phrasal verb with the particle *through* in this book uses a descriptive qualitative method (in understanding photographing the data as it is). Descriptive research is research that attempts to describe a symptom, event, incident that is happening now. Descriptive research focuses attention on actual problems as they exist at the time the research takes place. Through this descriptive study, the author tries to describe events and happenings that are the center of attention without giving special treatment to these events. Variable which researched can single (one variable) there can also be more than one variable.

The theme raised in this book is a linguistic study which aims to describe and study linguistic phenomena (linguistics), from a semantic perspective. Qualitative methods are procedures that produce descriptive data in the form of written and/or verbal data, both field data (library and/or field).

Qualitative methods are considered a tradition in social science which fundamentally relies on human observation in their own region and relating to that community through language, including terminology (Kirk & Miller: 1986) in (Djasudarma & Citraresmana, 18: 2016).

In a scientific study, data is needed. This book itself uses

descriptive data which is an illustration characteristics of the data accurately align with intermediate qualitative methods another natural characteristic-descriptive data in the sense of photographing the data as it is, for the sake of accuracy the data is collected numerically (numbered sort), thereby also in sorting, no there may be missing data, sorted according to the characteristics/rules of the data itself. The linguistic data source is taken from *the British National Corpus*.

Data about phrasal verb particulate *through* will categorized based on semantics into tabular form so that it can be seen clearly and can be quantified into frequencies and percentages.

Method which used in study this is method descriptive qualitative. Linguists in the 1940s and 1950s, (Brown, 2007: 9) explained that the descriptive qualitative method was the idea of that language can dismantled become pieces or these small units can be scientifically described, contrasted, and arranged again become form which intact. Method This explains that the study carried out is based on existing facts. The studies in this book use distributional study methods. The use of this method is based on the consideration that each language element is related to each other to form a coherent whole (Djasudarma, 1993: 60).

The distributional method is carried out by looking at the characteristics of phrasal verbs with the *through particle*. According to Djasudarma (1993: 62) there are seven analysis techniques in distributional techniques, namely deletion, substitution, intrusion, expansion, permutation, repetition, and paraphrase. Method distributional use tool decider in language which researched. Method *distributional* this in line with study descriptive in form behavior data. Research data found through matching can be studied based on *distributional methods*.

In the process of analyzing the data in this study, data in the form of phrasal verbs with the particle *through* were collected using the listening method, note-taking and identification techniques and then the meaning was searched based on a dictionary. The lexical meaning of the phrasal verb with the particle *through* is obtained from the *Chambers English Dictionary Of Phrasal Verbs* (Cullen & Sargeant, 1996), *Macmillan Online dictionary* (MO, 2017), *Merriam-Webster Online dictionary* (MWO, 2017), and *Farlex- The Free Dictionary Online* (TFDO, 2018).

The dictionary used *online* is accessed via the *www* site. *macmillandictionary.com*, *www.merriam-webster.com*, and *www.thefreedictionary.com* is used as a reference in the form dictionary online which the update more complete and faster than printed form. To find references for equivalent words in Indonesian, use the English-Indonesian dictionary by Jhon M Echols and Hasan Sadily. Meanwhile, to see the suitability of the meaning with the context of the sentence in the equivalent language Indonesia use Dictionary Big Indonesia Edition Fifth (KBBI V).

At the data analysis stage, several data processes are carried out in accordance with the main problems discussed in the book This. In the first subject, the basic technique for direct elements is carried out to divide phrasal verb units into the form of classification of phrasal verb types. After carrying out the basic direct element techniques, here are several steps that can be taken.

1. Describe the syntactic behavior of the phrasal verb with the particle *through* to examine what semantic elements can accompany the phrasal verb with the particle *through*.
2. Analyzing the syntactic behavior of particle phrasal verbs *through* using the *agih* method, which is a method for analyzing data whose determining tool is actually part of the

language. The determining tool in the working framework of the agih method is always a part or element of the language of the research target object itself, such as words (denial words, prepositions, adverbs), clauses, word syllables, pitch, and others (Sudaryanto, 2015: 59).

Like example following:

<u>She</u>	<u>looked through</u>	<u>me.</u>
S	V	O

In connection with the main problem which is the focus of this book's discussion regarding the meaning of the phrasal verb with the particle *through*, after carrying out the basic techniques for direct elements, several steps are then taken, including:

1. look for meaning lexical phrasal verb particulate *through* in dictionary;
2. *the through* particle which is connected to the meaning of the verb in the phrasal verb; And
3. grouping the general meaning of the *through particle* from each type of phrasal verb.

Looking at the example in the sentence above, the phrasal verb *look through* has the lexical meaning *ignore*. In meaning, *the through* particle in this phrasal verb has the meaning of a fast movement activity, glancing at it and returning to its original position.

Based on what has been described above, the real step in the following study is data collection started with gather data as much Possible, is phrasal verbs with the particle *through* after being collected are then separated based on different verbs and classified according to the required data and recorded. After collection data, furthermore data analyzed with how to match the meaning of sentences that contain meanings that are different

from the original meaning and can be searched for synonyms.

The data sources studied in this book come from English variety write. Election data write done with following considerations according to Alwi in Sobarna (1992: 25) that: (1) written data shows more consistent characteristics than spoken language, both in the use of sentence and word structures, (2) the level of interference from Indonesian or foreign languages in written data is much lower than spoken data, and (3) written variety language data is closer to the standard level than variety language data oral. Language English which chosen is variety language neutral.

Superiority variety write in matter this looks on a number of written works that must go through review, assessment and editing before being published. For the purposes of the study in this book, the variety of written language taken as data is phrasal verbs in the linguistic corpus of The British National Corpus.

Data was taken on September 22 2014. Data from *the British National Corpus* was taken because this corpus has a greater variety of sentence constructions compared to other data banks. In addition, corpus data is international and can be accessed by readers all over the world, especially language researchers.

E. Novelty

Studies on phrasal verbs, especially in English, have been carried out in several fields of study. However, at home and abroad, studies on phrasal verbs with the particle *through* have never been carried out, only briefly discussed only use particle other like use particle *up* work Mchonis (2009). From a number of reference which read, a phrasal verb that has been studied in semantics and linguistics applied. Study about phrasal verb lots done in the 2000s.

However, semantically, theories regarding phrasal verbs have existed before.

The study of phrasal verbs in the field of semantics is generally associated with the use of meaning. Research with semantic studies regarding verbs phrasal has done by Machonist (2009), Rodriguez (2012), and Olson (2013). The results of research on phrasal verbs generally show changes in construction, type of verb and changes in meaning, such as research conducted by Machonis (2009) who tested 300 phrasal verbs in English using particle *up*. According to Machonist (2009), there are phrasal verbs which does not have the same meaning without the particle and must be included in the grammar lexicon of idiomatic expressions, for example ***break up*** *the audience* which means 'cause of laugh' (make visitors laugh). Study Machonist about phrasal verb only adds aspectual elements to the main verb, and the use of particles is analyzed as an element of the main verb. Although this meaning is difficult to characterize, it generally indicates a direction such as (***ride up*** *the elevator*), completion (***open up*** *the store*), intensity (***hype up*** *the book*), or a combination (***polish up*** *the silverware, completion and intensity*). Machonist research on phrasal verbs is a combination of verbs and particles because these two elements have meaning that is different from its lexical meaning.

Phrasal verbs are formed from verbs and particles, related to phrasal verbs, Rodriguez (2012) in his research analyzed the semantic components of English phrasal verbs, namely lexical combinations of phrasal verbs and particles that function semantically and syntax as one unit. According to Rodriguez, phrasal verbs have developed *non-transparent meanings* or not true meanings, including a number of form metaphor, addition aspectual particles, reduction, creation, new combinations and

changes in the real world.

The next research is Olson's (2013) research on phrasal verbs which is very interesting, including the word order variations that occur with English verbs. It's not just a matter of inclination speaker, but alternation order say and the lack of alternation occurs due to certain semantic and syntactic circumstances. Substitutions serve to mark the verb as a result more explicitly than in the standard order. The lack of word alternation with inseparable phrasal verbs occurs because these verb particles function as both adverbial particles and prepositions. If this analysis is successful, both semantic and syntactic must be considered, in conjunction with each other, without one or the other, and without the ability to include both in the analysis. The theory used is *grammar construction theory*. According to him, the theory used in the analysis is very important in creating this work. Construction *grammar* attempts to combine syntax and semantics in the same framework. Whatever else is lacking, especially regarding semantics, Olson offers enough of a framework that semantics cannot be ignored if one is to actually work on this theory. The research is structured in two parts, namely background and description, followed by analysis. Olson's goal in dividing research into two is to create a clear delineation between the necessary background information and the analysis itself.

An overview of English phrasal verbs provides a description of the verb from a linguistic perspective, involving verb morphology and syntax as well as a brief historical and semantic description. Olson compared more in-depth descriptions of two major works on English verbs that greatly influenced his research, namely the works of Bolinger (1971) and Gorfach (2003).

Olson also analyzes English phrasal verbs using *grammatical* constructions, followed by several remaining questions. Analysis of

early *grammatical* constructions does not provide a real answer to the question why some phrasal verbs are separable and others are not. Superficially, the construction is the same. However, when analyzed in light of the possibility that these particles may have different roles, and as a result may be embedded in different ways, both in the verb and in the syntax, the reasons for the difference between separable and inseparable phrasal verbs become clearer. The studies in this book have provided several answers to the focus of the problem as stated at the beginning, why verbs phrasal used with method certain and no done on people other, will but no give rise to question other. While Olson chose to use construction grammar for his primary analysis, his research was heavily influenced by linguists working in other theories, regarding grammar and descriptive linguistics in particular, and without the researcher's insight, Olson might have come to a different conclusion regarding the differences between integral phrasal verbs and inseparable.

