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Verb *Go* (*back to, on, and out*) in English for TEFL in the Novel of *New Moon* by Stephenie Meyer: The Syntactic and Semantic Analysis

ABSTRACT: Languages use visual symbols to represent the sounds of the spoken languages, but they still require syntactic rules that govern the production of meaning from sequences of words. While, a phrasal verb is a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition, any of which are part of the syntax of the sentence. Sentences may contain direct and indirect objects in addition to the phrasal verb. Phrasal verbs are particularly frequent in the English language. A phrasal verb often has a different meaning of the original verb. The purpose of study is to find and to analyze the data about the verb “go” with the particles (*back to, on, and out*) which are available in the novel based on semantic and syntactic analysis. The data are taken from the “*New Moon*” novel by Stephenie Meyer. In semantics analysis, the data of verb a “go” is analyzed both as singular verb and phrasal verb. In syntactic analysis, the data is analyzed and determined its function in phrase, clause, or sentence. When it is as phrasal verb and joins many particles, it will create new meaning and different meaning depends on the particles which are joined. When it is as phrasal verb, it has particular meaning, and it cannot be separated or omitted one another, since it will have different meaning if it is separated or omitted. The phrasal verb a “go” with its certain particle may have a different meaning; it depends on the context of the data; and after analyzing all data, the writer can conclude that the phrasal verb, when it is joined with its particles, it can be separable or non-separable.

KEY WORDS: Verbs, phrasal verbs, “*New Moon*” novel, prepositions, particles, semantics, syntax, particles, and new meaning and different meaning.

INTRODUCTION

Languages use visual symbols to represent the sounds of the spoken languages, but they still require syntactic rules that govern the production of meaning from sequences of words. Languages evolve and diversify over time, and the history of their evolution can be reconstructed by comparing modern languages to determine which traits their ancestral languages must have had for the later stages to have occurred. A group of languages, that descend from a common ancestor, is known as a language family.

D. Biber, G. Leech & S. Conrad said that every time, we use language (in case to communicate), we are faced with a large array of choices: not only choices of what to say, but of how to say it. “How to say” is influenced

by many elements in language. One of those elements is Grammar. It is a set of rules that take an important item (Biber, Leech & Conrad, 2002:2).

Language is not merely sets of symbols. Essentially, language is a part of culture that gives a huge contribution to the human relationship. Because of language’s proficiency to encode an extensive range of meanings, and represent almost all ideas including thoughts, it is the ultimate cultural artifact (*cf* Murphy, 1985; Thomson & Martinet, 1986; and Biber, Leech & Conrad, 2003). The assertion that language is the ultimate cultural artifact is backed by countless functions that language serves. As a result, there is “Linguistics”, which studies language such as J.C. Richards, J. Platt & H. Weber, that linguistics is the

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study of language as system of human communication (Richards, Platt & Weber, 1985).

In common, language can be analyzed from its smallest unit like word in particular. In this case, the writer is curious to analyze the verb *go* as word with its syntactic category, namely as phrasal verb; therefore, this essay is an analysis of verbal *go (back to, on, and out)* in English in the novel of *New Moon* by Stephenie Meyer (2006).

In phrasal verbs, they are commonly used with less literal meanings. For example, the meaning of *find out* does not include the “place” meaning of *out*. Phrasal verbal could have difficult meaning, because the meaning of the compound is often different from the meaning of the individual parts. J. Allsop stated that:

Phrasal verb sometimes has idiomatic meaning. That is why sometimes it is difficult for us to understand the meaning of a phrasal verb. In order to avoid misunderstand in speaking or writing something, it is very important to understand phrasal verbs. Besides, people cannot speak or understand English well without knowing phrasal verbs. The increase of using phrasal verbs will obviously enrich the vocabularies of the learner (Allsop, 1983:210).

Moreover, we sometimes find that a phrasal verb has more than one meaning in any context. For examples: (1) “We’re *going out* for dinner tonight”; and (2) “I have to *go back* home and get my lunch”.

In the first sentence, “*going out*” means leave home to go on a social event. And in the second sentence, “*go back*” means return to a place. We can find that one phrasal verb may have more than one meaning in different context. Studying the meaning of verb *go* and analyzing verbal *go* that has more than one meaning are an interesting case for the writer to analyze verbal *go*.

LITERATURES REVIEW

On the Syntax. According to C. Quirk, A. Menezes & C. Cherry, syntax is the rules of grammar that are used for ordering and connecting words to form phrases and sentences (Quirk, Menezes & Cherry, 2005). While, H.C. House & S.E. Harman stated that

syntax means sentence structure; the orderly arrangement, relation agreement, or parts of the sentence in accordance with usage, or custom and it has to do with the used of words, phrases, and clauses in a given sentence (House & Harman, 1950:15-16). Lastly, V. Fromkin *et al.* said that syntax is the part of the grammar that represents a speaker’s knowledge of sentences and their structures (Fromkin *et al.*, 2003:118).

