

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to describe and analyze the findings during the research process conducted at English Education Department at Sunan Ampel Surabaya. It was to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data. Furthermore, the researcher provides the discussion of the result.

A. RESEARCH FINDING

The researcher had done the research and had gotten the complete data from questionnaire. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data then analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into two parts. They would be described as follows:

1) Students' problem of using bilingual dictionary in getting the meaning of phrasal verb in English text

The aim of this part was used to answer the first research question which is to know students problem of using bilingual dictionary in getting the meaning of phrasal verb in English text. The data was collected from the students' responds after filled the questionnaire. This section, the researcher

emphasized part one only. Based on the questionnaire statement, the researcher analyzes to match each student's problem with the students response.

a. The subject chose the wrong dictionary entry or sub-entry

After analyzing the data, the researcher concludes that first problem of using bilingual dictionary in getting the meaning phrasal verb that subject chose the wrong dictionary entry or sub-entry has 3 criterions. Those are high, low and medium. And the conclusion presented below

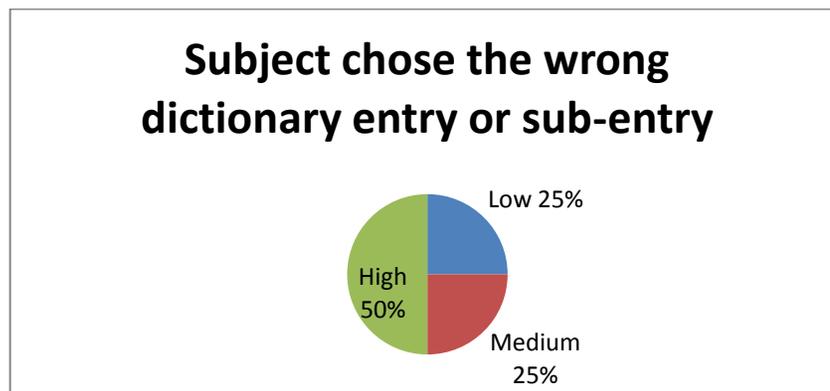


Figure 4.1 percentages of students who choose wrong dictionary entry or sub-entry.

Based on that figure, the researcher can conclude that 50% of students of English education department of state Islamic university of Sunan Ampel Surabaya chose the wrong dictionary entry or sub-entry of phrasal verb in using bilingual dictionary in getting the meaning of phrasal verb. And 25% students almost never chose the wrong dictionary entry or sub entry. And 25% students sometimes faced that problem.

Those data are gotten from analyzing four statements that were representative of that theory. To analyze this problem, the researcher transferred into four statements in the questionnaire number 1- 4.

1) I am wrong in searching phrasal from English-indonesia

Table 4.1
Percentage of the first statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
1	8%	15%	38%	32%	7%	62,9%	High

Based on the data above, the percentage of students response score was 62,9% which had High criterion. It indicates that most of students got the problem in searching phrasal verb from English to Indonesia. It could be seen 32% of students often got problem in searching phrasal verb of dictionary entry from English to Indonesia and 7% of students were very often wrong to choose dictionary entry. 38% of student sometimes got problem in searching phrasal verb from English to Indonesia. In the other hand, 15% of students almost never and 8% never got problem in choosing the phrasal verb in dictionary entry or sub entry from English to Indonesia.

2) I search phrasal verb from Indonesia-English

Table 4.2
Percentage of the second statement

No	Percentage of answer			Percentage	Criterion
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	Never	Almost never	Sometimes	Often	Very often	of students response score	
2	43%	41%	13%	3%	0%	35,2%	Low

Data above shows that the percentage of students response score had Low criterion with the percentage 35,2 %. It meant that most of students never searched phrasal verb in dictionary entry from Indonesia to English. It could be seen of students' responds. 43% of students never and 41% almost never searched phrasal verb from Indonesia to English entry. 13% of students sometimes searched phrasal verb from Indonesia to English entry, and only 3% of students often used Indonesia to English bilingual dictionary entry to search phrasal verb.

- 3) I fail to get the meaning of phrasal verb because I am wrong in choosing word

Table 4.3

Percentage of the third statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
3	23%	34%	17%	19%	7%	50,4%	Medium

Based on that percentage, students' response score has medium criterion with 50, 4 %. It meant that students sometimes failed getting the meaning of phrasal verb because they were wrong in choosing word. In detail, it can be seen that 34% of students almost never and 23% students

never failed to get the meaning of phrasal verb because of wrong in choosing word. But there were 19% of students often failed and 7% students very often failed to get the meaning of phrasal verb because of wrong in entering word. And there is 17% students who were sometimes fail in getting the meaning of phrasal verb.

