THE STUDENTS' FAMILIARITY TOWARD ENGLISH PHRASAL VERBS: A CORPUS-BASED STUDY

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Abstract

A phrasal verb is considered a challenging area for foreign language learners including those who learn English for specific purposes e.g English for tourism. However, to gain a good level of English, the students must learn phrasal verbs as they are commonly used by native English speakers. This study aimed to know the phrasal verb found in English for Tour and Travel Corpus (ETTC) and whether the students are familiar with the phrasal verbs found by differentiating them with prepositional verbs. The students' familiarity was measured through a questionnaire and their ability to use them in speaking. ETTC was built from 100 articles related to Tour and Travel, and the annotation using CLAWS 7 was conducted to identify the phrasal verb found in the corpus. Then, the phrasal verbs were listed based on the lemma. Based on the result of the analysis, there are 172 multi-word verbs classified as phrasal verbs. The students who were expected to have already been familiar with them were not able to differentiate between phrasal verbs and prepositional verbs. More interestingly, they do not know all the meaning of phrasal verbs found in ETTC and the speaking test result also proved that using phrasal verbs still needed more effort as the students could not use them accurately. The result of this research can be preliminary data for further research, particularly in teaching and learning English for a specific purpose.

Keywords: *Corpus, English Phrasal Verbs, English for Specific Purpose, Familiarity, and Prepositional Verbs*

Abstrak

Verba frasal dianggap sebagai area yang sulit bagi pelajar bahasa asing termasuk mereka yang belajar Bahasa Inggris untuk tujuan khusus, misalnya Bahasa Inggris untuk pariwisata. Namun, untuk memiliki kemampuan Bahasa Inggris yang baik, mahasiswa harus mempelajari verba frasal mengingat verba frasal biasa digunakan oleh penutur asli bahasa Inggris. Penelitian ini bertujuan untuk mengetahui verba frasal yang ditemukan di English for Tour and Travel Corpus (ETTC) dan mengetahui apakah mahasiswa akrab dengan verba frasal tersebut dengan cara membedakan antara verba frasal dan kata kerja preposisi. Tingkat keakraban terhadap verba frasal diukur menggunakan kuisioner dan kemampuan mereka dalam menggunakannya dalam tes berbicara. ETTC dibuat dari 100 artikel yang berhubungan dengan tour and travel dan anotasi menggunakan CLAWS 7 dilakukan untuk mengidentifikasi verba frasal yang terdapat dalam korpus. Kemudian, verba frasal didaftar berdasarkan lemma. Berdasarkan hasil analisa data, terdapat 172 kata kerja multi-kata yang diklasifikasikan sebagai verba frasal. Mahasiswa yang diharapkan sudah akrab dengan verba frasal ternyata tidak mampu membedakan antara verba frasal dan kata kerja preposisi. Menariknya lagi, mereka tidak mengetahui semua arti dari verba frasal yang digunakan dalam ETTC. Hasil tes berbicara juga membuktikan bahwa penggunaan phrasal verbs masih membutuhkan lebih banyak usaha karena mahasiswa tidak dapat menggunakannya secara akurat. Hasil penelitian ini dapat menjadi data awal untuk penelitian selanjutnya, khususnya dalam pembelajaran bahasa Inggris untuk tujuan khusus.

Kata kunci: *Korpus, Verba Frasal, Bahasa Inggris untuk Tujuan Khusus, Keakraban, dan Kata Kerja Preposisi*

Introduction

Vocabulary is now becoming a concern for English learners and researchers since it plays a vital role in the use of languages. According to Alqahtani (2015), a limited second-language vocabulary prevents effective communication. The knowledge of vocabulary can also be an indication of English learners' ability.

With the importance of vocabulary in the context of learning English as a foreign language, of course, vocabulary currently becomes the focus of language research. Zarifi & Mukundan (2013) stated that the direction of considerable linguistic research is now being shifted from syntax and phonology to lexicons and multi-word expressions.

One of the multi-word expressions is phrasal verbs. According to McCarthy & O'Dell (2004), "Phrasal verbs are verbs that consist of a verb and a particle". Particles here are adverbs and prepositions. Furthermore, according to Frank (2002), a phrasal verb is a new vocabulary item formed by combining a verb and a preposition. However, not all combinations of verbs and prepositions can be called phrasal verbs. Two examples below can show the difference of verb+ preposition in sentences.

1) I ***turn off*** the light
2) I ***turn to*** the right

The first sentence in the example above shows the use of the phrasal verb 'turn off", in which the phrase can be broken down into I turn the light off, whereas a prepositional verb cannot be separated e.g. I turn the right to.

