The Syntactic and Semantic Problems of Libyan Students in Using Phrasal Verbs to Compose English Texts

Zaied Saad Shouran

Universitas Sarjanwiyata Tamansiswa
Corresponding author. Email: zaiedshouran@gmail.com

ABSTRACT
The study aimed to explore the presence of syntactic and semantic issues in the use of phrasal verbs for writing English texts among Libyan students and to explain the intrusion in the use of phrasal verbs between syntactic and semantic issues. The study used a descriptive qualitative approach with qualitative and involved 10 respondents of Libyan students studying at Semarang State University. The data were collected using a questionnaire. The researcher read fifteen English written texts and select the phrasal verbs found in the sentences of texts. The reasons why do Libyan students make such errors because English is not their mother tongue, so the Libyan students have some difficulties to speak and write derivational morphemes in English. They lack practices, and the rules in English different with Arabic, lack of knowledge about derivational morphemes. Besides that, the majority that often happens to Libyans is in the mistakes that occur due to the first overgeneralization which causes miss spelling or misconduct mistakes that have been made but have not been corrected.

Keywords: Phrasal verbs, semantic problems, syntactic problems

1. INTRODUCTION

The main issue of this study is the syntactic and semantic problems of Libyan students in using phrasal verbs to compose English texts. Many scholars agree writing is a valuable ability in EFL contexts. It encourages learners to learn English because it promotes understanding and helps them to improve those language abilities at the same time (Ur, 1996). Writing plays an important role in facilitating language learning as structural language skills as learner's experiment with sentences, phrases and large pieces of writing to effectively express their ideas and improve their grammar and vocabulary in their teaching. Many aspects that are extremely difficult to master and understand by English students as a foreign language (EFL are vocabulary and grammar (Von, 2007).

Vocabulary is the words that we teach in a foreign language. Lexical forms are often used in the contextualized, meaningful language in their central role as a boring collection of terms that students must recognize and memorize. Knowing a phrase that implies knowing how frequently it occurs, the company maintains, its suitability in different contexts, its behavioural syntax, its underlying structure and derivations, its word associations and its semantic features (Mutiara, Sofwan, & Kalisa, 2017).

The multi-word superordinate term refers to vocabulary objects consisting of a series of two or more terms. These objects form meaningful and inseparable units semantically and/or syntactically. Instead of the products of the action of grammatical laws, they are the products of lexical and semantic processes of fossilization and word-formation. Multi-word objects occur in many different types: compounds, idioms, fixed words, prefabs, and eventually, multi-word verbs. Multiword verbs consist of one verb and one particle (e.g., phrasal orbs, prepositional verbs and phrasal prepositional verbs).

The study seeks to evaluate the existence of syntactic and semantic problems and to explain the interference with phrasal verbs among Libyan students in syntactic problems with synthetic problems. Libyan students face problems using vocabulary, particularly phrasal verbs during their writing (Nassaji & Tian, 2010). This research

can give a clear picture of how the combinations of phrasal verbs are comprehended by Libyan students. It also predicts that the outcome will help Libyan students learn about their syntactic and semantic problems while writing with phrasal verbs (Olsen, 2000).

This research focuses on investigating the nature of syntactic and semantic issues and how the problems of syntactic conflict with the semantic problems of writing English using phrasal verbs (Fitri, Faridi, & Hartono, 2019). This research purpose is to explore the presence of syntactic issues in the use of phrasal verbs for writing English texts among Libyan students, to explore the presence of semantic problems in the use of phrasal verbs for writing English texts among Libyan students, to explain the intrusion in the use of phrasal verbs between syntactic and semantic issues.

2. LITERATURE REVIEW

Some research on the syntactic and semantic study of phrasal verb combinations have been carried out. A study centred on 600 verb-particle constructions with Out and 1200 with Up to explore the semantic structure of verbs particle construction (Khusnita & Rukmini, 2016). The space grammar system of slow rate was used to see if particles like Out and Up are important in the construction of verb particles and so these types of particle construction can be analysed. Lindner (1983) found that particles such as Out and Up have multiple meanings and contribute to the senses of verbal particles' constructions (Potter, 1965).

Similarly, research has conducted a comparison of intransitive, separate and non-split forms of verb adverb and verb-particle constructions (Quirk et al., 1985). The study chose CHILDS transcripts; Four longitudinal case studies by younger children; and cross-sectional data from older children. Results showed that kids are different in handling VACs and VPCs. More widely used are VACs and VAC errors are syntactic while lexical VPC errors.

