

CHAPTER I

INTRODUCTION

A. Rationale

Language helps people in the world to communicate and express sense from one person to another. It is used to speak each other, write and email and text. According to Oxford dictionary,” language is system of communication in speech and writing used by people of a particular country”.¹

Language is the basis for thinking, communicating, and learning. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision, orally, in writing, and through a variety of media, will help students to thrive in the world beyond school.²

Language is one of the important devices of communication in any type of human activities; language support processing civilization and its progress day to day. Language is used to show their thought and feeling, wish and activities and to influence others. One’s education background,

¹*Oxford Learner’s Pocket Dictionary Fourth Edition*, (New York : Oxford University Press, 2008), p. 247

² _____, *Language*. Melbourne, (La Trobe University, 2000) from <http://what-is-language.org/html>. retrieved on 14/12/2011.

association, tradition and sign of family and nation can be explained by a language.³

Language becomes an important things and people around the world use it as a gift from God to human beings as the Holy Koran stated in the Al-Hujurat verse 13 as follows:



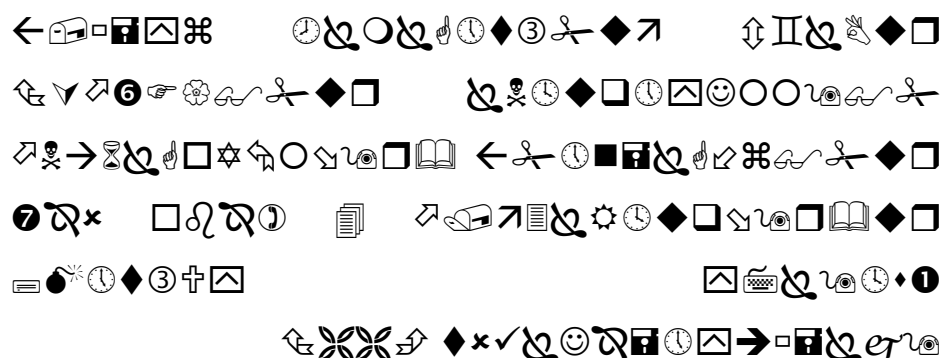
The verse describes that Allah the Almighty creates human from man and woman, and then makes us into nations and tribes in order to know each other. From this verse it is known that every nation and tribe has its own language which is used to communicate among them. So, it is believed that a language has a very important role among human of every nation and tribe.

Since every nation and tribe has its own language, therefore there are so many different languages that are used in this world. The languages are

³ Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1975), p. 2.

used to communicate, send messages, or even as an identity of a nation or a tribe. This difference is seen as the sign of the existence and the greatest of Allah the Almighty, as it is stated in the Holy Quran, at Suraah Ar-Ruum,

verse : 22, as following:



In different parts of the world, different people speak different languages, and for centuries they do not need to learn other people's languages as they live, more or less, in enclosed communities. Only a few people learn other people's languages and as for commoners there is no way of learning a second language, if it is not a neighboring community's language.

English is an international language that is spoken by many people in all six continents and in so many areas. Therefore, speaking English is the easiest way to communicate with people from other countries about any aspect in human life such as technology, economy, social, politics, and government. English is also a medium to communicate with them and

learned by most people in many countries, either as first, second or foreign language.

In other words, English is widely spoken in the world in many areas. Nowadays, many people learn English. In Indonesia, English has been taught from elementary schools to universities. We can use many ways to learn English more effectively, one of them is watching English films.

Film is an excellent way to get a view into the ideas, myths and values of the culture they represent and while they seem the perfect way to learn English. With films, people learn how they speak English. English film is a practical and enjoyable tool for learning the language and improving language skills.⁴

In English films generally the native speakers always use phrasal verbs, idioms, conditional sentence while speaking to each other. But the most used in the films is phrasal verbs.

Phrasal verbs are frequently found in the English language. Phrasal verb is a verb that is combined with a preposition (e.g. in, on, with) or an adverbial particle (e.g. up, out, off). The preposition or adverbial particle extends the meaning of the verb to create a new meaning. For example if you *look at* something, your eyes are focused on it, but if you *look after*

⁴ _____, "Is it a good Idea to Learn English through Movies?", from <http://www.edu.gov.on.ca> 08/02/2009 retrieved on 02/01/2012.

something or someone, you take care of them. Phrasal verbs follow one of five different patterns:

1. Verb + prep / adv + object

Look for and **look after** follow this pattern.