4) I choose wrong phrasal verb's word class in my bilingual dictionary

Table 4.4
Percentage of the fourth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
4	7%	15%	34%	33%	11%	65,3%	High

That data shows that 33% students often chose wrong phrasal verb word class in their bilingual dictionary and 11% students very often did the same thing. And 34% students sometimes were wrong in choosing phrasal verb's word class in their bilingual dictionary. But there were 7% students never and 15% students almost never were wrong in choosing phrasal verb's word class in their bilingual dictionary. Overall, the percentage of students response score had high criterion. It indicates that most of students often choose wrong phrasal verb's word class in their bilingual dictionary.

- b. The subject chose the correct dictionary entry or sub-entry, but misinterpreted the information it contained

To analyze this problem, the researcher develop that theory into five questionnaire statements number 5-9

5) I can find the meaning of phrasal verb but I misinterpret the meaning

Table 4.5
Percentage of the fifth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
5	1%	20%	32%	38%	9%	66,7%	High

The data above shows 38% of students often found the meaning of phrasal verb but misinterpreted the meaning of it followed by 7% of students who very often misinterpreted the meaning of phrasal verb. 32% of students sometimes faced that problem. In the other hand students who almost never faced that problem is 20% with 15 respondent and followed by students who never faced that problem is only 1%. That data also showed high criterion with the percentage of students response score 66,7%. It indicated that most of students often faced that problem in using bilingual dictionary to get the meaning of phrasal verb.

6) I choose the wrong meaning of phrasal verb

Table 4.6
Percentage of the sixth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
6	5%	21%	42%	25%	7%	61,3%	High

That data presents that 42% of students sometimes chose the wrong meaning of phrasal verb. 25% of students often faced that problem and followed 7% of students very often chose the wrong meaning of phrasal verb. And the opposite was 21% of students almost never chose the wrong meaning of phrasal verb followed by 5% of students never faced that problem. But based on the percentage of students' response score that was 61, 3% had high criterion but it is closer to medium criterion. It concluded that most of students sometimes tend to choose the wrong meaning of phrasal verb.

7) I am confused to choose the meaning of phrasal verb

Table 4.7
Percentage of the seventh statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
7	8%	15%	28%	28%	21%	68%	High

Based on that data, it shows that seventh statement had high criterion with the percentage of students response score 68%. It indicated that most of students were often confused to choose the meaning of phrasal verb. For more detail, the percentage of students' response that chose often and very often was 28% and 21%. And 28% of students chose sometimes. But, 15% of students were almost never confused to choose

the meaning of phrasal verb followed by 8% of students who were never confused to choose the meaning of phrasal verb.

8) I am doubt with the meaning of phrasal verb that I find

Table 4.8
Percentage of the eighth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
8	4%	16%	44%	31%	5%	63,4%	High

Based on that data, 44% of students were sometimes doubt with the meaning of phrasal that the find. This was the highest percentage followed by 31% of students who often face that problem. And the next percentage is 16% of students were almost never doubt with the meaning of phrasal verb that they find. But, there is 5% of students who were very often doubt with the meaning of phrasal verb. And the rest of students never faced that problem with the percentage of 4%. That data also had High criterion with the percentage 63, 4% which was indicated that they faced problem feeling doubt with the meaning of phrasal verb that they found.

9) I am not satisfied with the translation of phrasal verb in my bilingual dictionary

Table 4.9
Percentage of the ninth statement

No	Percentage of answer	Percentage	Criterion
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	Never	Almost never	Sometimes	Often	Very often	of students response score	
9	5%	16%	25%	38%	16%	68,7%	High

The data above showed that most of students faced problem in feeling not satisfied with the translation of phrasal verb in their bilingual dictionary. That was proved with the percentage of students' statements. 38% of students often got feeling not satisfied with the phrasal verb translation in their bilingual dictionary and 16% of students also felt that one. In the other hand, only 5% of students who never felt not satisfied with translation of phrasal verb in their bilingual dictionary and 16% of students who almost never felt that problem. And the rest of students felt that they sometimes felt that situation with the percentage 25%. That was why the percentage of students response score had high criterion with the percentage 68, 7%.

Based on students' responds table above, the statements number 5 until number 9 had strong criterion. It meant that all students of English education department in 4th semester often misinterpreted the information of phrasal verb in their bilingual dictionary although they could choose the correct dictionary entry of phrasal verb. It was suitable with the students' error theory about the subject chose the correct dictionary entry or sub-entry, but misinterpreted the information it contained.