Depend on the definition of syntax above, the writer can be conclude that syntax is the branch of linguistics which studies the formation of sentence. In other words, syntax is a science that studies sentence structure.

On the Phrase and Noun Phrase. According to Binsar Sihombing & Barbara S. Burton, a phrase is two or more words in sequence intended to have meaning, less completely predicated than a sentence, because it has no subject and verb, such as *behind the City Hall* (Sihombing & Burton, 2007:59). Betty Schramper Azar noted also that a phrase is a group of related words (Azar, 1989:346). It does not contain a subject and a verb. Example: “*The house at the end of the street*”.

Noun Phrase (NP) with a noun as head (e.g. *the black cat, a cat on the mat*). According to Sylvia Chalker, noun phrase is a word or words functioning in a sentence like a noun. It usually consists of a noun (or verbal noun), alone or expanded. The noun is said to be “head” of the phrase (Chalker, 1984:46).

Betty Schramper Azar noted also that a noun clause is a dependent clause and cannot stand alone as a sentence (Azar, 1989:346). It must be connected to an independent clause (main clause). According to Binsar Sihombing & Barbara S. Burton, noun clause is also a group of words which contains a subject and a verb (Sihombing & Burton, 2007:9). While Agus Hudari stated that noun clauses are clauses that function as subject, object, or complement in the main clauses (Hudari, 1982:26).

The noun phrase is a group of words that ends with a noun. It can contain determiners (*the, a, this*, etc), adjectives, adverbs, and nouns (Pyle & Munoz, 1991:44). For example: *The house, an apple, and two shoes*. It shows a count noun that can be counted. In addition, a non-

Table 1:
Adverbial Phrases

Type of Adverbial	Adverbial Phrase	Example
Manner	With a hammer	The carpenter hit the nail with a hammer.
Place	Next door	The woman who lives next door is a widow.
Time	Before the holidays	We must finish our project before the holidays.
Frequency	Every day	My brother buys coffee every day.
Purpose	For his	Benyamin gave the flowers for his girlfriend.

count noun cannot be counted, and the writer can show the examples: *much time, some milk*.

The noun phrase has four major components, occurring in a fixed order:

(1) *The determinative*, the constituent which determines the reference of the noun phrase in its linguistic or situational context; (2) *Pre-modification*, which comprises all the modifying or describing constituent before the head, other than determiner; (3) *The head*, around which other the constituents cluster; and (4) *Post-modification*, those, which comprise all the modifying constituents, placed after the head.

On the Verb Phrase and Adverbial Phrase.

Verb Phrase (VP) with a verb as head (e.g. *eat cheese, jump up and down*). Sylvia Chalker noted that verb phrase in the sense in which it is used means a verb group only (Chalker, 1984:23). Verb phrase is a syntactic structure composed of the predicative elements of a sentence and functions in providing information about the subject of the sentence. In another words, we can say that verb phrase is a phrase headed by a verb. For examples of verb phrase: (1) "My sister *likes playing doll*"; and (2) "John is *looking for his friend's address*".

The verb phrase has two functional parts:

(1) *The auxiliary*, a grammatical morpheme carrying information about *mood* or the use of the sentence hallmark, *tense* or kinds of tenses, *modality* or the use of a modal auxiliary and a base verb, and *voice* or active and passive; and (2) *The main verb*, a lexical morpheme is carrying lexical information and usually, an inflection.

Furthermore, the verb phrase is one of the major constituents of sentence. It generally makes prediction about the noun phrase so that it is known as a predicate.

Adverbial Phrase (AP) is a phrase with an adverb as head. In formal definition, adverbial phrase is a syntactic structure which has

syntactic properties derived from its head.

According to the writer, adverbial phrase is used when the adverb as its head and the function as an adverb. Example: "*Unfortunately for her, the bread is hot*". All kinds of adverb phrases can be made with preposition, here are some examples in table 1.

On the Clause, Independent Clause, and Dependent Clause. Based on *Oxford Advanced Learner's Dictionary* by Albert Sydney Hornby *et al.*, a clause is a group of words that includes a subject and a verb, and forms a sentence or part of sentence (Hornby *et al.*, 2000:228). In Betty Schramper Azar's opinion, a clause is a structure that has a subject and verb (Azar, 1989:309). According to Binsar Sihombing & Barbara S. Burton, a clause is a group of words containing a subject and a predicate. A clause forms part of a compound or complex sentence (Sihombing & Burton, 2007:59).

