

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion and suggestion can be presented after the data analysis and discussion have been done and completed. This chapter is divided into two sections; conclusion and suggestion. The first section draws the result of the data analysis and discussion that provides answer of the question set of this study. And the last section shows relevant suggestion for potential users of the research.

A. Conclusion

The role of phrasal verb in language learning gives special attention to the language learners since it cannot be translated word by word. Language learners sometimes fail to use the phrasal verbs in appropriate context because of the inadequate knowledge in understanding the meaning of phrasal verb itself and especially in the use of phrasal verb's adverbial particles. Such matters drives the researcher to do investigation on the use of adverbial particles in the phrasal verbs found in the novel written by Haruki Murakami that has been translated into English by Jay Rubin with the title *Norwegian Wood*. With the respect of the principles in defining the particles proposed by Malcolm Goodale and John Flower, similar research with different framework that investigates about the actual meaning of adverbial particles that follow the verbs has become the main discussion throughout this study in which it can be summed as follow:

1. Verbs followed by adverbial particles in the form of adverb or preposition present different meaning. One verb can be followed by more than one adverbial particle. In the novel translated by Jay Rubin with the title *Norwegian Wood* the researcher has found that there are some adverb and preposition functioned as adverbial particle such as “up, out, down, away, off, back, by, along, through, apart, and forward” possesses different meaning when they are positioned as particle in a phrasal verb. Like the mentioned adverbs, these following prepositions such as “on, in, and over” also have different meanings which cannot be described into common meaning. As mentioned before that both adverb and preposition carry many meanings when they are positioned as particle in a phrasal verb. Such meanings have been thoroughly elaborated in chapter four.
2. Since phrasal verb cannot be translated word by word, language learners need to devote their time to learn it by heart. Language used in literature cannot be separated from the use of phrasal verbs itself. For the example the phrasal verb “come up” which can be defined as the upward movement and the phrasal verb “turn down” that indicates the decreasing. Some other phrasal verbs found in the novel translated by Jay Rubin with the title *Norwegian Wood* have been intensively explained in the chapter four.

The problem in dealing with the use of adverbial particle on phrasal verb in sentence or in daily life communication should be taken into consideration because it will lead the listener into misunderstanding and misinterpretation

towards what the speaker said. Providing with the correct use of adverbial particle on phrasal verb in appropriate context is one of ways to overcome a probl dealing with the use of phrasal verbs. Therefore, all language practitioners should be able to give assistance to the students dealing with this matter.

B. Suggestions

From the data analysis and discussion result some suggestion may be offered. The writer offers suggestion for the teacher, student, and upcoming researcher.

1. Suggestion for teacher

- a. English teacher, vocabulary teacher especially, becomes more aware the important of the using of phrasal verbs. Phrasal verbs can be included in addition matter in teaching vocabulary.
- b. Conducting phrasal verbs test can bring up students motivation in find out more phrasal verbs. Students will be more attracted in understanding phrasal verbs.
- c. To teach and understand students in understanding phrasal verbs, the first teacher should master any types of phrasal verbs, its grammatical form, meanings, and its use.

2. Suggestion for Students

- a. Students must not only use a formal language in conversing. Students are permitted to use idiomatic expression in the form of phrasal verbs in practicing speaking.

- b. Students can have friends from another country via social media, for example, to deepen their English in communicating with native speaker. Due to native speaker like to say in phrasal verbs.
- c. And English students become more active in listening the conversation via watching the movie or listening native speaker and then make a list phrasal verb available. Or by reading an English novel.
- d. Students must pay any specific attention in the phrasal verbs as idiomatic expression. Added to have more discussion with friends related to phrasal verbs.

3. Suggestion for the upcoming researchers

- a. Writer does not find any thesis discussing about phrasal verbs at STAIN Kediri. It is hoped after the existing of this thesis will motivate the next writer discussing about phrasal verbs in another frame.
- b. The next researcher should think more what the unique one from phrasal verbs that can be shown to public as a subject matter is. For example, the next researcher can analyze the entire using on every phrasal verb. Its mean phrasal verb can be used for what.