Although construction grammar attempts to provide a balance between syntax and semantics, allowing insights from other theories is helpful in explaining some of the semantics at work in English verbs. From his research, Olsun has tried to use semantics by understanding phrasal verbs, which is influenced by Wierzbicka's (1988: 1) statement that "Nothing is so easily ignored, or so easily forgotten, as the most obvious truth. The principle that language is a tool for expressing meaning is a case in point". Olson expressed Wierzbicka's semantic theory, according to him the sentiment that Wierzbicka expressed regarding meaning very important. On finally, language intended to reveal its meaning and research to explain some nuances meaning which more difficult for *parse* (decomposition).

At the start of his research, Wierzbicka intended to provide a better understanding of how English phrasal verbs work contain depth meaning Which No easy ignored, temporarily on moment Which The same give analysis Phrasal Verb which is more comprehensive in *grammar construction*. In both cases, Olson concludes that this new perspective on English verbs, synthesized from previous work and enhanced by newer theoretical insights, provides a clearer understanding of the phenomenon and contributes to the analysis of the *grammar construction literature*.

Another research by Riguel (2014), used a case study regarding types of phrasal verb constructions used by children and adults. According to Riguel, in his research, phrasal verbs are a characteristic of English in the form of expression phrases and verbs. Riguel sees that the use of phrasal verbs by children tends to be avoided because of the problem of using meaning which is often unpredictable. Riguel believes that children must use and master phrasal verbs at an early age, so that children will learn to acquire verb-particle constructions. The data used in Riguel's research are *longitudinal data* from the spontaneous speech of Naima, an English-speaking girl from *Childes' Providence Corpus*. The resulting findings Riguel is that interaction plays an important role in language acquisition by analyzing the emergence of Naima's use of phrasal verbs. Riguel compared ten verb-particles used by children and adults ultimately showing a correlation of the use of phrasal verbs in adult speech and Naima's initial acquired constructions.

Similar research was also conducted by Akram (2013) which aimed to determine the effect of teaching phrasal verbs as a class activity on students' *English as Foreign Language* (EFL) knowledge. Iran on pattern system Language. Question main study this try for answer is knowledge phrasal verb improve higher knowledge

of grammatical patterns in Iranian students in learning English. To answer that question, 40 true/native speaker participants participated in Arkam's research. 40 participants were randomly selected among others from the training population through an OPT test of at least one standard deviation below the mean score. The 40 participants were divided into two groups of 20 participants each and randomly assigned to an experimental and control group.

Akram gave an initial test with English grammatical patterns (sequences, words, sentences) given to both groups. Then they taught pattern grammatical during 8 sessions but with different methodology experimental groups using real phrasal verbs and groups control using placebo or not about phrasal verbs. A final test using English grammatical patterns (sequences, words, sentences) was then given to both groups.

The research data were analyzed using *independent samples t-test* to show the final test on group differences. The results of the study showed that Iranian EFL students grouped with the experimental group category received higher score results. Although there is no significant grammatical pattern in using phrasal verbs.

Different with various study in on, book This describe and examine types of phrasal verbs with the particle *through*, meaning of the phrasal verb verbs with the particle *through*, and transmissibility of phrasal verbs with the particle *through* found in the British National Corpus. Based on various studies that have been carried out previously, the author assumes that still there is hiatus which blank in study similar. This study fills this empty gap and is also a novelty in this book. To show some of these novelties can be shown in the following table:

Table 1. Novelty Study Book This

No.	Study Previous	Novelty Book
1	<p>Machonist (2009)</p> <ul style="list-style-type: none"> a. Examining a corpus of 300 phrasal verbs composition in English uses the <i>up particle</i>. b. Phrasal Verb clear No has the same meaning without the particle and must be listed in grammar lexicon idiomatic expressions. For example, <i>break up the audience 'cause of laugh'</i>. c. phrasal verbs are composition only add aspectual elements of the main verb, and usage particle. d. Phrasal verbs are a combination of the verbs and due particles second element This has a meaning that is different from the meaning lexical. 	<ul style="list-style-type: none"> a. The particles used use particle <i>through</i>. b. The study covers structure and meaning.
2	<p>Rodriguez (2012),</p> <ul style="list-style-type: none"> a. Analyze semantic components of English phrasal verbs, namely lexical combinations of phrasal verbs and particles that function semantically and syntactically as one unity. b. Phrasal verbs have developed non-transparent meaning, including several form metaphor, addition particle aspectual, reduction, creation, new combinations and changes in the real world. 	<ul style="list-style-type: none"> a. Semantically it will be found change meaning. b. There is type-type verb, like verb dynamic, active, static.

3	<p>Akram (2013)</p> <p>a. Know influence Teaching phrasal verbs as a classroom activity on Iranian EFL students' knowledge of grammatical patterns.</p> <p>b. The main question this study attempted to answer was whether phrasal verb knowledge might improve that knowledge more tall from pattern grammar in Iranian language learners English.</p> <p>c. To answer that question, 40 <i>native speaker participants</i> participated in Arkam's research. 40 participants were randomly selected among others from the training population through exam OPT minimum One standard deviation below the average value. The 40 participants were divided into: two group each each 20 participant per group and randomly assigned to an experiment and group control.</p> <p>d. A test beginning with grammatical patterns of language English (sequences, words, sentences) was given to both groups, then they were taught grammatical patterns for 8 sessions but with different methodologies. experimental use</p>	<p>Doesn't compare with users languages other foreigners.</p>
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	<p>Phrasal Verb the actual and the control group used a placebo or No about Phrasal Verb.</p> <p>e. A final test using pattern English grammar (sequences, words, sentences) was then given to both groups.</p> <p>f. Data study analyzed with use samples <i>t-test</i> for show end different group tests.</p> <p>g. Results study show that participant educate EFL Iran is grouped from experimental results accept that score more tall. Although no significant in pattern system Language use Phrasal Verb.</p>	
4	<p>Olson (2013)</p> <p>a. Word order variations that occur with English verbs.</p> <p>b. Substitution say works to mark the verb as a more explicit result.</p> <p>c. Phrasal verb which no can be separated because the verb particle functions as an adverbial particle and a preposition.</p> <p>d. Semantics And syntax.</p> <p>Theory construction <i>grammar</i>.</p>	<p>Verbs and particles can be substituted for or translatability.</p>
5	<p>Riguel (2014)</p> <p>a. Using case studies regarding type construction phrasal verbs used by children and person mature.</p> <p>b. The phrasal verb is characteristic typical from language English</p>	<p>No use studies case.</p>

	<p>shaped phrase expression, and verbs.</p> <p>c. Children's use of phrasal verbs tend avoided due to the problem of often unpredictable use of meaning.</p> <p>d. Children must use and master phrasal verbs at an early age, so that children child will study get construction verb-particle.</p> <p>e. Data which used is <i>longitudinal data</i> from the spontaneous speech of Naima, a girl language English from <i>Childes' Providence Corpus</i>.</p> <p>f. The resulting findings are input and interaction plays an important role in acquisition language by analyzing emergence of use phrasal verb by Naima.</p> <p>g. There is correlation use of phrasal verbs in adult and children's speech.</p>	
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From the table above it can be explained that this book is here to fill the empty space for an in-depth study of phrasal verbs, especially semantically. Hopefully the writing of this book can make a positive contribution to language studies, especially in Indonesia.

CHAPTER II

UNDERSTANDING PHRASAL VERBS

A. Verb

Verbs are the most important syntactic category in sentence structure. Verbs in English are usually limited to words that express actions or actions, processes, movements, circumstances and the occurrence of something that expresses action (Klammer, 2000:68) such as: *sit, speak, see, sing, read, and write*. Verbs can have one of two main roles in a phrasal verb, namely the main verb or auxiliary verb (Quirk, 1999:358). The main verb, such as the verb *went* in the following example, can stand alone as an entire verb expression: *I went into the empty house*.

1. Understanding Verb

In general, verbs are a class of words that indicate actions or states. Verbs are the most important syntactic category in English sentences. Verbs function as predicates in a sentence. According to Richard (1985:35), "*verb is a word which occurs as part of the predicate of sentence also carries markers of grammatical categories such US tenses, aspect, person, numbers and mood, and refers to an action or state*". According to Richard, verbs are a classification of words that explain an action, existence, experience, or other dynamic explanation. This kind of word often used as a predicate in a sentence or phrase. The function of a verb or verb is to review an activity or action or activity carried out by someone. From the explanation above, it can be concluded that the definition of a verb is a word whose function is to explain and indicate an action of a person or subject.

Example:

He opened the door.

Jane loves Tom.

In line with this definition, Celce-Murcia & Larsen-Freeman

also stated that a verb is "a word that denotes an action or state of being" (1999:16). According to Celce-Murcia & Larsen-Freeman, a verb is an action or statement of circumstances.

2. Type Verb in Language English

Verbs in English can be differentiated in two ways, namely by function and class (Biber *et al.* 1999: 357). In terms of verb function in English there are two types main verb (*main verb*) and helping verb (*auxiliary verb*). Biber *et al.* (1999: 358) divides verbs into three main classes, namely lexical verbs (*lexical verbs* or also called *full verbs*), primary verbs, and modal verbs.

a. Type Verb Based on Function

Verbs have two main functions, namely as main verbs *and* auxiliary verbs. The main verb is a verb that can stand alone as a Phrasal Verb (Biber *et al.* 1999: 358).