Clauses are often contrasted with phrases. Traditionally, a clause was said to have both a finite verb and its subject, whereas a phrase either contained a finite verb but not its subject (in which case it is *a verb phrase*) or did not contain a finite verb. Hence, in the sentence "*I didn't know that the dog ran through the yard*"; "*that the dog ran through the yard*" is a clause, as is the sentence as a whole, while "*the yard*", "*through the yard*", "*ran through the yard*", and "*the dog*" are all phrases.

However, modern linguists do not draw the same distinction, as they accept the idea of a *non-finite clause*, a clause that is organized around a *non-finite verb*. Due to the definitions above, the writer concludes that clause is a combination of words which has a subject and verb.

Independent clause is a clause that can stand alone. Independent clause is a full predication that may stand alone as a sentence (e.g. *The boy laughed*). An independent clause

Table 2:
Independent/Dependent Clause

Independent Clause	Dependent Clause
a. A complete thought.	a. Not a complete thought.
b. Contains a subject and predicate (object).	b. Contains a subject and not predicate (object).
c. It is a complete sentence.	c. It is not a complete sentence.

(or main clause, matrix clause) is a clause that can stand by itself as a grammatically viable *simple sentence*. Independent clauses express a complete thought and contain a subject and a predicate. Multiple independent clauses can be joined by using a semicolon or a comma plus a coordinating conjunctions (*for, and, nor, but, or, yet, so*). For example:

- a. *I love cats.* (Sentence)
- b. *English is an international language.* (Simple sentence)
- c. *I am a bus driver, and my wife is a lawyer.* (Compound sentence made up of two independent clauses: *I am a bus driver* and *my wife is a lawyer*)
- d. *I want to be an astronaut, but I need to receive my Astronaut Badge.* (Compound sentence made up of two independent clauses: *I want to be an astronaut* and *I need to receive my Astronaut Badge*)
- e. *Go to the store, and get me a carton of milk!* (Compound sentence. Though a subject is not visible, in English the subject of an imperative is considered to be the pronoun “you”)

Dependent clause is a clause that cannot stand alone. Dependent clause has a special an introductory word that makes the predication “depend” on an independent clause (e.g. *I enjoy my job, although I work long hours*). Under this classification scheme, there are three main types of dependent clauses: *noun clauses*, *adjective clauses*, and *adverb clauses*; so called for their syntactic and semantic resemblance to noun phrasal verb or preposition, examples:

1. *What you say is not as important as how you say it.*
2. *I imagine that they're having a good time.*
3. *I keep thinking about what happened yesterday.*

Note that the word that is optional in the second sentence, highlighting a complication in the entire dependent or independent contrast: “*They're having a good time*” is a complete sentence, and therefore an independent clause, but in “*I imagine that they're having a good time*”, (it acts as a dependent clause).

As the example above, the writer can conclude that the independent clause and dependent clause seems the same, however if the writer analyze deeper, they are extremely different. See the table 2.

Words and phrases are constituents of the clause. The clause can be grouped into four categories of functional constituents:

First, Subject. Subject of the sentence is a word or group of words denoting that of which something is said. The subject may be a noun or any word or a group of words substituting for a noun. The subject is a central constituent in the clause. It governs many of the grammatical choices to be made within the clause. It is generally a noun phrase or clause. Moreover, the writer has the opinion about the subject, subject is someone or something that performs the action and is usually placed in front of sentence. It is noun or pronoun.

Second, Verb. The verb is a word that denotes an action or state of being. It consists of a main verb with or without auxiliaries. It usually comes after the subject and at the beginning of the clause.

Third, Object. The object usually has the form of a noun phrase or clause. The direct object is identifiable by its formal and functional properties. It usually comes after the subject and verb. The indirect object is identifiable by all the criteria of the direct object with a few unique characteristics of its own, in form and position. It is restricted to the relative clause form. It can occur only between the verb and the direct object.

Fourth, Complement. Randal L. Whitman in his book, *English and English Linguistics* (1975), adopted an idea from Walsh in 1939, defining that a verb which requires a substantive (that is, a noun) or an adjective to complete its meaning is sometimes called to complete, and the substantive or adjective added is called a complement (Whitman, 1975:90).

On the Sentences. As with all language expression, sentences contain both semantic and logical elements (words, parts of speech), and also include action symbols that indicate sentence starts, stops, pauses, etc. In addition, sentences also contain properties distinct to natural language, such as characteristic intonation and timing patterns. Sentences are generally characterized in most languages by the presence of a finite verb, e.g. “*The quick brown fox jumps over the lazy dog*”.

A simple complete sentence consists of a subject and a predicate. The subject is typically a noun phrase, though other kinds of phrases (such as gerund phrase) work as well, and some languages allow subjects to be omitted. The predicate is a finite verb phrase: a finite verb together with zero or more objects, zero or more complements, and zero or more adverbials.