In the learning of English, phrasal verb use cannot be avoided because English speakers use it often in daily communication. Phrasal verbs are phrases, which are often utilized by native speakers and are needed to be fluently spoken in English (Garnier & Schmitt, 2014). However, the phrasal verb has multiple meanings. As exemplified by Garnier, & Schmitt (2014) that the phrase "go on" has 22 meaning sense entries in the Collins COBUILD Phrasal Verbs Dictionary. As a result, learners may be quickly overwhelmed by the amount of information included inside a single entry.

Due to their idiomatism, polysemic nature, and significance variance, PVs constitute one of the most difficult fields of foreign language learning. Four reasons why PVs have been considered one of the most notorious difficult features in the English language were also cited in Sonbul, et. all (2020) such as (1) there is an overwhelming number of PVs in English. (2) PVs, including English, are the unique feature of specific languages. (3) PV is a composite of a semantically treated unit of two or more orthographic words. (4)PVs in nature are highly polysemic and have multiple meanings in a large number of PVs.

Thim (2012) divided phrasal verb into three semantic types namely 'literal', 'aspectual' and 'non-compositional (or 'idiomatic'). Idiomatic constructions are different from the two preceding groups in that their meaning cannot be inferred from the meaning of their elements. He gives examples as follows:

1) My husband actually said to me that giving up smoking was easy

because he's done it plenty of times.

2) He could not make it out, nor could he trust his own memory

From the examples above, the meaning of the phrase "giving up" and "make out" are not transparent. Therefore, from the types of the phrasal verb above, idiomatic phrasal verbs are certainly the type that has attracted the most attention in the teaching of English as a foreign language (Thim, 2012). However, Tanihardjo (2019) found that literal and idiomatic PVs (idiomatic phrasal verbs) for EFL learners are equally complicated.

Based on the explanation above, the use of phrasal verbs is avoided as the idiomatic meaning that cannot be guessed from the construction of phrasal verbs. This makes English learners prefer to use one basic word, although according to Bradwell (2006) the use of phrasal verbs makes learners sound more natural when speaking English. Blau, Gonzales, and Green (1983) partitioned students' issues with PVs into two classifications: semantic or vocabulary issues and syntactic or word order issues. They accept that semantically, students regularly do not consider multi-word verbs as a lexical unit that conveys unique meaning. This will be more clear when there is no presence of PVs in the student's first language. Even though teaching phrasal verbs is problematic, it is required as they are of high relevance for ESL/ EFL learners because knowledge of them is often equated with language proficiency and fluency (Zarifi & Mukundan, 2019).

Considering PVs are vital and hard to learn but it is important to be mastered by English learners, this study attempted to make a list of PVs in the tourism context to know which phrasal verbs must be given priority considering a large number of phrasal verbs available. One of the ways to do this is based on frequency criteria (Garnier & Schmitt, 2014; Liu & Myers, 2018) and corpus linguistics is one of the methods that use frequency data to identify and grouping of multiword units (Gardner & Davies, 2007).

A corpus is data derived from a large electronic text collection so it has the benefits of being readable from the machine, and allows dictionary-maker to extract all authentic and typical examples of lexical item usage from within seconds and easily provide collocation frequency and quantification information (Mcenery & Xiao, 2004). Corpus linguistics has recently been used in ELT activities. At least there are three major advantages if the corpus is applied in ELT such as improving language descriptions and features that can inform the language to the teacher; providing the teacher with corpora and a tool to analyze them; and putting them in the learner's hands immediately (Cobb & Boulton, 2015).

With these three main benefits, it shows that the corpus provides significant impact in ELT even though there is still a lot of work to be done such as the gap between research and practice (Sinclair,2011), the lack of progress on corpus research in ELT practice and the lack of familiarity with the corpus or

concordance between teachers and students (Mukherjee, 2004) and whether the results of the analysis corpus can be fully implemented in teaching as it must be modified and adjusted to meet the needs of teaching and learning (Oktavianti & Sarage,2021).

With regards to ELT, there are a few numbers of studies that underline how corpus linguistics has a solid association with teaching vocabulary. Valipouri & Nassaji (2013) used corpus linguistics to develop a list of academic words used frequently in chemistry research articles and to compare the word list with the distribution of high-frequency words in Coxhead's (2000). Although the corpus included 4 million words, the study was focused on one basic word. Similarly, another study conducted by Ashkan & Hassan (2016) used corpus in classroom teaching to test the implementation of corpus-based learning toward EFL students' vocabulary retention but the test only consists of 40 multiple-choice vocabulary items that are not specifically stated whether the selected word is multi-word or one basic word, although the method of obtaining the data is based on the frequency of words that appear in English books in high school (pre-university level).