Example:

He barely ate or slept that night.

On the other hand, auxiliary verbs *cannot* stand itself as a Phrasal Verb but must appear together with the main verb, for example:

*He was **wearing** a dark ski mask.*

b. Main Class Verbs

There are three main classes of verbs: lexical verbs (also called *full verbs*, e.g., *run, eat*), primary verbs (*be, have, and do*) and modal verbs (e.g., *can, will, might*). Classes this differentiated with his role as verb main or verb help. Verb lexical consists from a class open from words which only works as verb main; the three main verbs can function as main verbs or auxiliary verbs; and verb capital only can

works as verb help.

1) Verb Lexical

Lexical verbs are single verbs that are not helping verbs, also called main verbs or full verbs. Because verb lexical own meaning semantics (or lexical), so say that can informed by meaning semantic words which precede or follow him. Part big verb in language is verb lexical, like example: *Children and dogs **ran** from side to side.*

2) Main Verb

Primary verb in system language English is verb which must have and do, such as *be*, *have*, and *do*. All three can works as verb main or verb help. The main verb is sometimes called the main auxiliary. Like example: *Every atom **has** a dense nucleus.*

3) Verb Capital

Verbs that are used with other verbs to express ideas such as possibilities that are not expressed by the main verb: Modal verbs in English are *can*, *will*, *shall*, *could*, *would* and *could* function as auxiliary verbs. Like example: *He **would** probably like it softer.*

B. Category Verb Lexical

Lexical verbs in English have two forms, namely one-word lexical verbs, such as the words *come* and *take*, and multi-word lexical verbs such as *come across* and *take up*.

1. Verb Lexical One Say (Single-Word)

Semantically, lexical verbs are divided into two types, namely stative verbs and dynamic verbs. Lexical verbs that include dynamic verbs are activity verbs, communication verbs, causative verbs, verbs of simple occurrence and aspectual verbs; while lexical verbs which include stative verbs are mental verbs and verbs of existence or relationship.

Part big classification verb based on on the core meaning of the verb (i.e. the meaning that the speaker tends to think about first). However, many verbs have multiple meanings from different semantic domains, verbs that are frequently used in several sentences in English such as the verbs *start*, *stop*, and *keep* refer to physical activity, as in the following example: *We **stopped** at the market on he way back.*

The verbs *start*, *stop*, and *keep* more generally have aspectual meanings, relating to the progress of some other action, for example:

- a. *And it was two o'clock when they **stopped** talking.*
- b. *I **keep** doing garlic burps.*
- c. *Her car **started** to overheat.*

Examples in sentences (a), (b), and (c) use verbs aspect. These three verbs are in the aspect verb category. There are several verbs that are considered in more than one category, for example the verbs *hesitate*, *pretend*, *find*, and *resist* can be considered activity verbs and verb mentally. Verb *read*, *deny*, *confirm*, and *blame* can denote an act of communication and a mental act or state.

Some verbs can also be used with different meanings which owned more from one domain semantics. Matter thisespecially true for activity verbs, which often have secondary meanings in some other domain. For example, the verbs *contact* and *raise* can refer to physical activity or communicative action, while the verbs *admit* and *consult* can refer to physical, communicative, or mental activity. The following verbs *follow*, *gather*, *face*, and *overcome* can be physical or mental: *change*, *rise*, and *open* can refer to physical activities or simple events; *look*, can refer to physical or mental activity or state of existence (eg; *you look happy*); and the verbs *make* and *get* can refer to physical activity, but are usually also causative.

a. Verb Dynamic

Based on semantic categories, Quirk (1999) divides dynamic verbs become 5 (five) category in among them is verb activities, communication verbs, causative verbs, event verbs, and aspect verbs.

1) Activity Verbs

Activity verbs are verbs that indicate actions and events that can be linked to choices, and subjects with the role of agents semantically. Like the verbs *bring, buy, carry, come, give, go, leave, move, open, run, take, work*. Example:

- a) *Then you **should move** any obstacles before.*
- b) *Ha **bought** biscuits and condensed milk.*

Activity verbs can be transitive, namely verbs that require an object, or intransitive, namely verbs that do not require an object. Like the example below:

- a) *Well **give** it up to the dogs, they will eat it.*
- b) *They **ran**, on rubbery legs, through an open gate.*

The example in sentence (a) is a transitive activity verb because there is an object pronoun *it*, while the example in sentence (b) is an intransitive activity verb which does not require an object.

2) Verb Communication

Communication verbs can be considered a special subcategory of activity verbs that involve communication activities such as speaking and writing. Verb general communication, such as: *ask, announce, call, discuss, explain, say, shout, speak, state, suggest, talk, tell, write*. Example:

- b) *You **said** you didn't have it.*
- c) *He might find it impossible*

The examples in sentences (a) and (b) are communication

verbs from the verbs *said* and *write*.

3) Verb Causative

Causative verbs, such as the verbs *allow*, *cause*, *enable*, *force*, *help*, *let*, *require*, and *permit* show that help is needed to do something. This verb often occurs together with a direct object or clause as a complement. Like the example below:

a) *Still other rules **cause** the deletion.*

b) *This would **help** protect Jaguars from fluctuation.*

The example in sentence (a) is a causative verb with a nominated direct object. Meanwhile, example sentence (b) is a causative verb with a complement clause.

4) Verb Incident

Event verbs are verbs that report events that occur without the presence of a perpetrator or actor. Event verbs include *become*, *change*, *happen*, *develop*, *grow*, *increase*, and *occur*. The subject of an event verb is often influenced by the event described by the verb. Like the example: *Resistant organisms may **develop**.*

5) Aspect Verbs

Aspect verbs, such as *begin*, *continue*, *finish*, *keep*, *start*, and *stop* are verbs that show the process stages of an event or activity. Examples of aspect verbs: *She **saved** running out of the room.*

b. Verb Stative

Stative verbs are verbs that indicate a situation, state or condition. Quirk (1999: 362) states that stative verbs can be classified into:

1) Verb Mental

Mental verbs denote various mental activities and states. Mental verbs do not involve physical action. Mental verbs have many meanings, including: cognitive meaning (verbs *think*, *know*)

and emotional meanings that express various attitudes or desires (verbs *love, want*), perception (verbs *see, taste*) and acceptance of communication (verbs *read, hear*).

1. I **think** it was Freddie Kruger.

Mental verbs can also explain mental activities that have dynamic meaning such as the verbs *calculate, consider, decide, discover, examine, learn, read, solve, and study*. As in the sentence below:

2. Mr Tench **examined** his companion again with surprise.

There are other mental verbs that have a static meaning because its meaning explains the situation. Mental verbs of this type include *believe, doubt, know, remember, understand*. Meanwhile, mental verbs describe emotions and attitudes, such as the verbs *enjoy, fear, feel, hate, like, love, prefer, suspect, want*. Like the following example:

3. I **remember** the way you used to bash that ball.
4. I **feel** sorry for her.

For example, sentence (c) is a mental verb that describes a situation, while sentence (d) is a mental verb that describes an emotion or attitude.

2) Verb Existence or Connection

This existence verb or verb relationship states existence or logical relationship that exists in substance. Several existence verbs are used, such as the verbs *be, seem, and appear*.

- a) All these uses **seem** natural and serviceable.

Other verbs of existence or relationship are not copula verbs, but report a particular state of existence (verbs *exist, live, stay*) or a particular relationship between entities (verbs *contain, include, involve, represent*).

2. Verb Lexical Multiword (Multi- Word)

Verb lexical multiword is verb Which consists from verb and one or two particles or prepositions (e.g., *up, over, in, through*). Biber, *et al.* (1999: 403) says there are four types of multiword verbs: phrasal verbs, prepositional verbs, phrasal-prepositional verbs, and other multi-word verbs.

- a. Phrasal verbs are built on the construction: verb + adverbial particle. Example: *pick up*.
- b. Prepositional verbs are built on the construction: verb + preposition. Example: *looks at*.
- c. Prepositional phrasal verbs, built on the construction: verb + particle + preposition. Example: *get away with*.
- d. Verb multi-word, can awakened on construction: verb + noun phrase (+preposition), example: *take a look (at)* verb + prepositional phrase, example: *take into account* verb + verb, example: *make do*.

Phrasal verb is units multi-word which consists from verb which followed by an adverbial particle, such as *carry out, find out, or pick up*. Adverbial particles this everything own meaning core spatial or locative, for example *out, in, up, down, on, of*. However, phrasal verb, usually used with meaning expanded. On the contrary, verb prepositional consists from verb followed by a preposition, such as *look at, talk about, listen to*. Phrasal verbs-prepositional consists from particle adverbial and preposition, like *get away with*.

C. Phrasal Verb

Phrasal verb is verb which formed from two (or sometimes three) parts: verb and particle or adverbial particle (Celce-Murcia, 1999: 426; Klammar, 2000: 401; McCarthy & O'Dell, 2004: 6; Wyatt, 2006: 1; Lester, 2009: 14; Jackendoff, 2010: 228; Lackman, 2012: 3; Leeches

And Svartvik, 2013: 243). The particles used in phrasal verbs are not prepositions, even though they use the same word, their usage is different. Prepositions or prepositions are words that syntactically appear in front of nouns, adjectives, or adverb and in a way semantics marking various the meaning relationship between the constituents in front of and behind the preposition. On the contrary, particle in a way semantics merges with verb, and the meaning of a verb can be very different from a verb if it doesn't have a particle attached to him. Sentences following is example use of particles and preposition Which attached on verb:

- 1) She **walked up** the street to get a bite to eat.
- 2) I **live up** in Springfield.
- 3) When are you 're going to **clean up** your room?
- 4) I am sorry that I **messed** you up.