2.1. Theoretical Studies Review

The researcher illustrates and identifies the numerous theories (Radford, 2008) that resolve issues relevant to the subject addressed in the study of theoretical studies.

2.1.1. Items from Multi-Word

It is possible to see multi-word objects as extreme cases of fixed collocations. A multi-word item was described by as "a vocabulary item consisting of a series of two or more words (a word being simply an orthographic unit) (McCarthy & O'Dell, 2004). Also, this sequence forms an inseparable unit that is semantically and/or syntactically significant. Multi-word objects may be assumed to be the product of word-forming lexical and semantic processes

rather than the products of grammatical rule operations (Wild, 2010).

A. Prepositional verbs: e.g., Look after a cat in which it is considered that a preposition whose grammatical object is a cat is after,

B. True phrasal verbs: e.g., Lookup, a phrase in which a particle is known as up instead of a full-blooded preposition.

C. Phrasal-prepositional verbs: e.g., put up with bad conduct, each of which is understood to consist of a bad conduct phrasal verb followed by a prepositional term (Zainuddin, 2016).

2.1.2. Importance of Verb Phrasal

The study illustrated the significance of teaching phrasal verbs, improving receptive comprehension, and generating them (Schmitt & Michael, 1997):

In spoken English, the phrasal verb is the most prevalent verb type. Native speakers also use phrasal verbs. Because most of the vocabulary in the English language consists of phrasal phrases, it improves the vocabulary, increases understanding and writing of the vocabulary and becomes more perfect as a native speaker if English learners use common phrasal terms. This statement shows that the phrasal verb is an important vocabulary to learn English (Jacobs, 2005).

Phrasal verbs are generally accepted to be considered to be one of the challenging components for the students of English second or foreign languages. Certain phrasal verbs have an idiomatic sense that is commonly understood that the meaning of the complex unit is not simply a combination of its constituents, as Arnaud and Savignon quotes in Karina and Yazmin. That is why students, in particular foreign language learners, find it very difficult to understand the meaning of the phrasal verb (Li & Shirai, 2000).

2.1.3. Descriptions of Phrasal Verbs

There are three phrasal verbs, including the variation of the first two (Oe & Alam, 2013):

1. Retrieve' look out = verb + adverb

2. Verb + preposition: check for = 'seek'

3. Verb + adverb + preposition:' look out of = for the presence of' (p. 351)

Four types of combinations are differentiated by different features:

1. Verb + preposition (transitive) = get over (a disease).

2. Bring up the verb + particle (transitive) (the kids).

3. Verb + (transitive) particle arise = occur.

4. (p. 153) Verb + particle+ (transitive) preposition = run out of (matches).

These particles also indicate location or direction (along, in, out, on, out, over, under, up) (Lindner, 1983). In combination with a large number of particles or prepositional elements, a single verb like put forms new verbs (put off, put out, put up, put up with, etc) (Smith, 1983). New meaning can be formed through this combination that differs from the original. It is easy to understand some phrasal verbs, but many of them are more complicated because they have special meanings (McIntyre, 2002).

2.1.4. Phrasal Verbs' Syntactic Categories

It is very important here to shed light on the main categories of verb + particle combinations after understanding the difference between the classes of adverbs and prepositions (Smith, 1997). Three forms of combinations exist:

1. Verb + mixture adverb.

2. Word + mixture of prepositions.

3. Verb + adverb + mixture of prepositions.

The combination of verb + adverb consists essentially of a simple verb and an adverbial particle, as in (McArthur, 1992):

1. I'm sorry, Australia, I let you down here.

2. A post-mortem was done,

The combination of verb + preposition consists of a simple verb and a prepositional particle accompanied by a prepositional object as follows (White, 2012).:

1. In the furore, Prime Minister John Howard stepped in

2. The crossing was shut because rebels were trying to tunnel under it.

Finally, the combination of verb + adverb + preposition consists of a simple verb accompanied by a prepositional object, an adverbial particle, and a prepositional particle. Illustrates these combinations in what follows (Stageberg, 1981):

Cut down "reduce" on "Drop in on" Casually visit Return to" violation of an arrangement" (Houshyar & Talebinezhad, 2012).Table 1 below summarizes the three types of verb + particle combinations:

Table 1. Verb + Particle Combinations

Type	Combination	Example
1	Verb + adverb	I will never *give in*.
2	Verb + preposition	He *looked at* the mirror.
3	Verb + adverb + preposition	She cannot *get away with* it.