Many people might give a various definition of sentence. Some of them might define it by its meaning and others by its function. But, basically, the definition of sentence is a group of words contains a subject and a verb that begins with capital letter and end with punctuation. This definition of sentence, which is given by Paul Roberts, is “a group of words expressing a complete thought” or “a group of words that begins with a capital letter and ends with a period” (Roberts, 1964:1). Here, Paul Roberts defined sentence by its meaning. He explained sentence as a complete thought (Roberts, 1964).

Sentence, by dictionary definition, is a set of words expressing a statement, a question or an order, usually containing a subject and a verb. H.C. House & S.E. Harman stated that sentence is a group of related word containing a subject and a predicate and expressing a complete and independent thought (House & Harman, 1950). According to Binsar Sihombing & Barbara S. Burton, a sentence is a grammatical unit comprising a group of words that separates from other grammatical construction and usually consists of at least one subject with its predicate and contains a finite verb or verb phrase (Sihombing & Burton, 2007:59).

Due to the definitions above, the writer concludes that sentence is a string of word put together by grammatically rules of a

language which consists of one subject and verb and considers as a complete thought. One traditional scheme for classifying English sentences is by the number and types of finite clauses:

A simple sentence consists of a single independent clause with no dependent clause (e.g. *I eat rice*). *A compound sentence* consists of multiple independent clauses with no dependent clauses. These clauses are joined together using conjunctions, punctuation, or both (e.g. *I study English and my sister studies Indonesian*). *A complex sentence* consists of one or more independent clauses with at least one dependent clause (e.g. *I want to be an astronaut, but I need to receive my Astronaut Badge*). *A complex-compound sentence* or *compound-complex sentence* consists of multiple independent clauses, at least one of which has at least one dependent clause.

Below are the explanations about the classification of sentence by its function:

First, Declarative sentence. *Declarative sentence* is a sentence that makes a statement. Declarative usually follow the word order S-V (Subject-Verb). This type of sentence ends with a period or full stop (.) in writing and a drop pitch in speech. For examples: (1) *I like long walks, especially when they are taken by people who annoy me.*; and (2) *You can get help from teachers, but you are going to have to learn a lot by yourself, sitting alone in a room.*

Second, Interrogative sentence. *Interrogative sentence* is a sentence that asks a question or asks for information. This sentence is indicated by a question mark (?). Interrogative usually follow the word V-S (Verb-Subject). For examples: (1) *Where do you want to go today?*; and (2) *Are my kids cute or do they make people uncomfortable?*

Third, Imperative sentence. *Imperative sentence* is a sentence that demands an action. This sentence is indicated by a period, like declarative sentence. The subject is implied. For examples: (1) *All hope abandon, ye who enter here!*; and (2) *Think small.*

Fourth, Exclamatory sentence. *Exclamatory sentence* is a sentence that makes an exclamation or expresses strong emotion, such as surprise, delight, fear, relief, hate, etc. This sentence is indicated by an exclamation mark. For examples: (1) *Give that old dark night of the soul a hug! Howl the eternal yes!*; and (2) *Boy, do I hate being right all the time!*

The classification of sentence by its form is based on the number of subject and predicate of the number of clause within a sentence. Below are the explanations:

Verb Phrase: “In linguistics, a verb phrase is a syntactic structure composed of the predicative elements of a sentence and its function is to provide information about the subject of the sentence”.

In the generative grammar framework, the verb phrase is a phrase headed by a verb. A verb phrase may be constructed from a single verb; often, however, the verb phrase will consist of various combinations of the main verb and any auxiliary verbs, plus optional specifiers, complements, and adjuncts. For examples:

- a. Yankee batters **hit** the ball to win their first World Series since 2000.
- b. Mary **saw** the man through the window.
- c. John **gave** Mary a book.

Example (a) contains the verb phrase *hit the ball to win their first World Series since 2000*. Example (b) contains the main verb *see*, the noun phrase (NP) complement *the man*, and the prepositional phrase (PP) adjunct *through the window*. Additionally, example (c) contains the main verb *gave*, and two noun phrases *Mary* and *a book*, both selected by the verb in this case.

Verb phrases are sometimes defined more narrowly in scope to allow for only those sentence elements that are strictly considered verbal elements to form verb phrases. According to such a definition, verb phrases consist only of main verbs, auxiliary verbs, and other infinitive or participle constructions. For example, in the following sentences only the bolded words would be considered to form the verb phrase for each sentence:

- a. John **gave** Mary a book.
- b. They **were being eaten** alive.
- c. She **kept screaming** like a maniac.
- d. Thou **shalt not kill**.

This more narrow definition is often applied in functionalist frameworks and traditional European reference grammars. It is incompatible with the generative theory of the verb phrase, since the bolded strings are not

constituents under standard analyses.