Sentences (1) and (2) are sentences with verbs that are followed preposition *up*, temporary sentence (3) And (4) is sentences with the verb followed by the particle *up*. The verb *clean* in sentence (3) and verb *mess* on sentence (4) Which combined with particle *up* is a form of a phrasal verb.

Most phrasal verbs are formed from a main verb (for example, *get*, *go*, *come*, *put* and *set*) and a number particle (for example, *away*, *out*, *off*, *up*, *through* and *in*). According to Biber (1999: 403) phrasal verbs are multi-word units consisting of a verb followed by an adverbial particle (*carry out*, *find out*, *pick up*). Adverbial particles all have meaning spatial or locative (*out*, *in*, *up*, *down*, *on*, *off*); Will but, adverbial particles are usually used with an extended meaning. Like the following example: You **hold** something *in* your hands.

Phrasal verbs usually represent a single semantic unit that cannot be derived from the individual meanings of the two parts.

Therefore, phrasal verbs are often lexical verbs that have a meaning similar to multi-word verbs, such as:

carry out → *perform or undertake*

V Prt.

looks at → *observe*

V Prt.

find out → *discover*

V Prt

talk about → *discuss*

V Prt

1. Particle, Preposition, and Adverb

Particles are understood as functional words that must be related to other words or phrases to provide meaning, that is, words that do not have their own definition. Particles resemble prepositions, but they are used much like adverbs to give more meaning to verbs. Particles are usually placed after the main verb. Some commonly used particles are *away, back, down, off, on, out, over, round, through, and up*.

Particles are generally prepositions such as *after, against, at, for, from, into, like, to, with, without*. The pattern of combining phrasal verbs that use prepositions is usually verb + preposition + object, such as: *look after someone, go against the rules, come from Italy* (Allsop, 1990: 215; Jacobs, 1995: 243). In phrasal verbs which are a combination of verb + preposition like the example above, the preposition used will give a different meaning from the actual meaning. Particles can also be adverbs such as *away, back, forward, out*. The pattern of combining phrasal verbs with particles in the form of adverbs consists of verb + adverb, such as: *run away, take it away, answer him back, bring the date forward*. The most common

particles used is *about, across, along, around, before, behind, by, down, in, off, on, over, round, through, under and up*. Like the following example:

- a. *I looks the word up* → *I looks it up*
- b. *I looks up the street* → *I looks up it*

Example sentence (a) *look up* here as an adverb, *look the word up* can be interpreted: look at that word. Example sentence (b) *up* here as a preposition, *look* as a verb, *up the street* can be interpreted as 'looking at the street'. From the example above, it can be seen that particles have differences, namely as adverbs, part of verbs, and give it a special meaning. Such as *look up + the word* can relate to questions that use the word *what*, such as "What should I look up?" and as a preposition related to a verb followed by an object. *Look up + the street* can use *where* questions, such as "Where should I look up?". There are differences in the emphasis patterns on two different phrasal verbs which can be separated as in the pattern below:

Verb + Preposition	: the emphasis on verb, while
Verb + Adverb	: the emphasis on particle (or the same on verb And particle).

Regarding the study of the phrasal verb with the particle *through*, the word *through* has various meanings when used in combination with the verb. Meaning base refers on movement which taking place in wrong one side of something and out the other side. Like example: *You walks **through** the parks*. Sentence the when You walk through park, You make your way from one side to the other.

According to Allsop (1990:220) There is a number of function from particle through:

- a. Literal meaning, such as *go through, pass through, step through*.
- b. The meaning of metaphor (*slightly transferred / metaphorical*),

such as *be through: have finished, get through, look through, read through, and see through.*

- c. From One side to side other (*from one side to the other*), like: *come through, get through, pull through.*
- d. Telephone communication, such as: *put through (Could you please put me through the note), get through.*

A preposition is a word that together with its object (preposition object) describes a verb, noun and adjective, the object of a preposition can be a noun and a pronoun or a noun ending in -*ing* in English (Klammar, 2000: 111).

Based on their function, there are several types of prepositions, including:

- a. *Prepositions of time:* For give instruction time (***at*** night, ***after*** lunch). Like example: *He stared at the dog for awhile*
- b. *Preposition of place and position:* to give directions or position (***among*** his friends, ***inside*** my PC, ***outside*** the auditorium). The following example: *He lived by himself in an old house on the edge of the village.*
- c. *Prepositions of movements:* For give instruction direction of movement (***towards*** the post office, go ***up*** stairs, stairs ***out of*** the Hall). Like example: *She goes to library.*

Whereas Allsop (1990: 105) share preposition become 3 pattern:

- a. **Preposition with followed by noun, pronoun or noun phrase.**

Example:

- 1) *Sit on the chair.*
- 2) *The dog sat under it.*
- 3) *Why do you always do the opposite of what I tell you to do?*

The example in sentence (1) is a preposition followed by a noun *sit*, and on sentence (2) preposition followed by the pronoun *it*, while in the example in sentence (3) the preposition is followed by the noun phrase *what I tell you to do*.

b. Preposition Which followed by –ing verb form (gerund)

Example:

- 1) *The dog responded **by doing** exactly the opposite.*
- 2) *I'm not good **at typing**.*
- 3) *Ha went home **without saying** good night.*
- 4) *She is not used **to eat** so much.*

According to Allsop (1990: 220) it is important to distinguish between *to* with infinitive meaning and the like. As in the sentence " *I want **to go** home* " and " *I'm not used **to eating** so much.* " *To* in that sentence is A preposition. Use *to* on sentence the following as a preposition and infinitive.

- 1) *I am not used **to it**. (eating)*
- 2) *I want **to** ~~it~~. (I want to go.)*

The example in sentence (1) *to* is a preposition, while the example in sentence (2) *to* is not a preposition because the sentence does not accept the pronoun *it*. *To* is part of the infinitive in the sentence *I want **to go***.

Another common construction using *to* as a preposition followed by an –ing verb is verbs such as:

to be used

to be accustomed

to be reduced

to be resign

***to doing***

to look forward to resign oneself | *to restrict oneself*

c. Preposition in end of sentence.

The use of prepositions in everyday English is used at the end of a sentence, that is, separated from the noun or pronoun. Usually, use phrasal verb formed from verb + prepositions and pronouns. Such as using a connector (*a relative*): *who, which, that*, or \emptyset ; or a question (*an interrogative*) "*what?*", "*who?*", "*which (one)?*", and "*where?*". The following is an example of using prepositions at the end of sentences as connectors and questions.

- Liaison (*relatives*)

- 1) *I was talking **about** a book + Here is the book*
- 2) *Here is the book (that) I was talking **about**.*

The examples in sentences (1 and 2) are sentences the same thing, but the use of prepositions is in the example sentence (47) at the end of the sentence using a connector *that*. Next example:

- 1) *I have the money (that) you asked **for**.*
- 2) *That is something (that) I have been wondering **about**.*
- 3) *She is a girl (whom) I work **with**.*

- Interrogative (*Interrogative*)

- 1) *He is looking **at** something + **What?***
- 2) ***What** is he looking **at**?*

The examples in sentences (1 and 2) are sentences the same, but the preposition is used at the end of the sentence in example sentence (2) using the interrogative *What*. Like the next example:

- 1) ***What** were they talking **about**?*
- 2) ***Who** did you give it **to**?*
- 3) ***Where** do you come **from**?*

Adverb according to (Volpe, 2000:75; Leech, 2000:552) is a word that describes a verb, adjective, or other adverb. Adverbs are often used to answer questions on usage the question word "*How?*" and "*In what way?*", for example:

- 1) *She sings **beautifully**.*
- 2) ***In any case** does she sing? Beautifully*
- 3) *He runs **very fast**.*
- 4) ***How fast** does he run? **Very fast**.*
- 5) *I **occasionally** practice speaking English.*
- 6) ***How** frequently do I practice? **Occasionally**.*

The examples in sentences (1, 3, and 5) are adverbs that answer the questions in the example sentences (2, 4, and 6) using the question words *How* and *In what way*.

Adverbs based on syntactic behavior can be seen based on their position relative to the word or part of the sentence described by the adverb in question (Finegan, 1999: 544) can be divided into seven types of adverbs, namely:

- **Adverbs that modify adjectives (*Adverbs modifying adjectives*)**. Like the following example:
 - 1) *He is **deeply** (sick) man.*
 - 2) *This is **slightly** (larger) than the calculated value.*
- **Adverbs which modify other adverbs (*adverb modifying other adverbs*)**. Example: *They will figure it out **really**.*
- **Adverbs which modify other elements (*Adverbs modifying other elements*)**. Example:
 - 1) *"It came as **quite** (a surprise)," said one.*
 - 2) ***Almost** (nobody), it seemed, could eat.*
- **Adverbs as complements of prepositions (*Adverbs as complements of prepositions*)**, for example:
 - 1) *But I am seeing all this (from) **above**.*
 - 2) *Its importance has often been recognized (since) **then**.*
- **Adverb as element clause: adverbial (*adverb as clause elements: adverbials*)**.
 - 1) *They are gonna be **there** mom.*

2) *He took it in slowly*

- **Adverbs with degree complements (*Adverbs with degree complements*).**

1) *He rode it (often) **than ever**.*

2) *I didn't do (as well) **as I wish**.*

3) *It happened (so fast) **that I didn't even even realize***

Example on sentence (1) use adverb with – *er*

+ *than* -phrase, example sentence (2) adverb use *US* + adverb + *as* -phrase, And example sentence (3) use *so* + adverb + *US to* - clause.