Having known this in general, let us look carefully one by one at these three forms of verb + particle combinations.

2.1.5. Verb + adverb combinations

Intransitive phrasal verbs. There are some characteristics that should note below. For intransitive phrasal verbs, tend to be common (Rukmini, 2007):

2.1.6. Verb + adverb + combinations of prepositions.

This type of combination is usually referred to as a "phrasal-prepositional verb", provided that "it includes both an adverb and a preposition as particles in addition to the lexical verb (Liao & Fukuya, 2002). "Palmer argues that" where the verb is preceded by two components, the first will always be an adverb, and the second a proposition. On the other hand, calls them "double variations" since the whole word acts as a single verb and can be interpreted by a single verb (Moon, 2007).

They are of two kinds, like the previously mentioned combinations: intransitive phrasal-prepositional verbs, and transitive phrasal prepositional verbs.

1. Intransitive phrasal-prepositional verbs. A prepositional object, rather than a direct object, follows this subtype of phrasal-prepositional verbs. Demonstrate it as follows (Jackendoff, 2010):

a.) All of us are looking forward to your Saturday party.

b.) He had to put up with a lot of school bullying.

c.) Why don't you take a look at Mrs. Johnson on the way back?

d.) He hopes that with anything he can get away

2. Transitive verbs for phrasal-prepositional. A direct object accompanies this subtype of phrasal-prepositional verbs (Redman, 2007). The following sentences are provided by Quirk et al. (1985) exemplify this:

a.) With a cheap camera, the boss fobbed me off. (particularly British English)

b.) We put our results down to hard work. ('attributing to')

c.) On a secret, I'll let you in

Table 2 below offers an overview of the three types of combinations listed above, along with their subtypes:

Table 2. Types and Subtypes of Verb + Particle Combinations

Type	Combination	Intransitive	Transitive
1	Verb + adverb	Can you please *carry on?*	Don't *let* me *down.*
2	Verb + preposition	He is *looking for* a car to buy.	She *reminds* me *of* our meeting.
3	Verb + adverb + preposition	She cannot *put up with* you.	I will *get* the price *down on* this.

2.1.7. Theory System

The theoretical framework is a theoretical viewpoint, or it can be said to consider anything as a fundamental approach (Sawyer, 1999). Theoretical structure determines the forms of

The factors I'll want to look at. The system that I use based on. Theories can be seen in the following ways:
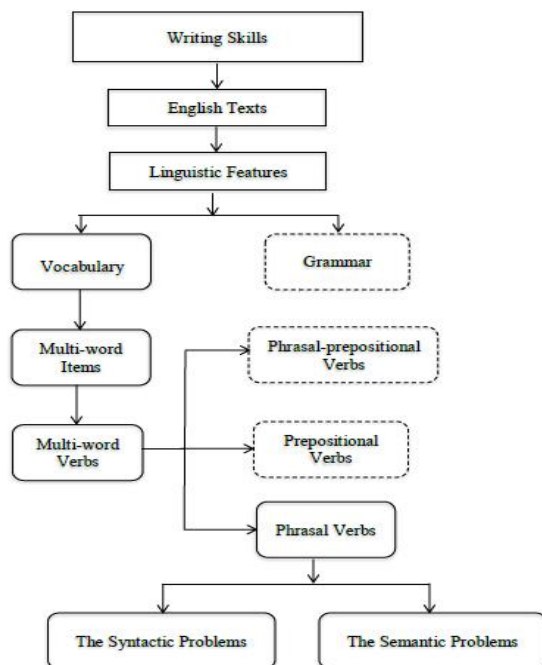

Figure 1 Theoretical Framework of the Study

3. METHOD

The study used a descriptive qualitative approach with qualitative to understand phenomena about what the research subjects prepared holistically. It is a way of description in the form of words and language, in a special context naturally and by making use of various scientific methods.

The samples used in this study were 10 Libyan students studying at Semarang State University. A questionnaire was used to collect the data. The researcher read fifteen English written texts and select the phrasal verbs found in the sentences of texts (Lindstromberg, 2010) Data collection was carried out for about 3 weeks instead of December 2021.