2. Verb + prep / adv + object OR verb + object + prep / adv

To **put on** and **take off** (e.g. clothes) are examples of this type of verb.

3. Verb + prep / adv + zero object

Note that phrasal verbs can also be intransitive where there is no object.

4. Verb + adv + prep + object

Examples include: **look forward to** (anticipate with pleasure), **get on with** (form a good relationship with OR continue to do), **put up with** (tolerate).

5. Verb + object + adv + prep

Examples include: **talk out of** (dissuade from), **take up on** (accept), let in for (assume responsibility for).⁵

The writer chose phrasal verbs because they are very common in English films. Phrasal verbs are very important in learning English because they are very frequent in everyday spoken and written language. Phrasal verbs will help the people to speak English seems like native speakers.

⁵ <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv300.shtml> retrieved on 20/12/2011.

Based on the above explanation, the writer is intended to analyze the use of phrasal verbs in the films: *Bratz*, *Princess Protection Program* and *The Clique*. The writer chose those films because they are full of phrasal verbs. This study will be written in a thesis which entitles: **“THE ANALYSIS OF PHRASAL VERBS IN THE FILMS: *BRATZ*, *PRINCESS PROTECTION PROGRAM* AND *THE CLIQUE*.”**

In order to avoid any misinterpretation toward the title of this study, the writer here by feels necessary to explain some terms in regard of the title as follows:

1. Analysis is a study of something by examining its parts⁶
2. Phrasal verbs are combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition.⁷
3. *Bratz* is a film directed by Sean McNamara, *Princess Protection Program* is a film directed by Allison Liddi Brown, and *The Clique* is a film directed by Michael Lembeck.

B. Statement of the Problems

The study is conducted to address the following problems:

1. What are the phrasal verbs and their patterns that appeared in the films: *Bratz*, *Princess Protection Program* and *The Clique*?

⁶ *Oxford Learner's Pocket Dictionary Fourth Edition*, opcit , p. 13.

⁷ Elaine Kirn & Darey Jack & Jill Kor ey O'Sullivan, *Interaction I Grammar*, (New York: McGraw Hill, 2000), p.38

2. What are the meanings of phrasal verbs that appeared in the films: *Bratz*, *Princess Protection Program* and *The Clique*?
3. What are the phrasal verbs that most frequently appeared in the films: *Bratz*, *Princess Protection Program* and *The Clique*?

C. Reason for Choosing the Title

There are certain factors that have influenced the writer's decision to conduct this research, including:

1. *Bratz*, *Princess Protection Program* and *The Clique* are full of phrasal verbs.
2. An understanding that phrasal verbs are very common in spoken and written English especially in English films.

D. Purpose of Research

Based on the problem above, the purpose the research can be set as follows:

1. To find out the phrasal verbs and their patterns that appeared in the films: *Bratz*, *Princess Protection Program* and *The Clique*.
2. To find out the meanings of phrasal verbs that appeared in the films: *Bratz*, *Princess Protection Program* and *The Clique*.

3. To find out phrasal verbs that most frequently appeared in the films:

Bratz, *Princess Protection Program* and *The Clique*.

E. Significance of the Research

The result of this research is expected to contribute to the field as follows:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge regarding the importance of phrasal verbs to understand and speak natural English.
3. Giving information and knowledge the importance of learning English through films.
4. Providing information and considerations for future researchers.
5. Enriching literary source of the IAIN Antasari's library.

F. Organization of Writing

To facilitate the study, the writer divides the organization of the content into five chapters as follows:

The first chapter contains of introduction that includes rationale, statement of the problems, reasons for choosing the title, purposes of research, significances of research, and organization of writing.

The second chapter contains of theoretical review that includes, definition of phrasal verbs, patterns of phrasal verbs, some examples of phrasal verbs, kinds of phrasal verbs, the importance of learning phrasal verbs and the use of films in learning English.

The third chapter contains of method of research that includes subject and object of study, data and sources of data, technique in collecting the data, technique of data collecting, research procedure.

The forth chapter contains of report of research result that includes synopsis of the films: *Bratz*, *Princess Protection Program*, and *The Clique*, and general description about phrasal verbs, their meanings and patterns that found in the films: *Bratz*, *Princess Protection Program* and *The Clique*.

The fifth chapter contains closure that includes conclusion and suggestion that is made based on finding.