- **Adverbs which stand Alone (*adverb standing alone*).**

1) *The kitten's gone crazy. No, **totally**.*

For example, in sentence (1) the use of the adverbs *totally* and *utterly* is an adverb that stands alone and sentence (1) can be interpreted as meaning that the kitten has gone completely crazy (*the kitten has gone **totally** and **utterly** crazy*).

Based on their semantic behavior, eight types of adverbs can be distinguished, namely:

1) *Adverb of Place*

Adverbs of place are adverbs that can indicate position, direction, or distance. Example of sentences: *He loves it **there**.*

2) *Adverb of Time*

Adverbs of time are adverbs that convey information about time in four ways: position, frequency, duration, and relationship. Example of sentences: *She doesn't say go away very much **now**.* 'She didn't say go far away right now.'

3) *Adverb of Manner*

Adverb of manner give explanation about how or in what manner an activity is carried out, such as, *happily, automatically, quickly, quickly, abreast, well verbatim, fairly*, and so on. Example of sentences: *We would **happily** go to his house.*

4) *Adverb of Degrees*

The *adverb of degree* explains how much, to what extent, or at what level something happens, as in the example sentence: *It's insulated **slightly** with polystyrene.*

5) *Adverb of Additive/Restrictive*

Additive adverbs indicate that one item is added to that other or in level clause. Like example sentence in lower this: (1) Oh, my dad was great guy, **too**.

Even when adverbs occur as adverbs at the clause level, adverbs usually singly describe one particular part of the clause's meaning as 'in addition' to something else (often implied). For example, out of context, in the example sentence (1) it is ambiguous between two meanings: '*my dad was a great guys*' (my father was a great person) and '*my dad was a great guys*' (the second sentence my father was a great person apart from being another type of person). This means that in example sentence (1), the focus in this case can be a subject or a predicative subject.

Restrictive adverbs *are* similar to additive adverbs because they focus attention on a particular element of the clause. Like the following example: The idea of anybody, Marge **especially**, liking Dickie made Tom smile. 'Anyone's idea, Marge in particular, likes bulls with eyes wall That Because Dickie make Tom smile.'

6) *Adverbs of Stance*

Adverb Which state attitude, consists from three type that is epistemic, attitude, and style.

- *Epistemic stance adverbs* is adverb which can indicates a degree of certainty or doubt, comments on the reality or actuality of a proposition, indicates that the proposition is based on some evidence, without specifying the exact source, can be used to indicate limitations on a proposition, can be used to convey

inaccuracy (*hedges*). Example sentence in lower this: *My ideas about food are **definitely** passe.*

- *Attitude stance adverbs* are adverbs that tell the speaker or writer's attitude towards a proposition, as in the following example: *I lost the manual that goes with it.*
- *Style stance adverbs* is a skill in commenting on the way of speaking that the speaker adopts: for example, does the speaker (or writer) use language sincerely, *frankly*, or *simply*? Example: ***Frankly**, Dee Dee suspects that in this instance she may also be a victim of looksm.*

7) *Adverb of Linking*

Adverbs function to create semantic relationships between stretches of discourse of varying length, thereby contributing to discourse cohesion and functioning as adverbials. Like the example below: **Additionally**, the serum potassium level may be useful as a differential point.

8) *Adverbs of other Meanings*

In addition to the categories mentioned above, adverbs sometimes have other meanings. As an example: *The technical achievements of opening a vessel measured **angiographically** was the same successful for both group of patients.*

2. **Form Phrasal Verb**

Lackman (2012:3) discusses phrasal verbs from a syntactic point of view stating that the second element of phrasal verbs which is a particle can be connected with transitive and intransitive verbs. Lackman places focus on phrasal verb forms and how verbs can be affected when the verb is connected with a particle:

a. Two-Part Phrasal Verbs

Part big Phrasal Verb consists from two part, verbs and particles. Particles can be prepositions (*at, for, to, with*) or adverbs such as *up, down, in, out, off, on, away, and through*. This distinction can be confusing. A way to determine what a particle is is preposition or adverb with use simple phrasal verbs and consider whether the particle defines the verb as an adverb. For example, the *up* particle defines the verbs *go up, walk up, step up*, etc. Like this example sentence: *She rang up an old friend.*

b. Three-Part Phrasal Verbs

Some phrasal verbs have two particles and have a verb + adverb + preposition structure. This is often called *a three-part phrasal verbs* And Which including in category This like *looks forward to, put up with, get along with, make up for*, etc. Example: *His girlfriend walked out on him.* 'His girlfriend dumped him.'

3. Behavior Semantic Phrasal Verb

Phrasal verbs can be classified by semantic behavior, based on the core meaning of the phrasal verb, using the same categories as simple lexical verbs. Like *single-word lexical verbs*, most phrasal verbs have multiple meanings. This is especially true for activity verbs, which often have secondary meanings in a number of realm other. For example, phrasal verb *make up* (dress up/make), *make out* (understand), *sort out* (arrange), and *take in* (accept), everything can refer on activity physical or mental. As an example of a sentence using phrasal verbs in physical and mental activities below:

a. Activity physique

- 1) So he **took it in** to be looked at.
- 2) I find myself obliged to **make-up** ground.
- 3) I know you were **making out** with that German maid.
- 4) I pick them into a lard pail then **sort out** the dead twigs and leaves.

b. Activity Mental

- 1) I used to **make up** stories for him.
- 2) She held up her wrist; on it he **made out** a small dark bruise.
- 3) "I would be delighted, Prime Minister," Andrew stammered, trying to **take in** the news.
- 4) It has given me time to **sort out** my priorities.

Phrasal verbs, such as *put down* 'put down' and *take up* 'take up' can refer to physical activity or communication; *turn round* 'turn around' and *wake up* 'wake up' have a causative meaning other than the meaning of feeling, the meaning of physical activity; *keep up* 'maintain' and *set out* 'set out' have activity meaning and aspect meaning. However, most phrasal verbs have a core meaning in only one domain.

4. Meaning Phrasal Verb

Apart from having a verb and at least one particle, phrasal verbs are semantic units (Celce-Murcia, 1999:431 and Lackman, 2012:5). For example, *eat in* (eat). If sentence the say, *we ate in that restaurant* (we ate at the restaurant), then the sentence is a verb and a preposition, not a phrasal verb. But if it is said, *we ate in last night* (we ate at night), the definition is a phrasal verb because of the semantic unit of the verb *ate* and the particle *in*.

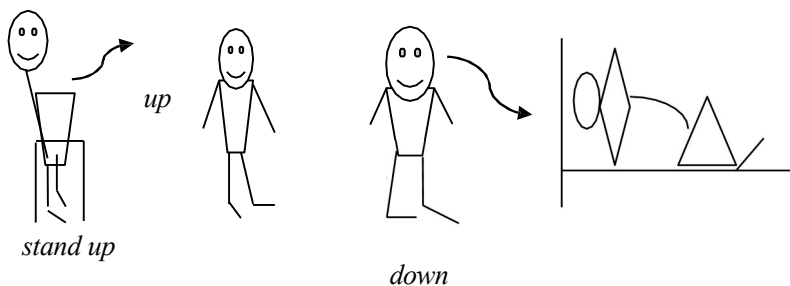
Semantically, phrasal verbs fall into categories, which have

literal meanings *and* metaphorical *meanings*. Obviously, a verb like *stand up* is quite literal because it is a verb and particle own meaning literally. Thereby also with the sentence, *to put up your hands* (to raise your hands) is literally like someone's hands are placed somewhere and the place is '*up* (up)'. However in the next sentence, *to put someone up* is a metaphor because there is no actual raising of someone up.

Will but, semantics phrasal verb no like black and white as it first appears. There are degrees of idiomaticity and some verbs that seem truly metaphorical actually contain some literal meaning. Like the example mentioned above, *put someone up* (put someone up). There is no upward movement involved in the sentence, the sentence actually contains the meaning of someone being placed somewhere. This phrasal verb, like most others, carries a literal meaning in the main verb. Because most of the phrasal verbs are based on very basic common verbs.

a. Meaning literal (*Literal Meanings*)

Many verbs in English can be combined with adverbs or prepositions. According to Allsop (1990, 216) If Phrasal verbs using moving verbs + adverbs usually have real meaning, such as;



Picture 1. Verb Illustration + Adverb

The picture above shows moving verbs such as *stand* = stand and the adverb *up* = stand, without changing the meaning, but using the actual meaning, such as: *He stands up*

The actual meaning (*literal meaning*) is the same denotational meaning with meaning straightforward for convey something which is factual and does not change its meaning. Chalker (1984:235) believes that the meaning of phrasal verbs are verbs that are often deduced from parts that are limited to knowledge. Without looking at the dictionary to find out the real meaning. However, some underlying regularity of meaning can be seen in some particles. Such as: *in, out, off, on, up, down*.

b. Meaning metaphor (*Metaphorical Meanings*)

For some people, the use of metaphors in everyday interaction and communication may only be a rhetorical variation. The speaker will use a figurative expression when he feels there is no literal language equivalent to figurative language to convey the meaning he wants so as to get the same response (Indonesian Linguistics, 2008: 77).

In traditional rhetoric, metaphor is classified as a figure of speech, namely as an image that classifies variations in meaning in the use of words and more precisely in the process of denomination. A word contains metaphorical meaning, if the words contain certain emotional values in language, people do not only express ideas, opinions or thoughts. However, it also expresses certain emotions. It is possible that the words used are the same, but because of the emotional content they contain, the words spoken have a metaphorical meaning in addition to the literal meaning.