Some previous studies have been conducted in connection with a phrasal verb and the utilization of corpus. Liu & Myers (2018), for example, extend the study of Garnier & Schmitt (2014) but include the cross-register analysis by studying and comparing the meaning distributions of the 150 most common PVs in spoken English and academic writing. The result showed that there are significant cross-register differences among most of the 150 most common PVs and this suggests that an instructional approach to PV should prioritize different meanings of PV depending on the type of register. Other studies such as that conducted by Schmitt (2016) attempted to understand L2 students' knowledge of polysemous phrasal verbs that are very common in English, and what factors influence knowledge of phrasal verbs. The result showed that only 40% of the sense phrases of phrasal verb meanings are known. Semantic opacity factors, previous L2 instruction, immersion in an L2 environment, and years of BA study did not affect knowledge and their relationship was not found between knowledge of phrasal verbs and hours spent listening to music and watching movies.

The comparison of L2 knowledge in receptive and productive related to 100 polysemous phrasal verbs was measured by Sonbul, et. all. (2020). Their study examines factors that might determine EFL learners' receptive and productive knowledge of polysemous phrasal verbs such as (1) raw phrasal verb frequency, (2) sense-based phrasal verb frequency, (3) entrenchment or individual word frequency, (4) sense opacity, (5) L2 estimated proficiency, and (6) the amount and type of L2 exposure. The result of the study showed that the strongest predictor was corpus-derived frequency.

Alangari et. all (2019) have used a novel methodology (Quirkian

approach) to identify the extent to which PVs are used in academic writing and compare to other categories of verbs taken from nine English journals that were selected. The most frequent 100 verbs were identified. In contrast, the results showed that PVs form a large part of the verbs identified by experts in writing. This violates the existing opinion that phrasal verbs have no place in formal academic writing.

The aforementioned studies indicated that corpus linguistics was very favorable in teaching and learning English. However, the use of corpus in phrasal-verb analysis has been limited and only conducted by some researchers, for example, Gardner & Davies (2007), Garnier & Schmitt (2014), Liu & Myers (2018), Siyanova & Schmitt (2007).

Similarly, this study attempted to use a corpus-based approach to create a list of PVs in the context of English for Tour and Travel Corpus (ETTC). Although the method is quite similar to Laosrirattanachai & Ruangjaroon's study (2021), this study proposes ETTC corpus as a newly compiled corpus and the focus of the study is on the PVs rather than a single word. A small corpus (ETTC) was created based on articles related to English for tour and travel so that the occurrence of the phrasal verbs can be known. In particular, this study attempted to answer these two questions:

1.) What Phrasal Verbs are found in the ETTC?

2.) How are the students familiar with the phrasal verbs found in the ETTC?

Research Method

This research used the corpus linguistics method (Stefanowitsch, 2020) as it compiles a small corpus named ETTC and analyses the PVs found. This research collected 100 articles related to Tour and Travel from several websites as follows:

Table1. The website address and number of articles in ETTC

Website address	Number of articles
www.lonelyplanet.com	20
https://indietravelpodcast.com	6
https://www.thetravelmagazine.net	7
http://www.travelandtourworld.com	32
https://www.traveldailynews.com	15
https://www.travelweekly.com	4
https://traveltips.usatoday.com	16
Total	100

The corpus data created did not include commercial or advertising information to reflect the use of actual texts in the context of tours and travel. When selecting articles, the length of the article was considered to earn a larger number of tokens. The text excluded from the advertisement was saved in txt format so that it can be analyzed with AntConc software and a corpus can be produced.

Data analysis using Antconc software was carried out to find out language

features such as frequency and part of speech then corpus annotation using Claws 7 Tagset was carried out to find PVs in the (POS) tags. AntConc is software-free, uncomplicated, and easy to use. It includes sophisticated concordancers, a word, and keyword frequency generator, cluster and lexical bundle analysis tools, and a word distribution, and the Claws program is based entirely on probability statistics, which ensures a level of accuracy of 96-97 percent (Kang & Yu, 2011). In the annotation process, the RP tagset is focused as it indicates prep. adverb, particle (e.g about, in) as an element to construct PVs and the possibility of verbs Tagset which are followed by particles are VVI (infinitive, e.g. to give... It will work...), VVG (-ing participle of the lexical verb (e.g. giving, working), and VV0 (base form of the lexical verb, e.g. give, work).

The PVs in the corpus were classified after the annotation process. This process was performed by selecting the VVI/VVG/VV0 results and then by selecting an RP annotation. This process was carried out by examining each combination of these tags as separable and inseparable PVs are available and as shown in the following example:

1. Keep_VV0 an_AT1 eye_NN1 out_RP forHysteria_NN1 Mas_JJ
2. Bermuda_NP1 Heroes_NN2 Weekendfestivities_NN2 kick_VV0 off_RP on_II a_AT1
3. cascading_VVG through_II your_APPGE veins_NN2 ,_, check_VV0 out_RP Lonely_JJ
4. still_RR fit_VV0 them_PPHO2 in_RP to_II evenings_NNT2 and_CC weekends_NNT2 ._.