In this study, we employed a data analysis methodology using the three-component flow analysis model, i.e., 1) data reduction; 2) data presentation; 3) withdrawal conclusion. Flow model analysis has three components that are established, that is before, during and after the implementation of data collection (Svartvik, 1985).

4. FINDINGS AND DISCUSSION

4.1. The existence of syntactic problems among Libyan students in using phrasal verbs to write English texts

The researcher analysed the cases in which the respondents made mistakes within writing English texts to explore the existence of syntactic problems in using phrasal verbs. The first case concerns adverb insertion where the respondents have difficulty in inserting adverb between the elements of phrasal verbs. For stance, the phrasal verb *finds out* is non-compositional as shown in (1a) but it is not a non-compositional phrasal verb as in (1b).

1. (a) The purpose of that is to **find out** necessarily how far the factory location is.

(b) *The purpose of that is to **find** necessarily **out** how far the factory location is.

In this case, because of the non-compositionality of the phrasal verb *find out*, the verb *find* cannot be separated from the particle *out* by inserting the adverb *necessarily* (Wyrick, 1987).

Another example, the phrasal verb *carry out* is as shown in (2a, b).

2. (a) The decision-making process can be **carried out** directly in schools by teachers, principals, and administrative staff (management staff).

(b) *The decision-making process can be **carried** directly **out** in schools by teachers, principals, and

administrative staff (management staff).

3. (a) Based on the Geometry studies, it is wrong to **set up** factories in an inappropriate position.

(b) Based on the Geometry studies, it is wrong to **set factories up** in an inappropriate position.

But particles of phrasal verbs cannot precede a pronominal (direct) object as in (4a). However, they always follow a pronominal (direct) object as in (4b).

4. (a) *The author would like to express heartfelt gratitude to his family for **bringing up** him from cradle to this stage.

(b) The author would like to express heartfelt gratitude to his family for **bringing** him **up** from cradle to this stage

If the object (Do) is a long and/or complex NP, the particles of phrasal verbs cannot follow the DO even if it is substantival as in (5a, b).

5. (a) As for local competitors, they at the same level of competition do not **make up** these risks on the company despite their work in the same sector.

(b) *As for local competitors, they at the same level of competition do not **make** these risks on the company **up** despite their work in the same sector.

6. (a) Human activities such as mining threaten the water sources **on** which we all **depend.**

(b) *Human activities such as mining threaten the water sources which we all **depend on.**

The second issue was the presence of semantical problems in the use of phrasal verb among Libyan students. In this study the results have shown that the semantic problems of phrasal verbs, both literal or non-literal phrasal verbs and semantic (non-)compositionality, are realized and understood. These findings are not consistent with the results (Siyanova & Schmitt, 2007) of the contrast and analysis of the literal and non-literal definitions of English word verbs. Chu discovered that students don't regularly use VPs and phrasal verbal phrases are easier than photos (Mukarto, 2007).. The results also revealed that the mistakes of students are connected to confusing systems in which VPs understand and generate more VPs than in underdeveloped students (You, 1999).

The third issue concerns the relationship between syntax and semantical problems. Analysis of the syntactic and semantic analysis [39] of phrasal verb structures to analyse the syntactic and semantic structure of the verb particle constructs with 600 verbs of particle constructions with Out and 1200 verbs with Up to examine the syntactic and semantic structure of the verb's particle constructions. Therefore, the results of the present research

do not agree with the studies by Lindner (1983). Lindner's studies have shown that particles like Out and Up have a lot of meaning and contribute to the sense of verbal structures of particles (Saleh, 2012). On the other hand, the findings of this study revealed that the syntactic behaviour of particles depends on semantic non-compositionality (McArthur, 1989).

5. CONCLUSION

The reasons why do Libyan students make such errors because English is not their mother tongue, so the Libyan students have some difficulties to speak and write derivational morphemes in English, also they lack practices, and the rules in English different with Arabic, lack of knowledge about derivational morphemes. Besides that, the majority that often happens to Libyans is in the mistakes that occur due to the first overgeneralization which causes miss spelling or misconduct mistakes that have been made but have not been corrected. Both of these false conceptual hypothesized things happen because of misunderstanding of speech because they are not familiar with English vocabulary. The three ignorance of rule restrictions are errors which they know are wrong, but which make them unwilling to be corrected. Finally, the fourth is the incomplete application of rules that occurs due to lack of understanding of English vocabulary or pronunciation.

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