According to Djajasudarma (2013: 12) meaning metaphor

arises as a result of the association of our feelings with what is said or whatever you hear. The meaning of a metaphor is a meaning that emerges from conigative meaning (through conigative meaning), into which conigative meaning is added another meaning.

Allsop (1990:216) says that verbs have a real meaning but also have a different meaning from the real meaning, it can be a metaphor or also a literal meaning. According to Allsop, learning the difference in meaning can only be studied by using a good dictionary as reference material to find the real meaning and the meaning.

- 1) I will *put* you *through* to Mr Smith.

The example in sentence (1) has a metaphorical meaning because it changes the meaning of the verb *put* with the particle *through* to a metaphorical meaning. The change in the meaning of this metaphor comes from the literal meaning, namely *connect*, so it can be rewritten as the actual meaning:

- 2) I will *connect* you *to* Mr Smith.

To see what the literal meaning is, there are several metaphorical meanings that can be clearly recognized through phrasal verbs.

c. **Idiomatic Meaning**

Idioms are units of language (which can be words, phrases, etc sentence) which meaning no can predicted from the lexical meaning of the elements as well as the grammatical meaning of the units. Examples of idioms are *hard work*, *green table* and so on. From the description above, it can be concluded that the meaning of an idiom is the meaning of a language unit (word, phrase or sentence) that is not the same from the lexical meaning or grammatical meaning of the constituent elements. To find out the idiomatic meaning of a word, phrase or sentence, there is no way other than

looking for it in a dictionary.

There are several idioms that are commonly used in everyday life (Allsop, 1990), as in table 2 below;

Table 2. Idiom

Idiom	Meaning	Sentence
1. <i>US easy US pies</i>	very easy	<i>I thought you said this was a difficult tasks. In facts, it's US easy US pie.</i>
2. <i>at the eleventh hour</i>	almost late	<i>Yes, I got the work done in time. I finished it at the eleventh hour, but I was able to submit.</i>
3. <i>break a legs</i>	Hopefully succeed	<i>I understand you have a jobs interview tomorrow. Break a leg!</i>

So, idiom is expression, say, or phrase with meaning figurative which is understood in connection with use general that that expression separated from meaning literally or definition from words which made. In linguistics idiom usually considered figurative. Words meaning specifically develop as an entity, as an idiom. In addition, an idiom is expression say, phrase, or sentence which enter sense meaningful something that different from words in a way literally meaningful. When the speaker uses an idiom, the listener will misunderstand the actual meaning, if they don't hear it figurative previously. Idiom usually no translated well, in a number of case, when idiom translated to language other, good meaning changed or no there is meaning.

D. Meaning Particle in Phrasal Verb Language English

Some phrasal verbs have clear basic meanings. The following example uses a different particle than the verb *invite*.

- 1) *Jack invited me out* = *Let's out together.*
- 2) *Rossie invited me in* = *Please come in.*
- 3) *Paul invited me round* = *come to my house for a dinner or drink.*

There is a number of meaning particle which general (Lackman, 2012: 6) as shown in Table 3 below, meaning particle which general.

Table 3. Particle General

Up						
move upwards	stands up	get up	elevator up	hangs up	pin up	sit up
increase or improve	move up	go up	build up	pile up	put up	cheers up
complete or end	use up	sum up	close up	drinks up	eat up	finished up
approaches	walks up	run up	drive up	catch up	sneak up	creep up
Appear	turn up	show up	pop up	spring up	crop up	shoot up
Down						
move downwards	sit down	take down	put it down	fall down	climb down	trickle down
Decrease	slow down	turn down	go down	calm down	push down	cool down
complete, end, or stop	close down	shut down	burn down	break down	settle down	stand down

Out						
move outward	move out	get out	go out	eat out	looks out	venture out
Exclude	shut out	keep out	leave out	push out	sit out	missed out
Complete	work out	clean out	figure out	carry out	wear out	dry out
In						
Enter	go in	break in	come in	drops in	walks in	drops in
include or involve	throw in	take in	blend in	steering wheel in	blend in	put in
Arrive	Walk	clock in	pull in	check in	come in	drives in
Off						
movement away	set off	take off	dash off	start off	head off	blast off
separate, not included	brushes off	lay off	shrug off	cross off	seal off	fence off
Remove	take off	cut off	bite off	chop off	slice off	peel off
become less	wear off	level off	cool off	die off	tail off	fall off
On						
touch or attach	put on	strap on	stick on	hangs on	stay on	Struggle on
Away						
move to different places	walk away	go away	drive away	send away	put away	throw away

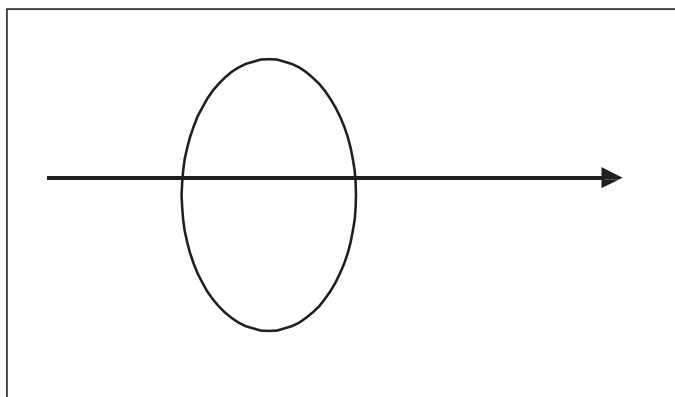
Back						
returns	wall back	go back	drive back	come back	shoot back	fly back
refer to time in past	look back	bring back	hark back	go back	send back	take back
return something	take back	give back	hand back	write back	call back	fight back
move backwards	push back	keep back	stand back	hold back	fall back	set back

CHAPTER III
MEANING VERBS
PARTICLES PHRASE
THROUGH IN THE
BRITISH NATIONAL
CORPUS

Some particles in phrasal verbs have different meanings quite clear because it corresponds to its literal meaning. However, some phrasal verbs have particles with several meanings different. The *through* particle in phrasal verbs found in sentences in the *British National Corpus* has several meanings, including 'movement through/through', 'duration' (activity from beginning to end), 'completion' (activity towards completion), 'communication', and 'rapid movement'.

A. Phrasal Verb Particulate *Through* Transitive and Intransitive Which Means Movement Through/Past

The meaning of 'movement through/passing' produced by the *through* particle in English phrasal verbs is the literal meaning of the phrasal verb because this meaning is in accordance with the meaning of the particle *through* which actually. Meaning phrasal verb this shown in phrasal verbs, such as *cut through*, *go through*, *pass through*, and *sail through*. Illustratively, the meaning of the through/passing movement can be described as follows:



Picture 2. Illustration Meaning Movement Through/Through

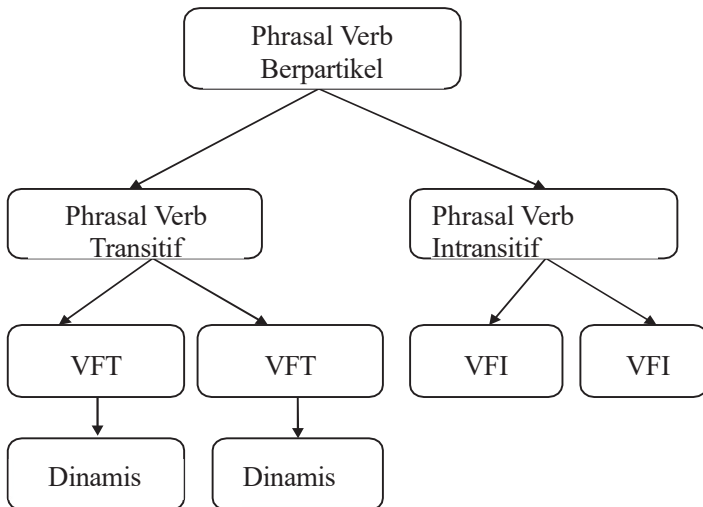
B. Phrasal Verb Particulate *Through* Transitive Indivisible Dynamic Meaningful *Through/Through* Movement

1. Cut Through

The phrasal verb *cut through* has the meaning 'to make a path through something by cutting' (to make a gap by cutting/through). This is as shown in the following sentence:

- a) The swords **cut through** his protective gloves but he escaped injuries.

In sentence (a), the particle *through* gives the actual meaning of the verb *cut*, namely the cutting movement carried out by the sword and penetrating through the glove. Based on the results of the analysis above, it can be concluded that the types of phrasal verbs found are as shown in the following chart.



Picture 3. Distribution Phrasal Verb Particulate *Through*

C. Phrasal Verb Particulate *Through* Transitive Not Indivisible Dynamic Meaningful *Through/Through Movement*

1. Go Through

The phrasal verb *go through* has the meaning 'to follow an official system for dealing with a type of problem or request' (to follow an official system for dealing with a type of problem or request). This is as shown in the following sentence:

a) We should ***go through*** a proces

In sentence (1), the particle *through* gives the actual meaning to the verb *go*, namely the passing movement carried out by the pronoun *they* to go through a process that must be gone through.

2. Sail Through

The phrasal verb *sail through* has the meaning 'to do something, or to deal with something, very easily' (to do something, or to handle something, very easily). This is as shown in the following sentence:

a) At the other extreme they ***sail through*** life.

In sentence (1), the phrasal verb *sail through* gives a meaning that is not true, namely the passing movement carried out by the pronoun *they*, passing (*through*) to live a life.