- c. The subject chose the correct dictionary entry or sub entry, but did not realize that the word had a slightly different meaning in context.

To prove this problem, the researcher develop this theory become 4 statements in the questionnaire. They are in the number 10 until number 13.

10) I don't know that phrasal verb has different meaning in the context of the text

Table 4.10
Percentage of the tenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
10	4%	27%	33%	28%	8%	61,9%	High

This statement wants to explore about students' problem of using bilingual dictionary to get the meaning of phrasal verb in reading English text. Based on that table, it was seen that 28% of students often did not know that phrasal verb that they found had different meaning in the context of the text. And 8% of students very often faced that problem. But 27% of students almost never face that problem. It meant that they still realized that phrasal verb that they found sometime had different meaning based on the context of the sentence or the text. Followed by 4% of students who knew that phrasal verb had different meaning based on the context. And the rest of students sometimes faced that problem with the

percentage 33%. Based on that table, it also showed that that statement had high criterion with the percentage 61,9%. It meant that most of students did not know that phrasal verb that they found had different meaning in the context of the sentence or text.

11) I don't know that the meaning of phrasal verb is not suitable with the context.

Table 4.11
Percentage of the eleventh statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
11	1%	20%	39%	36%	4%	64,3%	High

That data showed that most of students often did not know that the meaning of phrasal verb was not suitable with the context, that was why this statement had high criterion with the percentage 64,3%. It indicated that most of students did not know that the meaning of phrasal verb that they found was not suitable with the context. The percentage of students' response described as the following. The highest percentage of students' response is 39% which is indicated that students sometimes did not know that the meaning of phrasal verb was not suitable with the context. Followed by 36% of students who said that they often did not know that phrasal verb was not suitable with the context. The next percentage is 20% of students who chose almost never. It meant that 20% of students had

known that the phrasal verb that they found was not suitable with the context. Beside that, there is 4% of students who very often did not know that their phrasal verb was not suitable with the context. And the rest of students feel that they always know that their phrasal verb was not suitable with the context. But it is only 1% because only 1 student who felt that one.

12) I don't realize that I choose an inappropriate meaning with the context

Table 4.12
Percentage of the twelfth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
12	4%	16%	44%	32%	4%	63,2%	High

Based on that data, the researcher analyzed that most of students did not realize that they chose an inappropriate meaning of phrasal verb with the context because that data showed high criterion with the percentage 63,2%. In the detail, 32% of students often faced that problem but 16% of students almost never felt that problem. And the highest percentage is 44% which is indicates that they sometimes faced that problem. And the same percentage happened between students who never faced that problem and students who very often faced that problem with the percentage 4%.

13) I am confused why the meaning of phrasal verb is not appropriate with the text.

Table 4.13
Percentage of the thirteenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
13	1%	24%	29%	36%	10%	65,6%	High

Based on that data, 36% of students were often confused why the meaning of phrasal that they found was not appropriate with the text followed by 10% of students were very often confused about that problem. But, 24% of students were almost never confused about the phrasal verb that was not appropriate with the text. And 1% of students who were never confused face that problem. The last, the rest of students were sometimes confused why the meaning of phrasal verb that they found was not appropriate with the text. So as the conclusion, percentage of students' response had high criterion with the percentage 65, 6%. It meant that most of students were often confused why the meaning of phrasal verb was not appropriate with the text.

Statement number 10-13 also shows that 4th semester students had high criterion. It meant that most of them often got problem in getting the meaning of phrasal verb by using their bilingual dictionary. They often did not realize that the meaning of phrasal verb that they had found had

different meaning with the context of the sentence or the text or even the meaning is not suitable with the context.

- d. The subject found the correct dictionary entry or sub-entry, but rejected it as inappropriate in context.

After analyzing data, especially the statement number 14 and 15, it can conclude that students of 4th semester English education department had two criterion of facing that problem. Those are high and medium criterion, and the criterion presents below.