On the Preposition. A preposition is a word which shows relationships among other words in the sentence. The relationships include direction, place, time, cause, manner, and amount feeder. In addition, Sylvia Chalker said that prepositions are a minor word class. They serve to connect major words (usually nouns) to other parts of the sentence. Some prepositions also belong to other classes (e.g. adverbs, conjunction even adjectives). But, preposition are closed classes in the sense that we do not invent new single-word prepositions (Chalker, 1984:214).

Another definition about preposition said by Marcela Frank (1972) that the preposition is classified as a part of speech in traditional grammar. However, preposition as well as conjunction differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; and (2) each signals syntactic structures that function as one of the other part of speech (Frank, 1972:163). Prepositions have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions (Wishon & Burks, 1980:288).

On the Semantics. According to Webster’s *New Twentieth Century Dictionary* by Noah Webster, semantics is the branch of linguistics concerned with the nature, the structure, and the development and changes of the meaning of speech forms, or with contextual meaning (Webster, 1979:1219). George Yule said that semantics is the study of the relationships between linguistics forms and entities in the world; that is, how words literally connect to things (Yule, 1998:4). W. O’Grady, M. Dobrovolsky & F. Katamba (1997:268) were expressing that semantics is the study of meaning in human language (O’Grady, Dobrovolsky & Katamba, 1997).

The word semantics originated from Greek word, *sema* (noun) means *sign*; and *semaino* (verb) means *giving sign*, here refers to linguistic sign. Depend on the definition of semantics above, the writer can be conclude that semantics is a branch of linguistics which studies the meaning in human language.

On the Grammatical and Lexical Meanings.

Grammatical meaning is a meaning, which is formed by the words structure in phrases, clauses, or sentences. Moreover, it is defined as a certain meaning in Syntax whose formation involves the grammatical process, such as affixation. For example, *un-grateful*, morpheme “un” means “not”, *ungrateful* means *not grateful*. Examples: *I have eaten fried chicken*.

Lexical meaning is defined as an objective meaning, which is connected with another word, context, and phrase. Furthermore, lexical meaning shows the relationships among words, the word meaning, and the world reality. Lexical meaning is divided into two groups: (1) *Denotative meaning*, a real meaning which is equal to the lexical meaning. For example: “The tree that in front of my house is so *high*”; and (2) *Connotative meaning*, a word meaning in clauses and phrases or figure of speech meaning. For example: “He is a man from *high* society”.

In the two sentences above have different meaning in using the word (*high*), in sentence 1, a word *high* shows as denotative meaning, that a real meaning which is equal to the lexical meaning. And the sentence 2 that shows connotative meaning, a word *high* may mean “the social rank or social wealth”.

RESEARCH METHOD

According to the characteristics of qualitative research by R.C. Bogdan & S.K. Biklen, it is said that a researcher of qualitative research is the key instrument. It means that the researcher plays an important role in deciding data, both to include and to exclude. As outlined in the conceptual framework, researchers use descriptive analysis. Data is purposefully collected to classify, to compare, and to analyze to get deep understanding of the topic about (Bogdan & Biklen, 2003).

There are four steps of data collecting, which are conducted during this research. First, the writer collects sentences which contain phrases as subject and as object. The second step, the writer italicizes the data and gives information where those data are taken from. The third step, the writer classifies data based on certain characteristics and features as they were needed. Finally, the writer compares and analyzes data morphologically. The study

technique of data collecting is the writer searches and marks analyzed words which consist noun phrases as subject and object, and try to explain based on the title that is syntactic and semantic study.

On the Source and Technique of Collecting Data. To complete this research, the writer seeks data from novel of *New Moon*, which are related to the research material. In analyzing data, it needs identifying, classifying, interpreting data, and finding conclusion (Wray, Trott & Bloomer, 1998:7-13).

For this reason, researcher will take several steps: (1) *Identification*, the first step is identifying the source; (2) *Classification*, the second step is classifying the collected data; (3) *Interpreting*, this third step is finding the word-formation of new words in English and the meaning change as the impact of new formation; (4) *Describing*, the fourth step is describing the ways of forming of new words and the meaning change; and (5) *Conclusion*, this last step is finding conclusion to answer the research question demands.

On the Weight and Relevance. This research deals with linguistics. It has several benefits for the language study and people who are interested in studying English. In this thesis, we can find the definition of syntax, translation, and semantics. We also find the categories of meaning, such as grammatical, ideomatical, conceptual meaning, contextual meaning, and referencial meaning.

Theoretically, the result of this research will enrich the English language study; and practically, it will be very valuable to those who have interest in learning English in specific way to get more comprehension in English sentences and clauses, especially in recognizing the verb a *go* in English. So, those are main source data. Collecting will be reached by reading the sources comprehensively. The researcher will find out the formation of new words.