D. Phrasal Verb Particulate *Through* Intransitive Not Indivisible Dynamic Meaningful *Through/Through* Movement

1. Cut Through

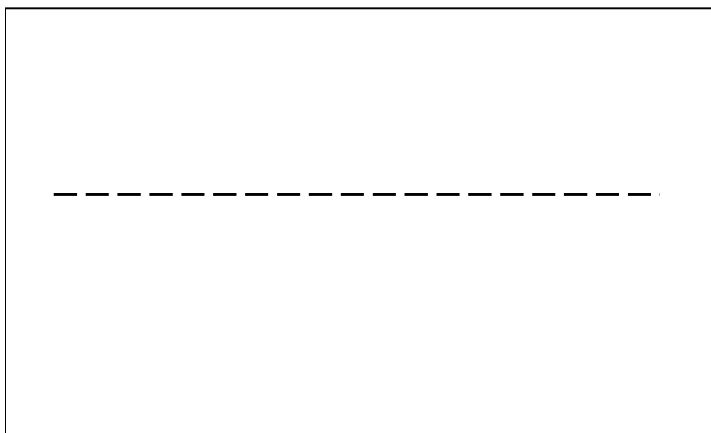
The phrasal verb *cut through* has the meaning 'to make a path through something by cutting' (to make a gap by cutting/through). This is as shown in the following sentence:

- a) *The curds are lifted onto muslin-covered racks and **cut through** with a knife before they are left to drain.*

In sentence (1), the *through* particle gives the actual meaning to the verb *cut*, namely the cutting movement made by the knife to cut the curd, giving the actual meaning.

E. Phrasal Verb Particulate *Through* Transitive and Intransitive Meaning Duration

Through particle which gives the meaning of duration shows that the phrasal verb with the *through* particle is an activity that has a certain duration or time span. The *through* particle which contains this meaning is found in the phrasal verbs *check through*, *live through*, *pass through*, *pick through*, *plow through*, *read through*, *run through*, *see through*, *sit through*, and *think through*. Illustratively, the meaning of duration can be described as following:



Picture 4. Illustration Meaning Duration

F. Phrasal Verb Particulate *Through* Transitive Meaningful Dynamic Separability Duration

1. Read Through

Phrasal Verb *read through* own meaning 'to read from beginning to end' (reading from beginning to end). This is as shown in the following sentence:

a) ... when you're **reading** this **through**.

In the phrasal verb *read through* above, the particle *through* gives the meaning of the duration of an activity carried out from start to finish. This is connected with the meaning of the verb *read*, which is the activity of reading while checking the reading.

2. See Through

The phrasal verb *see through* has the meaning 'to make it possible for someone to continue to the end of something.' (to allow one to continue to the end). This is as shown in the following sentence:

- a) *He doubts he would **see** the winter **through**, and he died the following spring.*

In the phrasal verb *see through* above, the particle *through* gives the meaning of the duration of an activity carried out from start to finish. This is connected with the meaning of the verb *see* which is the activity of waiting for the next season.

G. Phrasal Verb Particulate *Through* Transitive Separable Statives Meaning Duration

1. Think Through

The phrasal verb *think through* has the meaning 'to consider all its aspect' (to consider all the aspects). This is as shown in the following sentence:

- a) *Specially trained careers advisers can help you **think through** your choices.*

In the phrasal verb *think through* above, the particle *through* gives the meaning of the duration of an activity carried out from start to finish. This is related to the meaning of the verb *think*, which is an activity to help think about someone's career plans (*you*).

H. Phrasal Verb Particulate *Through* Transitive Not Separable Stative Meaningful Duration

1. Come Through

The phrasal verb *come through* has the lexical meaning 'to be still alive, working, or making progress after a difficult or dangerous experience' (to stay alive, working, or making progress after a difficult or dangerous experience). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

- a) *During which I have **come through** a lots of problems.*

In the sentence above, the particle *through* means 'to experience' because the activity carried out in the phrasal verb *come through* leads on duration something activity. Meaning phrasal verb *come through* 'experiencing' states that an activity has been experienced.

2. Sit Through

The phrasal verb *sit through* has the meaning 'to stay until the end of it'. This is as shown in the following sentence:

- a) *How many people will **sit through** all four episodes.*

In the phrasal verb *see through* above, the particle *through* gives the meaning of the duration of an activity carried out from start to finish end. Matter This connected with meaning verb *sit* which form activity endure until end.

I. Phrasal Verb Particulate Through Transitive Not Meaningful Dynamic Separability Duration

1. Live Through

The phrasal verb *live through* means 'to experience a dangerous or unpleasant situation and still be alive after it' (For experience dangerous or unpleasant situation and still alive afterwards). This is as shown in the following sentence:

- a) *But how will they **live through**.*
b) *People who could **live through** poisonings.*
c) *He can **live through** fourteen years in the camps.*

In the phrasal verb *live through* above, the particle *through* gives the meaning of the duration of an activity carried out from start to finish. This is connected with the meaning of the verb *live*

which is an activity in the form of an event/experience.

2. Pass Through

Phrasal verb *pass through* own meaning 'to go to a place for only a short period of time before continuing a journey' (going somewhere only for a short time before continuing the journey). Matter this is as shown in the following sentence:

- a) *We would often **pass through** the winding village of Poulton.*
- b) *I **pass through** the small valley between the ruins.*

In sentences (1 and 2), the phrasal verb *pass through* gives the actual meaning, namely the passing movement carried out by the pronouns *we* and *I*, passing through *the winding village of Poulton* and *the small valley*.

3. Pick Through

Phrasal verb *pick through* own meaning 'to select the parts or things' (to select parts or objects). This is as shown in the following sentence:

- a) *A man and a woman **pick through** the filth while cattle forage.*

In the phrasal verb *pick through* above, the particle *through* gives the meaning of the duration of an activity carried out from start to finish. This is related to the meaning of the verb *pick*, which is the activity of selecting animal food.

4. Plow Through

The phrasal verb *plow through* has the lexical meaning 'to finish something that takes a long time and is difficult or boring' (to finish something that takes a long time and is difficult or boring). The following sentence shows a phrasal verb with the particle *through* meaning 'duration':

- a) Do you waste too much time **plowing through** paperwork?

In the sentence above, the particle *through* means 'duration' because the activity carried out in the phrasal verb *plow through* leads to process solution something activity. Meaning verb The phrase *plow through* 'to complete' states that an activity is carried out over a long period of time.

J. Phrasal Verb Particulate *Through* Intransitive Not Meaningful Dynamic Separability Duration

1. Check Through

Phrasal verb *check through* own meaning 'to looks at the parts of a group of things' (seeing parts of a group of things/ examining). This is as shown in the following sentence:

- a) Maybe the clerk will **check through**.

In the phrasal verb *check through* above, the particle *through* gives the meaning of the duration of an activity carried out from start to finish end. Matter This connected with meaning verb *check* which form activity Which nature detailed And done from beginning to end.

K. Phrasal Verb Particulate *Through* Transitive and Intransitive Which Means Completion

Through particle has the meaning of completion because the *through particle* which joins several of the following verbs states that the verb activity carried out is towards *completion*. The *through* particle with the meaning of completion is found in the phrasal verbs *break through, carry through, come through, fall through, follow through, get through, get through to, muddle through, pull through, push through, sail through*. Illustratively, the meaning of completion can

be described as follows:



Picture 5. Illustration Meaning Completion

L. Phrasal Verb Particulate *Through* Transitive Meaningful Dynamic Separability Completion

1. Pull Through

The phrasal verb *pull through* has the lexical meaning '*to overcome their personal troubles and difficulties*' (to overcome their personal problems and difficulties). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

a) *It should actually **pull** through all your need.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrasal verb *pull through* leads to the process of completing an activity. The meaning of the phrasal verb *pull through* 'to overcome' states that an activity overcomes all its needs.

2. Sail Through

The phrasal verb *sail through* has the lexical meaning '*to do something, or to deal with something, very easily*' (for do something, or to handle something, very easily). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

- a) *Teachers complain that children **sail through** these tests without being able to write a decent essays.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrasal verb *sail through* leads to the process of completing an activity. The meaning of the phrasal verb *sail through* 'speed up' states that it is an activity for children to pass tests by speeding up writing essays that teachers consider inadequate.

M. Phrasal Verb Particulate *Through* Transitive Not Meaningful Dynamic Separability Completion

1. Break Through

The phrasal verb *break through* has the lexical meaning '*to successfully deal with something that is stopping you making progress*'. The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

- a) *Mothers **break through** the guilt barrier.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrasal verb *break through* leads to the process of completing an activity. The meaning of the phrasal verb *break through* 'overcome' states that a situation or problem has been resolved.

2. Get Through to

The phrasal verb *get through to* has the lexical meaning '*to go forward to the next stages of a process, for example a competition, because you have succeeded in the previous stage*' (to advance to the next stage of the process, for example a competition, because you have succeeded in the previous stage). The following sentence

shows a phrasal verb with the particle *through* meaning 'completion':

a) *We never dreamed that we would **get through to** the next round.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrase *get through to* leads to the process of completing an activity. The meaning of the phrasal verb *get through to* 'get through' states that an activity has gone through.

N. Phrasal Verb Particulate Through Intransitive Dynamic Which Means Completion

1. Carry Through

The phrasal verb *carry through* has the lexical meaning 'to complete something that was planned, often despite difficulties or opposition' (to complete something planned, often despite difficulties or opposition). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

a) *Hopefully it can **be carried through to** the end of the season.*

In the sentence above, the *through particle* means 'completion' because the activity carried out in the phrasal verb *carry through* leads to the process of completing an activity. The meaning of the phrasal verb *carry through* 'finished' states that a situation or problem has been resolved.

