CHAPTER I

INTRODUCTION

1.1 Background of the Study

Grammar is a system. As a system, it relates to idea, theories or particular way which is organized to do something. Grammar could be drawn in many definitions. One of Grammar’s definitions is drawn below:

Grammar is the natural, inherent, meaning-making system of the language, a system that governs the way words come together to form meaning; grammar is also the study of that system, the various theories or perspective that attempt to understand it (Hancock, 2005:6)

In grammar we study about structure, grammatical form and classes, including part of speech. Wren and Martin (1990:3) say that words are divided into different kinds or classes, called part of speech, according to their use; that is, according to the work they do in a sentence. There are 8 parts of speech, such as noun, adverb, adjective, pronoun, preposition, conjunction, interjection and verb. One part of speech which becomes topic to be analyzed is verb. Biber, et.al (2002:103) state that verbs provide the focal point of the clause. The main verb in a clause determines the other clauses elements that can occur and specifies a meaning relation among those elements. There are three kinds of verbs, such as lexical verb, auxiliary verb and primary verb. From those three kinds of verbs, lexical verbs are the most common and often occur as multi-word units. Many multi word units function like a single verb. These combinations usually have idiomatic meanings.
That is, their meaning cannot be predicted from the meaning of each individual word. One part of multi-word verbs is phrasal verb.

The verb-particle construction or phrasal verb is extremely complex to be analyzed. There are some names of phrasal verbs, such as verb-adverb combination, particle verb, verb-particle combination, discontinuous verb, merged verb, separable verb, two-word verb, separable compound, and poly-word verb. The choice of terminology often reflects theoretical preferences, or characteristic of features of the authors’ linguistic classifications. It denotes that phrasal verb is a popular topic. Olteanu (2012:7) states that along the years, phrasal verbs have been much studied since the 16th century until now. It also denotes that phrasal verbs are considered to be a very important and frequently occurring feature of the English language. Thim (2012:9) states that in the 20 century, phrasal verb came to be one of the favorite topics not only of grammarians and lexicographers, but also of authors of popular style guides.

Murcia and Freeman (1983:265) state that traditional grammarians define phrasal verbs as a verb followed by particle (variously described as a preposition, an adverb or some combinations of the two). Verbs and particle combine both as separate parts of speech and as members of a single grammatical construction, for examples:

[1]. She and her dad **took off** a while ago.

[2]. **Turn off** the radio.

These particles as being similar to though not identical to prepositions, and we call them particles as new part of speech distinct from adverbs or prepositions. Gray (2004:129) also says that phrasal verbs are combination of verbs and particles.
Common particles include *in, on, off, up, down, and out*. Verb + particle combinations carry their own meanings although the combinations are constructed by same particle, as in [1] and [2], they build different meaning *took off* ‘leave’ and *turn off* ‘stop’.

Biber, et.al (2002:124) states that particle is a word or a part of a word which has a grammatical purpose but often has little or no meaning. When these adverbial particles (*in, out, away, over, around, up, down, on, off*) are used independently, they have literal meanings to signify location or direction, for examples: a). I live *in* Medan, the particle ‘*in*’ denotes the location and b). He climbs *down* the stairs; the particle ‘*down*’ denotes the direction. However, in Phrasal verbs they are commonly used with less literal meanings. In phrasal verbs like ‘*give in*’ in sentence c). You have to *give in* or ‘*blow up*’ in sentence d). The Army *blow up* the bridge, their meaning cannot be predicted of the idiomatic combination from the meaning of verb and particle in isolation. We also can see the verb and particle constructions as in ‘*give in*’ or ‘*blow up*’ seem to function like single verb ‘*surrender*’ or ‘*explode*’.