To find out whether PVs found were familiar or not for Hospitality students, the sample was chosen from fourth-semester students majoring in Hospitality at STIPARY Tourism Academy. The students were chosen since they had already studied English for at least 8 years and would be expected to recognize the PVs found. The fourth-semester students were divided into three classes consisting of 35 students from A-class, 31 students from B class, and 32 students from C class so the total sample was 98 students. Two questionnaires were administered to each student. The first questionnaire was used to determine whether or not the students were familiar with the PVs discovered. The second questionnaire was given to know whether the students could discern the difference between PVs and prepositional verbs.

An impromptu speaking test was the next procedure. To know their ability in using PVs, 20 students were chosen at random from the sample who completed questionnaires 1 and 2 and instructed to produce three sentences directly using different PVs discovered in the corpus.

Results

Phrasal Verbs found in the ETTC and its familiarity for students

Based on the annotation results using Claws 7, 172 PVs were found from ETTC(see Appendix 1). All the phrasal verbs were included in Questionnaire 1 and it was distributed to all students to confirm whether they know the meaning of all phrasal verbs found in ETTC or not. After the questionnaire was distributed, 59 students returned the questionnaire and the results can be seen in Appendix 2. Based on the data obtained, it can be seen that there are 10 PVs that are most familiar to students. It can be seen in the following table:

Table 2. The Percentage of the respondents who really knows the meaning of PVs

No	PVs	Percentage
1	Check-in	98,30%
2	Check out	89,80%
3	Come back	88, 1 %
4	Wake up	86,40%
5	Follow up	83,10%
6	Stand up	83,10%
7	go back	79,70%
8	take off	79,70%
9	come in	78%
10	set up	76,30%

From the table above, 98,30% of the total respondents know the meaning of "check-in" and 89,80% of them know the meaning of "check out". This indicates that "check-in" and "check out" are familiar PVs to them, considering that these two PVs are often found in the hospitality context or close to the student's educational background. However, based on the data, some students know the meaning of PVs but they cannot differentiate between PVs and prepositional verbs. This can be seen from the total students who know the meaning of "check-in" at 98.30% (see table 2) but the total percentage toward this as PVs category is only 87, 90% as can be seen in table 3.

In addition, the list of existing phrasal verbs was not chosen entirely by the students. It can be seen from no phrasal verb chosen until it reaches a percentage of 100%. It means, not all of them know what a phrasal verb is. From the results of the questionnaire, it can be seen that the top 10 PVs in table 2 are phrasal verbs that are the most familiar PVs to the majority of students. From the table, it can be seen that the most familiar PVs for the majority of students are check-in followed by check-out. This is not much different from the results in table 3 which shows the percentage of the students in distinguishing PVs and prepositional verbs.

Table 3. The Percentage of the respondents choosing PVs in ETTC correctly

No	PVs	Percentage
1	check out	94,80%
2	check-in	87,90%
3	come in	86,20%
4	get on	82, 2 %
5	get out	81%
6	go on	81%
7	keep out	81%
8	follow up	79,30%
9	fill up	77, 6 %
10	find out	75, 9 %

Based on the above analysis, it raises a hypothesis for further research that knowing the meaning of PVs is not necessarily in line with understanding what PVs are.

Table 3 above also explained whether the students can differentiate PVs and prepositional verbs. From 98 students as a total sample, only 58 students gave responses toward questionnaire 2 containing about 100 Phrases (PVs and prepositional verb) as can be seen in see in appendix 4. The respond of the students to the questionnaire can also be seen in Appendix 3.

Based on the results of the students' responses, it can be seen that many students cannot distinguish between PVs and prepositional verbs. It can be seen that of the 58 students who returned the questionnaire 2 considered VPs as a prepositional verb as can be seen in the following table:

Table 4. The Percentage of misperception of the respondents toward Prepositional Verb and PVs in ETTC

No	PV	Percentage
1	ride from	44,80%
2	learn before	24,10%
3	open to	44,80%
4	swim from	31%
5	place on	48,30%
6	choose from	22,40%
7	dip before	15,50%
8	close by	36,20%
9	turn to	50%
10	continue along	17,20%
11	head to	44,80%
12	contact with	24,10%
13	want with	22, 4%
14	focus around	22, 4%
15	visit during	24,10%
16	sit next	27,60%
17	stroll through	35,50%
18	ask at	39,70%
19	visit to	53,40%
20	stray beyond	22,40%

The table above shows 20 top prepositional verbs which were considered as PVs by the students. The prepositional verbs "visit to" and "turn to" were considered as phrasal verbs by the majority of students with the total percentage of 53% and 50 % respectively. Therefore, what phrasal verb is and how to use them should be paid more attention in teaching English particularly for Hospitality students.