FINDINGS AND DISCUSSIONS

Firstly, Analysis of Verb a Go back to. Corpus 1, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

“... and things will **go back to** normal” (chapter 18, page 409, line 5).

... things will **go back to** normal.

Analysis: Based on the data above, the writer concludes that the verb a **go** above is classified into phrasal verb, because it basically can't stand alone, and it is followed by particle **back to**.

Syntactically, the phrasal verb **go back to** above is as the predicate of the subject *things*, and the object of the sentence is *normal* that is modified by clause which creates an extensive meaning of the object in the sentence.

Semantically, the writer wants to compare and translate the phrasal verb when it is joined particles and when it is not. Based on *Oxford Advanced Learner's Dictionary* by Albert Sydney Hornby *et al.* (2000:661), verb a **go** is “to move or travel from one place to another”; meanwhile adjective **back** is “located behind or at the back of something” (Hornby *et al.*, 2000:93); and preposition **to** is “located in the direction mentioned from something” (Hornby *et al.*, 2000:1626).

It is impossible for the writer to write all definitions of verb a *go* and preposition *back to*, since there are many definitions about them. Then verb a **go back** is “to consider something that happened or was said at an earlier time” (Hornby *et al.*, 2000:575). The meaning of phrasal verb a **go back to** is “to start doing something again that you had stopped doing” (Hornby *et al.*, 2000:575).

Corpus 2, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

But he'd **gone back to** exactly how he he'd acted before-avoiding me as much as possible-the moment he was free from that temporary obligation to protect me (chapter 1, page 26, line 30).

... he'd **gone back to** exactly how he he'd acted before-avoiding me as much as possible-the moment he was free from that temporary obligation to protect me.

Analysis: Gone is the past participle which comes from verb a *go*. Based on the data above, the writer concludes that the verb a **go** is classified into phrasal verb, because it basically can't stand alone, and it is followed by particle **back to**.

Syntactically, the phrasal verb **go back to** is as the predicate of the subject *he*, and has no object of the sentence, but it is followed by the complement *exactly how he he'd acted before-avoiding me as much as possible-the moment he was free from that temporary obligation to protect me*.

Semantically, the writer wants to compare and translate the phrasal verb when it is joined particles and when it is not. Based on *Oxford Advanced Learner's Dictionary* by Albert Sydney Hornby *et al.* (2000:661), verb a **go** is “to move or travel from one place to another”; meanwhile adjective **back** is “located behind or at the back of something” (Hornby *et al.*, 2000:93); and prep **to** is “located in the direction mentioned from something” (Hornby *et al.*, 2000:1626).

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Corpus 3, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

When I was cleaned up, I **went back to** the kitchen (chapter 17, page 392, line 3).

... I **went back to** the kitchen.

Analysis: Based on the corpus, the writer concludes that the verb a **go** above is classified into phrasal verb, because it basically can't stand alone, and it is followed by particle **back to**.

Syntactically, the phrasal verb **go back to** above is as the predicate of the subject *I*, and the object of the sentence is *the kitchen* that is modified by clause which creates an extensive meaning of the object in the sentence.

Semantically, the writer wants to compare and translate the phrasal verb when it is joined particles and when it is not. Based on *Oxford Advanced Learner's Dictionary* by Albert Sydney Hornby *et al.* (2000:661), verb a **go** is “to move or travel from one place to another”; meanwhile adjective **back** is “located behind or at the back of something” (Hornby *et al.*, 2000:93); and preposition **to** is “located in the direction mentioned from something” (Hornby *et al.*, 2000:1626).

It is impossible for the writer to write all definitions of verb a *go* and preposition *back to*, since there are many definitions about them. Then verb a **go back** is “to consider something that happened or was said at an earlier time”. The meaning of phrasal verb a **go back to** is “to start doing something again that you had stopped doing” (Hornby et al., 2000:575).

Secondly, **Analysis of Verb a Go on**. Corpus 4, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

“Anyway, you don’t irritate the Volturi”, Edward **went on**, interrupting my reverie (chapter 1, page 20, line 10).

Analysis: *Went* is the past tense of the verb a *go*. Based on the data taken, the verb a *go* above is basically can’t stand alone, and it is followed by particle *on*. So, the verb a *go* is classified into phrasal verb.

In syntax analysis, the phrasal verb **go on** in this corpus is as the predicate of the subject *Edward*, and the object of the sentence is *my reverie*.

Semantically, the writer wants to compare and translate the phrasal verb when it is joined particles and when it is not. According to *Oxford Advanced Learner’s Dictionary* by Albert Sydney Hornby et al. (2000:661), verb a *go* means “to move or travel from one place to another”. On the other hands, the meaning of the adjective *on* is “about something or somebody” (Hornby et al., 2000:920).