Phrasal verbs are so common in everyday conversation and writings but they cause problems to most learners. Therefore, among the first words encountered by learners of English are one-syllable verbs like *make, get, take, get, put* and prepositions and adverbs such as *in, on, up, down, out, over*. These words are very easy to understand when used in isolation, sentences such as: E.g. a). He *made* a cake or b). She put book *on* the table cause no difficulties at all. Olteanu (2012:82) states that the great problem for a learner to learn verb and prepositions or adverbs in fixed combinations called phrasal verbs. The crucial problem of phrasal verb is to
identify it from other verb plus particle constructions, such as prepositional verb and phrasal-prepositional verb. Biber, Conrad and Leech (2002:124-134) states that phrasal verbs consists of a verb followed by an adverbial particle, e.g. carry out, find out, or pick up. Prepositional verbs consist of a verb followed by a preposition, such as, look at, talk about, listen to, and ask for. Preposition is a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word. All prepositional verbs take a prepositional object. For example: “she talks about the exercises”. The word “about” is a preposition for the prepositional object “the exercises”. Phrasal-prepositional verbs consist of a verb combined with both an adverbial particle and a preposition. It shares characteristics of both phrasal and prepositional verbs. For example, look forward to have the verb look, the adverbial particle forward, and the preposition to, for example: “She had been looking forward to this moment”. This type of verb is similar to a prepositional verb, as the complement of the preposition (this moment) functions as the prepositional object of the verb (looking forward to).

The beginning learner of English hearing the sentence a). ‘He took the book from the bookshelf and put it down’ shouldn’t have difficulty understanding what it means; but one may have problems with the sentence b). ‘You are always putting me down’ (You always critize me), and one is unlikely to have an idea of the meaning of the sentence c). I had to have my dog put down (kill). The fact that many phrasal verbs have more than one meaning E.g. put down makes life more complicated for the learner of English. The different meanings sometimes can also be learnt according to the particles that construct them. It relates to the functions of particles down in those phrasal verbs construction. It is because particles sometimes
can retain their literal meaning that denote location or direction, as in a), but most particles in verb particle constructions have less literal meanings as in b) and c).

Courtney (1983:10) claims that phrasal verbs cause problems for an English learner not only because of their meaning, but also because of their grammar. The verb plus particle constructions (verb + adverb) sound simple but sometimes they have different pattern and particle movement in each of sentences which are also complex. The rules of grammar then classify them into transitive and intransitive phrasal verbs depend on the existence of object in phrasal verb constructions, for examples:

a). The soldiers **blew up** the enemy bridge. (Transitive)

b). A chemical factory **blew up** in the North of England. (Intransitive)

In sentence a) the phrasal verb has pattern \((V + ADV + O)\). It means that the phrasal verb takes object. It is constructed by the verb **blew**, the particle **up** and the **enemy bridge** which is positioned as the object. It is called transitive phrasal verb. In sentence b) there is no object, it is only constructed by the verb **blew** and the particle **up**. It is called intransitive phrasal verb. Sometimes the phrasal verbs can be divided into separable and inseparable depend on particle movement whether it can or can’t be separated, for examples:

A]. The soldiers **blew up** the bridge. (Separable phrasal verb)

B]. The soldiers **blew** the bridge **up**. (Inseparable phrasal verb)

**Blow up** is an example of a phrasal verb where one can use as separable and inseparable, as in A] and B].

Olteanu (2012:84) states that all in all, the difficulty in learning phrasal verbs is seen as being two- fold: on one hand the unpredictability of their idiomatic meaning, and on the other hand the rules describing how they may enter into the rest...
of the sentence. An important aspect of the subject is illustrated by the fact that the meaning of some phrasal verbs is at first obscure. For instance, to **make out** can mean 'to perceive or to see something', to **turn up** means 'to appear'. In accordance with the statements that the meaning of some phrasal verbs is at first obscure. We find that phrasal verbs have interesting semantic differences. Fraser (1976) divides phrasal verbs into three groups: **Literal phrasal verbs** are those items where the particle retains its literal adverbial meaning. **Completive phrasal verbs** are those where the particle indicates completed action. **Figurative phrasal verbs** are considered figurative when there is no systematic way of semantically associating the verb and the particle.

All explanations emphasize phrasal verbs are common topic but they still cause problems for learners. Some problems that can emerge in phrasal verbs, such as identifying phrasal verb from other verb particle constructions, identifying grammatical construction of phrasal verbs that divide them into transitive or intransitive phrasal verbs, describing the function of particle in phrasal verb constructions in order to gain the meaning and analyzing the semantic distinctions of phrasal verbs. The writer also gets interested in these problems because they prove that the study of phrasal verbs are essential and still need continued study.