The students' ability in using phrasal verbs found in the ETTC

Besides investigating the students' familiarity with the PVs found in ETTC, it is critical to present a description related to students' ability in using PVs. A speaking test is given

to determine whether or not the students can employ PVs. This is conducted since the students are Hospitality majors who tend to use verbal communication in the workplace in the hospitality industry. Twenty students were chosen from the 58 who completed the questionnaire and asked to make three complete sentences using three randomly selected phrasal verbs in ETTC. Of the 20 students, all of them could not generate 3 sentences using the PVs correctly, even 16 students were unable to make one or two sentences of the three PVs provided. For example, the results of the speaking test with students with the initials NR.

I : Okay, NR, this is the first PV to be used in a sentence, ***check-in****,you only have 15 seconds to think.*
NR: The guest will be ***check-in*** *at 12 p.m.*
T: Okay, the next is come back
S: I can not

Based on the speaking test result above, although the students could create the sentence using PV "check-in", but the sentence is grammatically incorrect. Before the word "check-in", it should not be added with the auxiliary verb 'be'. This shows that the use of PVs in the correct sentence should be a concern even though the student is familiar with and able to make sentences with the PV.

The results of the speaking test above also indicate that even though the respondents are students at a university and have studied English for a long time, PVs are still a problem for them in using English, this is evident from the student NR who cannot make a sentence using PV 'come back'.

This analysis is supported by the results of the students' responses with the initial "M" in the test as follows:

I: Ok next ***go on****.*
M: We go on door prizes in some competitions

Based on the online dictionary (Merriam-Webster., n.d.) , the word “go on” has several meanings such as (1) to continue on or as if on a journey, to keep on, proceed (2): to take place (3): to talk especially in an effusive manner and it is used as an intransitive verb which does not require an object as in the example *life goes on*. However, student M makes sentences using PVs “go on” without understanding the meaning of the PVs so that the sentence he made was not semantically appropriate. Another example is the result of a speaking test with a student with the initial 'K' who was asked to make a sentence using the PVs 'stop in'.

I: Ok, Next, Stop in...
K: I will stop in to love you

Based on the results of the speaking test above, the student does not understand the meaning of “stop in”, although the phrase may be very familiar to him. according to the Merriam-Webster dictionary (Merriam-Webster., n.d.), the phrase “stop in” has the meaning (1): to visit someone briefly or (2): to stay at home.

The sentence *I will stop in to love you* made by the student indicates that the phrase "stop in" is interpreted as a phrase that has the same meaning as the main verb "stop" which can be used in the context of a similar sentence as in the sentence "I stop loving you".

Although this is a preliminary study in which researchers did not employ a more systematic data collection approach, the relationship between the students' familiarity and ability associated with PVs in ETTC has to be investigated further in future studies and a bigger corpus can be created in this study a small corpus has been created as the data used is still very limited in this study. The findings of this study are also relevant in terms of validating prior studies, such as Garnier & Schmitt (2016), which concluded that phrasal verbs are a problematic part of English vocabulary for many learners and demand more concern. The next research can focus on not only making the learners aware of whether a phrase can be classified as a phrasal verb or not but also making them understand how to use them accurately.

Conclusion

Based on data analysis, it can be concluded that there are 172 PVs found in the ETTC (English for Tour and Travel Corpus) where all students are not 100% know their meaning. Based on the analysis data, the most familiar PVs for students are "check-in" and "check out" considering those two PVs are frequently used in the context of hospitality and it is suitable with the students' educational background. In addition, not all students who are certain of the meaning of PVs are aware that the phrase is PVs as many prepositional verbs are considered PVs by them. The last is that the familiarity with PVs does not guarantee that the students can make sentences using PVs correctly.

Of course, further research is necessary to confirm the reasons that lead to students being unable to employ PVs appropriately in speaking. Why students who have been learning English for a long time are still unable to discern between PVs and prepositional verbs becomes a huge question that has to be researched further in terms of teaching and learning English. In addition, it is critical to conduct a further study regarding how PV is properly taught to students so that it can be employed in speaking.