2. Fall Through

The phrasal verb *fall through* has the lexical meaning 'if something such as a deal, plan, or arrangements falls through, it fails to happen' (if something like agreement, plan, or

arrangement failed, it failed to happen). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

- a) *The planned purchase of the racecourse **fall through**.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrasal verb *fall through* leads to the process of completing an activity. The meaning of the phrasal verb *fall through* 'failed' states that an activity has failed.

3. **Get Through**

The phrasal verb *get through* has the lexical meaning 'to finish dealing with some work, a subject etc' (with some jobs, subjects, etc.). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

- a) *Hoping that an implicit message would **get through**.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrase *get through verb* leads to the process of completing an activity. The meaning of the phrasal verb *get through* 'succeeded' states that an activity has been carried out in the form of delivering a message.

4. **Muddle Through**

The phrasal verb *muddle through* has the lexical meaning 'to succeed in doing something' (to succeed in doing something). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

- a) *We will always **muddle through** together.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrasal verb *muddle through* leads to the process of completing an activity. The meaning of the

phrasal verb *muddle through* 'successfully' states that an activity has been carried out together.

5. Pass Through

Phrasal verb *pass through* own meaning lexical 'to changed as it progresses from one stage or phase to the next' (to change as it progresses from one stage or phase to the next). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

- a) *Educators want to develop autonomy in those who **passed through**.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrasal verb *pass through* leads to the process of completing an activity. The meaning of the phrasal verb *pass through* 'to go through' states that it is an activity of educators in developing autonomy by going through it.

6. Follow Through With

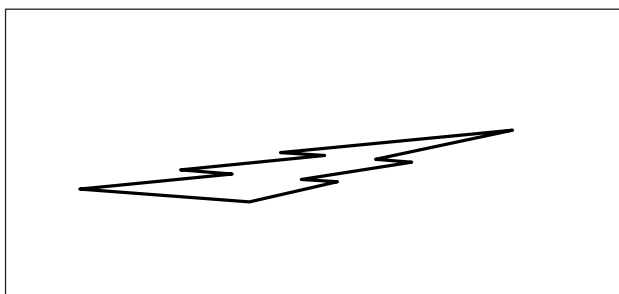
Phrasal verb *follow through* own meaning lexical 'to do or consider it until you reach the end or reach a conclusion' (for do or consider it until you reach the end or reach a conclusion). The following sentence shows a phrasal verb with the particle *through* meaning 'completion':

- a) *And then you just **follow through** with the introduction at the end.*

In the sentence above, the particle *through* means 'completion' because the activity carried out in the phrasal verb *follow through* leads to the process of completing an activity. The meaning of the phrasal verb *follow through* 'to follow' states that an activity has been closed with an introduction.

O. Phrasal Verb Particulate *Through* Transitive and Intransitive with Punctual Meaning

One of the meanings of the *through* particle that appears in the data is the fast (punctual) movement that is present in the meaning of the phrasal verb. Phrasal verbs with the *through* particle that have this meaning include *cut through*, *flick through*, *leaf through*, *look through*, *rattle through*, *run through*, and *shoot through*. Illustratively, the meaning of fast movement can be described as follows:



Picture 6. Illustration Meaning Punctual

P. Phrasal Verb Particulate *Through* Transitive Not Dynamic Inseparability has Punctual Meaning

1. Cut Through

The phrasal verb *cut through* has the lexical meaning 'to deal quickly and effectively with something that causes problems or is confusing' (overcoming something that causes problems or is confusing quickly and effectively). This can be seen in the following sentence:

- a) He seems capable to **cut through** all the government red tape.
- b) Gerald Smith **cut through** ed tape.

Gerald In this phrasal verb, the particle *through* gives the meaning of a verb activity that is carried out quickly (*deal quickly*).

2. Flick Through

The phrasal verb *flick through* has the lexical meaning 'to glance briefly at some of the pages'. This can be seen in the following sentence:

- a) *Members for Hammersmith can **flick through** his papers while I **flick through** to the center pages.*

In this phrasal verb, the particle *through* gives the meaning of a verb activity that is carried out quickly (*glance briefly*).

3. Leaf Through

The phrasal verb *leaf through* has the lexical meaning 'to turn the pages quickly and look briefly at what is written or printed on magazines' (to turn page with fast and see in a way short what written or printed in magazine). Matter this looks on sentence following:

- a) *Will ready **leafs through** the glossy magazines.*

On Phrasal Verb This, particle *through* give meaning there is a verb activity that is carried out quickly (*look briefly*).

4. Look Through

Phrasal verb *looks through* own meaning lexical 'to read it briefly'(read it a moment). Matter this looks on sentence following:

- a) *I always **look through** headlines.*
b) *Let's have a quick **looks through**.*

There is phrasal verb this, particle *through* give meaning there is a verb activity that is carried out quickly (*look briefly*).

5. Rattle Through

The phrasal verb *rattle through* has the lexical meaning 'to do when you finish it very quickly and easily'. This can be seen in the following sentence:

- a) I'll quickly **rattle through** the next one effectively nothing more has happened at Napier.

In this phrasal verb, the particle *through* gives the meaning of a verb activity that is carried out quickly (*very quickly and easily*).

6. Run Through

The phrasal verb *run through* has the lexical meaning 'to explain or to read something quickly' (to explain or read something quickly). This can be seen in the following sentence:

- a) We can briefly **run through** one or two types.
- b) The same themes **run through** the more contentious.
- c) You **run through** your notes.

In this phrasal verb, the particle *through* gives the meaning of a verb activity that is carried out quickly (*something quickly*).

7. Shoot Through

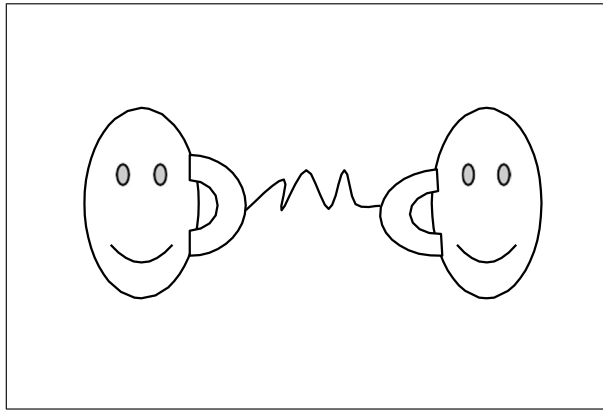
The phrasal verb *run through* has the lexical meaning 'to leave a place, usually suddenly' (to leave a place, usually suddenly). This can be seen in the following sentence:

- a) The two vehicles **shoot through**.

On phrasal verb this, particle *through* give meaning there is a verb activity that is carried out quickly (*suddenly*).

Q. Phrasal Verb Particulate *Through* Transitive and Intransitive Means Communication

Another meaning of *the through* particle is related to communication process carried out via telephone. The phrasal verbs in the data that contain this meaning are found in two phrasal verbs, namely *come through* and *get through*. Illustratively, the meaning of communication can be described as follows:



Picture 7. Illustration Meaning Communication

R. Phrasal Verb Particulate *Through* Transitive Not Integral Dynamic Meaningful Communication

1. Got Through to

One of the lexical meanings of the phrasal verb *got through to* is 'to be connected to a place by telephone' (to be connected to a place by telephone). As in the sentence below:

a) I finally **got through to** Warren on his cell phone.

In this phrasal verb, the *through particle* means that a communication verb activity is carried out so that news can be conveyed directly.

S. Phrasal Verb Particulate *Through* Intransitive Dynamic Meaningful Communication

1. Come Through

One of the lexical meanings of the phrasal verb *come through* is 'to be communicated' (for communicated). Like sentence in lower this:

a) This bad news had **come through**.

In this phrasal verb, the *through particle* means that a communication verb activity is carried out so that news can be conveyed directly.

CHAPTER IV

CLOSING

The meaning of the phrasal verb with the *through particle* found in the data can be differentiated into five types of meaning, namely: *First*, the meaning of 'movement through/through' produced by the *through particle* in the English phrasal verb is the literal meaning of the phrasal verb because this meaning is in accordance with the meaning actual *through particles*. *Second*, the meaning of duration shows that the phrasal verb with the *through particle* is an activity that has a certain duration or time span. *Third*, meaning solution state that activity verbs that are carried out towards *completion*. *Fourth*, punctual meaning is the fast movement that is present in the meaning of phrasal verbs. *Lastly*, the meaning of communication is the meaning of the *through particle* which is related to the communication process carried out via telephone.

As stated in chapter I, the study of phrasal verbs with the particle *through* contributes to enriching theory linguistics. Book this support theory about phrasal verb which has existed before. Phrasal verbs with the particle *through* have a special pattern related to meaning.

Study about phrasal verb is one discussion that observes the characteristics of verbs in the semantic scope. There are still many studies regarding the phrasal verb with the *through particle* that can be developed. Discussion regarding the differences between separate and inseparable phrasal verbs, as well as the study of meaning seen from the metaphorical and idiomatic meanings of phrasal verbs and looking for equivalents of phrasal verbs in English has not been thoroughly discussed. Future researchers are advised to continue the studies in this book with other types of particles, such as *down*, *in*, and *up*. Another suggestion is that this type of study would reveal more objective data if researchers used more data. The study in this book is limited

in terms of data due to time constraints, in addition, phrasal verbs that have metaphorical meanings have different meaning characteristics making them difficult to understand. by non-English speakers. To overcome this, you need sources from native speakers or a good understanding of the context of the sentence.

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