Further, the writer takes phrasal verbs to be analyzed in Khaled Hosseini’s novel *A Thousand Splendid Suns* because the phrasal verbs often occur in fiction, such as novel. Therefore, this novel consists of hundreds pages and contain phrasal verbs. The writer also finds some uniqueness of phrasal verbs found in *A Thousand Splendid Suns*, such as various patterns in types of phrasal verbs, various functions of particles in phrasal verbs constructions and various semantic distinctions.
The following examples provide the uniqueness of phrasal verbs found in this novel:

1a). Mariam had climbed a chair and **taken down** her mother’s Chinese tea set.

It takes the object and has pattern V + ADV + N. It takes the verb “taken”, the particle “down” and the object (N) is “her mother’s Chinese tea set. It is called transitive phrasal verb.

1b). The way he **pinned** her **down**.

It takes object and has pattern V + PRON +ADV. It takes the verb “pinned”, the particle “down” and the object (PRON) is “her”. It is also called transitive phrasal verbs.

Sentence 1a) and 1b) are transitive phrasal verbs using particle “down” but they have different pattern because they take different objects and different position in phrasal verbs constructions. Sentence 1a) takes object (N) and it is positioned after the adverb. Sentence 1b) takes object (PRON) and it should be positioned between verb and its object. It provides the various patterns in types of phrasal verbs in this novel.

2a). ... the Taliban won’t let them **go out** and make a living.

In phrasal verb “go out”, the particle roles as adverbial particle means that the particle “out” functions as an adverb which modifies verb “go”. It functions in a similar way to ordinary adverbs, helping to form a collocation which maintains a literal meaning. In this context “go out” means to leave your house.
2b) ... only four months after fighting had broken out between the Mujahedeen factions,...

In phrasal verb “broken out”, the particle roles as adverbial particle means that the particle “out” functions as an adverb which modifies verb “broken”. It functions to assume a new or subsidiary meaning. In this context “broken out” means to start.

It is found that 2a) and 2b) have same particle that construct the phrasal verbs but they have different function in phrasal verbs constructions. It also provides that 1 particle may have more than one function.

3a) She couldn’t get around the unfathomable reality that Gity wasn’t alive anymore.

The phrasal verb “get around” in this sentence is classified into figurative phrasal verb. It means that the phrasal verb creates different meaning from the meaning of the verb and particle in isolation. It is because there is no systematic way of semantically associating the verb “get” and the particle “around” to form new meaning “to deal”.

3b) A flat soccer ball was kicked around chased after listlessly.

The phrasal verb “kicked around” in this sentence is classified into literal phrasal verb. It is because the particle retains its adverbial meaning and do not change the meaning of the verb. In this context “kicked around” means to kick the ball from one place to another place.

Sentence 3a) and 3b) which is constructed by particle “around” also shows that 1 particle may have more than one type of semantic distinction.
1.2 Problem of the Study

Based on background of study, problems are:

1. What types of phrasal verbs are found in Khaled Hosseini’s novel *A Thousand Splendid Suns*?
2. What are the functions of particles found in phrasal verbs in Khaled Hosseini’s novel *A Thousand Splendid Suns*?
3. What types of semantic distinctions are found in phrasal verbs in Khaled Hosseini’s novel *A Thousand Splendid Suns*?

1.3 Objectives of the Study

Based on the problems, the objectives of this analysis mainly:

1. To identify the type of phrasal verbs found in Khaled Hosseini’s novel *A Thousand Splendid Suns*.
2. To analyze the function of particles found in phrasal verbs contained in Khaled Hosseini’s novel *A Thousand Splendid Suns*.
3. To identify the type of semantic distinctions found in phrasal verbs contained in Khaled Hosseini’s novel *A Thousand Splendid Suns*.

1.4 Scope of the Study

The analysis is focused on phrasal verbs in Khaled Hosseini’s novel *A Thousand Splendid Suns*. This analysis deals with the type of phrasal verbs, functions of the particle in phrasal verb constructions and type of semantic distinctions of phrasal verbs.

1.5 Significance of the Study
The analysis of this thesis is expected to give contribution to the readers especially in learning phrasal verb. The writer also hopes that it can improve reader’s interest in studying this topic and help the development of grammar analysis scientifically to enrich reference of related thesis which takes phrasal verb as the topic.

CHAPTER II