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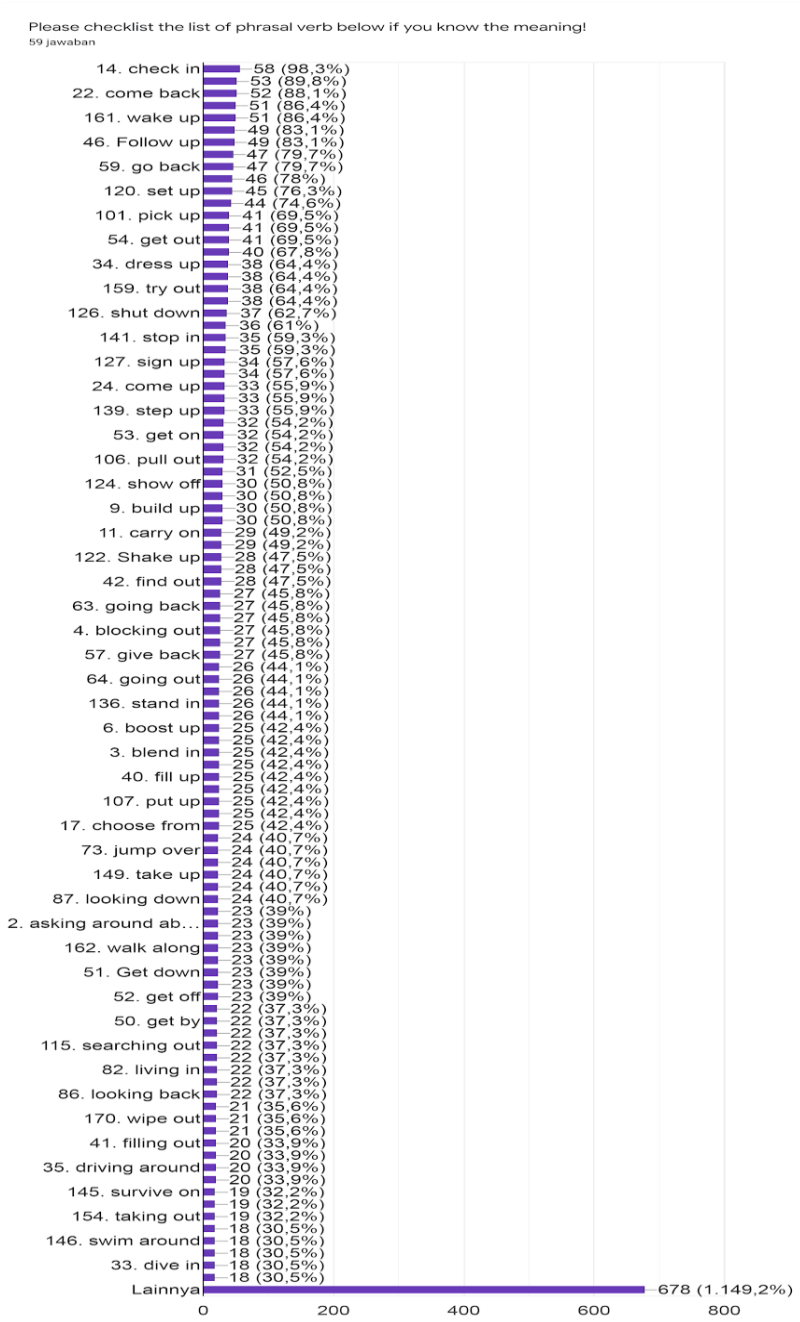
Appendix 1: PVs found in ETTC

1. agree its up there
2. asking around about
3. blend in
5. boarding down
6. boost up
7. breaking up
8. bring in
9. build up
10. calling out
11. carry on
12. carry out
13. Change Up
14. check in
15. check out
16. chill out
17. choose from
19. claiming back
20. clearing up
21. close by
22. come back
23. come in
24. come up
25. coming along
26. coming back
27. Continue along
28. cut up
29. dating back
30. dig in
31. Dining out
32. dish out
33. dive in
34. dress up
35. driving around
36. drying off
37. tempt you in
38. end up
40. fill up
41. filling out
42. find out
43. fit in
44. focus around
45. fold up
46. Follow up
48. get right down
49. get around
50. get by
51. Get down
52. get off
53. get on
54. get out
55. getting around
56. getting out
57. give back
58. go around
59. go back
60. Go on
61. go up
62. going all out
63. going back
64. going out
65. hang on
66. hanging out
67. head over
68. Heading off
69. heading out
70. hike up
72. invest in
73. jump over
75. keep out
76. keep up with
77. kick off
78. leading down
79. learn about
80. let off
81. List out
82. living in
83. loading up
84. Look around