It is impossible for the writer to writes all definitions of the verb a *go* and the preposition *on*, since there are many definitions about them. But, based on *Oxford Advanced Learner’s Dictionary* by Albert Sydney Hornby et al. (2000:576), the meaning of phrasal verb a **go on** in this corpus is “continue speaking, after a short pause”.

Corpus 5, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

I wondered how long that had been **going on** without me noticing (chapter 5, page 120, line 3).

... that had been **going on** without me noticing.

Analysis: *Had been going* is the past perfect

continuous of the verb a *go*. Based on the data taken, the verb a *go* above is classified into phrasal verb, because it basically can’t stand alone, and it is followed by particle *on*.

Syntactically, the phrasal verb **go on** in this corpus is as the predicate of the subject *that*, and has no object that is modified by clause *without me noticing*, which creates an extensive meaning of the object in the sentence.

In semantic analysis, the verb a *go* means “to move or travel from one place to another” (Hornby et al., 2000:661). And the meaning of the preposition *on* is “about something or somebody” (Hornby et al., 2000:920).

It is impossible for the writer to write all definitions of the verb a *go* and the preposition *on*, since there are many definitions about them. Based on *Oxford Advanced Learner’s Dictionary* by Albert Sydney Hornby et al. (2000:576), the phrasal verb a **go on** in this sentence means “continue without changing”.

Corpus 6, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

“But just because I’m not looking, doesn’t mean I don’t see,” she **went on** (chapter 17, page 384, line13).

... she **went on**.

Analysis: *Went* is the past tense of the verb a *go*. In this corpus, the verb a *go* is basically can’t stand alone, and must be followed by particle *on*. Because of that, the verb a *go* is classified into phrasal verb.

Syntactically, the phrasal verb **go on** in this corpus is as the predicate of the subject *she*, and has no object.

In semantic analysis, in *Oxford Advanced Learner’s Dictionary* by Albert Sydney Hornby et al. (2000:661), the verb a *go* means “to move or travel from one place to another”. And the meaning of the adjective *on* is “about something or somebody” (Hornby et al., 2000:920).

It is impossible for the writer to write all definitions of the verb a *go* and the preposition *on*, since there are many definitions about them. The meaning of phrasal verb a **go on** in this sentence is “continue speaking, after a short pause” (Hornby et al., 2000:576).

Thirdly, **Analysis of Verb a Go out**. Corpus

7, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

"I'm sorry I made you *go out* with me"
(chapter 9, page 222 line 30).

... you *go out* with me.

Analysis: In this corpus, the verb a *go* is basically can't stand alone, and must be followed by particle *out*. Because of that, the verb a *go* is classified into phrasal verb.

Syntactically, the phrasal verb *go out* in this corpus is as the predicate of the subject *you*, and has no object, but that is modified by the complement *with me* which creates an extensive meaning of the object in the sentence.

In semantic analysis, in *Oxford Advanced Learner's Dictionary* by Albert Sydney Hornby *et al.* (2000:661), the verb a *go* means "to move or travel from one place to another". And the meaning of the preposition *out* is "away from the inside of a place or thing" (Hornby *et al.*, 2000:935).

It is impossible for the writer to write all definitions of the verb a *go* and the preposition *out*, since there are many definitions about them. The meaning of phrasal verb a *go out* in this sentence is "to leave the house to go to a social event" (Hornby *et al.*, 2000:576).

Corpus 8, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

I *went out* with Eric two weeks ago (chapter 4, page 104, line 16).

I *went out* with Eric two weeks ago.

Analysis: *Went* is the past tense from the verb a *go*. Based on the data taken, the verb a *go* is basically can't stand alone, and must be followed by particle *out*. Because of that, the verb a *go* is classified into phrasal verb.

In syntax analysis, the phrasal verb *go out* in this corpus is as the predicate of the subject *I*, and has no object, but that is modified by the complement *with Eric two weeks ago*, which creates an extensive meaning in the sentence.

Semantically, in *Oxford Advanced Learner's Dictionary* by Albert Sydney Hornby *et al.* (2000:661), the verb a *go* means "to move or travel

from one place to another". And the meaning of the preposition *out* is "away from the inside of a place or thing" (Hornby *et al.*, 2000:935).

It is impossible for the writer to write all definitions of the verb a *go* and the preposition *out*, since there are many definitions about them. The meaning of phrasal verb a *go out* in this sentence is "to leave the house to go to a social event" (Hornby *et al.*, 2000:576).

Corpus 9, based on the novel entitled *New Moon* by Stephenie Meyer (2006), is following here:

"He's *going out* with some other friends" (chapter 10, page 230, line 13).

He's *going out* with some other friends.

Analysis: *To be going out* is the present continuous tense from the verb a *go*. In this corpus, the verb a *go* is basically can't stand alone, and must be followed by particle *out*. Because of that, the verb a *go* is classified into phrasal verb.