85. Look out for
86. looking back
87. looking down
88. Looking out into
89. losing out
92. make up
95. mingle along
96. miss out
98. moving about
99. open in late
100. opening up
101. pick up
103. plunge in
104. pop over
105. pop up
106. pull out
107. put up
108. Reach out
109. realise along
110. ride back down
111. rise up
113. roll out
114. Scrambling up
115. searching out
116. send me off
117. Serving up
118. set off
119. set out
120. set up
121. settle in
122. Shake up
123. shoot up
124. show off
125. show up
126. shut down
127. sign up
128. sit back
129. sit down
130. skip through
131. slide down
133. speed up
135. spread out
136. stand in
137. stand up
138. Step back into
139. step up
141. stop in
144. summon up
145. survive on
146. swim around
147. swim by
148. Swim in
149. take up
150. take children out
151. take off
152. take on
153. take over from
154. taking out
155. throw down
156. Tie up
157. top up
158. travel along
159. try out
161. wake up
162. walk along
163. walk back
164. walk down
165. walk out
167. warm up
168. watch out
169. win over
170. wipe out
171. youre better off
172. Youre up for

Appendix 2**: The number of the respondents who really knows the meaning of PVs in ETTC**


Please checklist the list of phrasal verb below if you know the meaning!
59 jawaban
14. check in 58 (98,3%)
22. come back 53 (89,8%)
161. wake up 52 (88,1%)
46. Follow up 51 (86,4%)
59. go back 51 (86,4%)
120. set up 49 (83,1%)
101. pick up 49 (83,1%)
54. get out 47 (79,7%)
34. dress up 47 (79,7%)
159. try out 46 (78%)
126. shut down 45 (76,3%)
141. stop in 44 (74,6%)
127. sign up 41 (69,5%)
24. come up 41 (69,5%)
139. step up 41 (69,5%)
53. get on 40 (67,8%)
106. pull out 38 (64,4%)
124. show off 38 (64,4%)
9. build up 38 (64,4%)
11. carry on 38 (64,4%)
122. Shake up 37 (62,7%)
42. find out 36 (61%)
63. going back 35 (59,3%)
4. blocking out 35 (59,3%)
57. give back 34 (57,6%)
64. going out 34 (57,6%)
136. stand in 33 (55,9%)
6. boost up 33 (55,9%)
3. blend in 33 (55,9%)
40. fill up 32 (54,2%)
107. put up 32 (54,2%)
17. choose from 32 (54,2%)
73. jump over 32 (54,2%)
149. take up 31 (52,5%)
87. looking down 30 (50,8%)
2. asking around ab... 30 (50,8%)
162. walk along 30 (50,8%)
51. Get down 30 (50,8%)
52. get off 29 (49,2%)
50. get by 29 (49,2%)
115. searching out 28 (47,5%)
82. living in 28 (47,5%)
86. looking back 28 (47,5%)
170. wipe out 27 (45,8%)
41. filling out 27 (45,8%)
35. driving around 27 (45,8%)
145. survive on 27 (45,8%)
154. taking out 27 (45,8%)
146. swim around 27 (45,8%)
33. dive in 26 (44,1%)
Lainnya 26 (44,1%)
26 (44,1%)
26 (44,1%)
25 (42,4%)
25 (42,4%)
25 (42,4%)
25 (42,4%)
25 (42,4%)
25 (42,4%)
25 (42,4%)
25 (42,4%)
24 (40,7%)
24 (40,7%)
24 (40,7%)
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24 (40,7%)
23 (39%)
23 (39%)
23 (39%)
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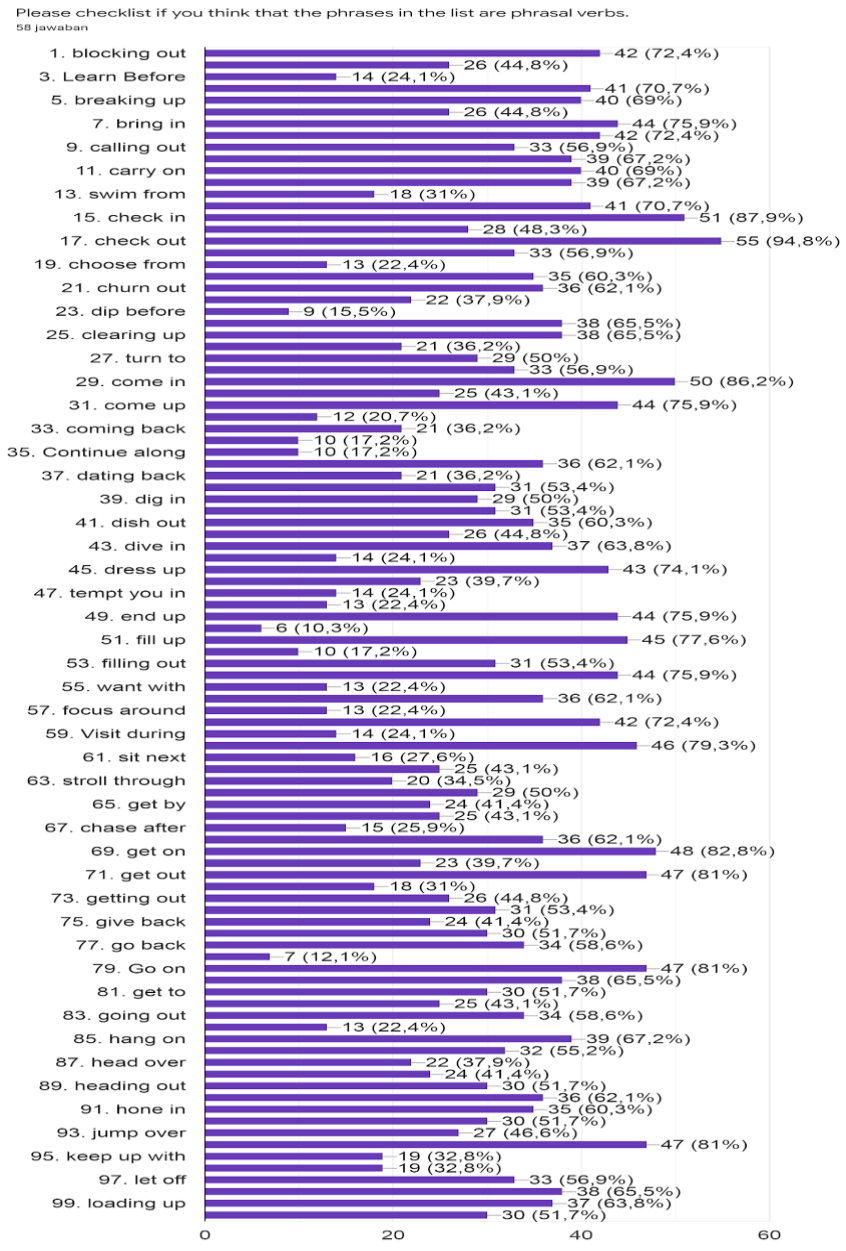
23 (39%)
23 (39%)
23 (39%)
22 (37,3%)
22 (37,3%)
22 (37,3%)
22 (37,3%)
22 (37,3%)
22 (37,3%)
22 (37,3%)
21 (35,6%)
21 (35,6%)
21 (35,6%)
20 (33,9%)
20 (33,9%)
20 (33,9%)
20 (33,9%)
19 (32,2%)
19 (32,2%)
19 (32,2%)
18 (30,5%)
18 (30,5%)
18 (30,5%)
18 (30,5%)
18 (30,5%)
678 (1.149,2%)
0
200
400
600
800