Syntactically, the phrasal verb *go out* in this corpus is as the predicate of the subject *he*, and has no object, but that is modified by the complement *with some other friends* which creates an extensive meaning in the sentence.

In semantic analysis, in *Oxford Advanced Learner's Dictionary* by Albert Sydney Hornby *et al.* (2000:661), the verb a *go* means "to move or travel from one place to another". And the meaning of the preposition *out* is "away from the inside of a place or thing" (Hornby *et al.*, 2000:935).

It is impossible for the writer to write all definitions of the verb a *go* and the preposition *out*, since there are many definitions about them. The meaning of phrasal verb a *go out* in this sentence is "to leave the house to go to a social event" (Hornby *et al.*, 2000:576).

Implication to Research. Normally, most of students have known well about the phrasal verb, especially phrasal verb of *go*. However, they probably never study it accurately and specifically. And we realize that it is the most common problems of the university students in the worldwide.

Deep down, the writer hopes that this essay could be more useful and valuable for the

readers, surely the reader can comprehend the explanations of phrasal verb with its various particles which have been simplified, in order to make it understandable for the readers. Furthermore, the readers can know exactly the variety of its particles and apply it in sentence.

CONCLUSION

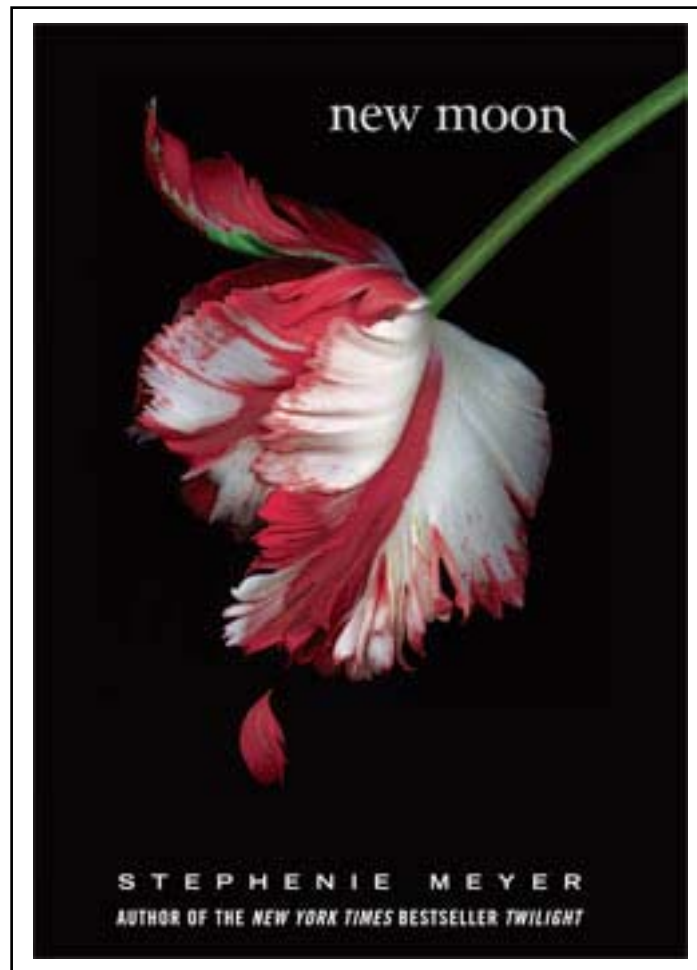
Basically, the verb *go* can function as pure verb, linking verb, and phrasal verb, when it is as phrasal verb it may join with many particles, such as *back to, on, out*, etc. When it is as phrasal verb and joins many particles, it will create new meaning and different meaning depends on the particles which are joined. When it is as phrasal verb, it has particular meaning, and it cannot be separated or omitted one another, since it will have different meaning if it is separated or omitted. The phrasal verb *go* with its certain particle may have a different meanings, it depends on the context of the data. After analyzing all data, the writer can conclude that the phrasal verb, when it is joined with its particles, it can be separable or non-separable.

The writer also hopes that whoever can explain more complete about the phrasal verb than this essay, and also can add more information about it so that the students would know about the using of phrasal verb “go” and its particles, and they are able to use them in various context of sentence. Eventually, the writer realizes and also needs more practices and knowledge to understand about part of speech and phrasal verb. The essay could represent how far the ability of the writer in understanding phrasal verb, phrasal verb of *go* in particular.¹

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¹**Statement:** Herewith I declare that this article is my own original work, not product of plagiarism, and not yet also be reviewed and published by other scholarly journals.



The Novel Entitled *New Moon* by Stephenie Meyer (2006)

(Source: www.google.com, 15/1/2015)

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