Appendix 3: The students responses on differentiating PVs and VP



Appendix 4: The Qestionnaire 2 (Differentiating PVs and VP)

Please checklist if you think that the phrases in the list are phrasal verbs.

1. blocking out
2. Ride from
3. Learn Before
4. boost up
5. breaking up
6. open to
7. bring in
8. build up
9. calling out
10. check on
11. carry on
12. carry out
13. swim from
14. Change Up
15. check in
16. place on
17. check out
18. chill out
19. choose from
20. see in
21. churn out
22. claiming back
23. dip before
24. click on
25. clearing up
26. close by
27. turn to
28. come back
29. come in
30. want in
31. come up
32. coming along
33. coming back
34. free from
35. Continue along
36. cut up
37. dating back
38. go with
39. dig in
40. Dining out
41. dish out
42. head to
43. dive in
44. contact with
45. dress up
46. drying off
47. tempt you in
48. finish with
49. end up
50. Evolving over
51. fill up
52. differ from
53. filling out
54. find out
55. want with
56. fit in
57. focus around
58. fold up
59. Visit during
60. Follow up
61. sit next
62. get right down
63. stroll through
64. get around
65. get by
66. Get down
67. chase after
68. get off
69. get on
70. ask at
71. get out
72. getting around
73. getting out
74. visit to
75. give back
76. go around
77. go back
78. remain under
79. Go on
80. go up
81. get to
82. going back
83. going out
84. Stray beyond
85. hang on
86. hanging out
87. head over
88. Heading off
89. heading out
90. hike up
91. hone in
92. invest in
93. jump over
94. keep out
95. keep up with
96. leading down
97. let off
98. List out
99. loading up
100. Look around

Answerkey:

Number of PVs in the Qestionnaire :
1,4,5,7,8,9,10,11,12,14,15,17,18,20,21,22,24,25,28,29,30,31,32,33,34,36,37,38,39

,40,41,43,45,46,47,48,49,50,51,52,53,54,56,58,60,62,64,65,66,67,68,69,71,72,73, 75,76,77,78,79,80,81,82,83,85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,100

Number of VP in the Qestionnaire :2,3, 6,13,16,19,23, 26, 27, 35, 42,44, 55, 57, 59,61,63,70,74,84