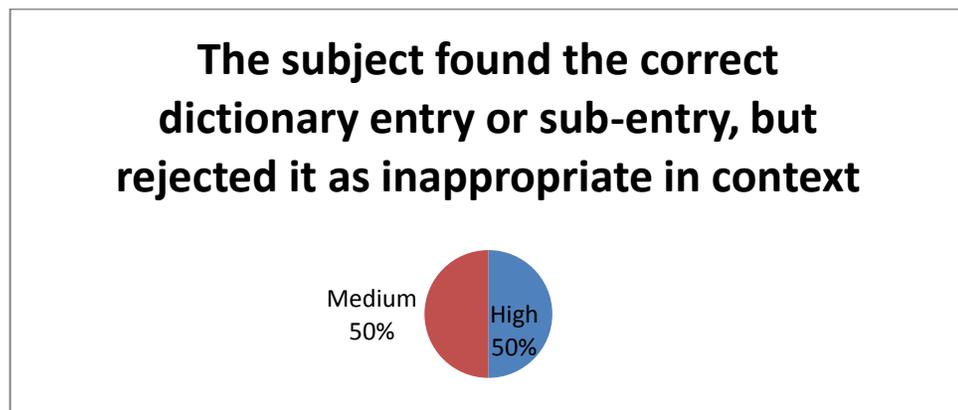


Figure 4.2: percentage of students who find correct dictionary entry or sub-entry of phrasal verb but it is rejected as appropriate meaning in the context

Based on figure 4.2, it can be analyzed that 50% of students succeed find the correct meaning of phrasal verb but the meaning of that phrasal verb is not appropriate with the context of the text. But, the rest of students with the percentage 50% sometimes faced that problem

To prove that finding whether that also happened with 4th semester students of English education department of UIN sunan ampel Surabaya or not, the researcher developed into two statements in the questionnaire number 14 and 15.

14) I find the correct meaning of phrasal verb but it is not matched with the context of the text.

Table 4.14
Percentage of the fourteenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
14	1%	12%	27%	39%	21%	73,3%	High

Based on that data, 73,3% is the percentage of students response score that has high criterion. It meant that most of students often found the correct meaning of phrasal verb but it was not matched with the context of the text. it was support with the percentage of each response. 39% of students often found correct meaning of phrasal verb but that was not matched with the context of the text and 21% of students very often faced that problem. In the other hand, only 1% of students who never faced that problem followed by 12% of students who almost never faced that problem. And the rest of students sometimes face that problem with the percentage 27%.

15) The meaning of phrasal verb cannot make me understand the text.

Table 4.15
Percentage of the fifteenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
15	16%	15%	29%	29%	11%	60,8%	Medium

From that data it can be seen that students who chose often felt that the meaning of phrasal verb that they had found could not make them understand the text and students who felt sometimes faced that problem had same percentage. That is 29%. And 11% of students very often faced that problem. It is surprisingly that 16% of students chose never statement and 15% of students choose almost never. It indicated that the meaning of phrasal verb can make them understand the text. That is why for this statement, it has 60,8% percentage of students response score. It includes Medium criterion.

- e. The word or appropriate word meaning was not in any of the dictionaries the subject consulted.

Based on table of percentage of students' response score (see appendix 2), especially statement number 16 until 20, it can conclude that students of 4th semester English education department have three criterion of facing the problem about finding the word or appropriate word meaning in their bilingual dictionary. Those are medium, high and very high criterion, and the criterion presents below.

						score	
16	5%	21%	44%	19%	11%	61,6%	High

Based on that data above, 11% of students very often could look for phrasal verb in their bilingual dictionary followed by 19% students who often could not look for phrasal verb in their bilingual dictionary. But, 21% of students almost never and 5% of student faced that problem. It meant that they can be easy to look for phrasal verb in their bilingual dictionary. However, the most percentage according this statement is 44% of students who sometimes could not look for phrasal verb in their bilingual dictionary. But according to that data, it shows that the percentage of students response score had score 61,6% and had high criterion. It meant that most of the students has problem on looking for phrasal verb in their bilingual dictionary.

17) I only can find the headword of phrasal verb without article

Table 4.17

Percentage of the seventeenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
17	4%	19%	29%	39%	9%	66,1%	High

Based on that data above, 39% of students often could not only find the headword of phrasal verb without article in their bilingual dictionary. It is followed by students who very often can find only the headword of phrasal verb without an article in their bilingual dictionary with the

percentage 9%. But, 19% of students almost never and 4% of student face that problem. It means that they could find the phrasal verb in their bilingual dictionary complete with article. However there is 44% of students who sometimes find phrasal verb without article in their bilingual dictionary. According to that data, also showed that the percentage of students response score had score 66,1% and has high criterion. It means that most of the students had problem and finding phrasal verb in their bilingual dictionary with the complete article.

18) I cannot find the meaning of phrasal verb in my bilingual dictionary

Table 4.18

Percentage of the eighteenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
18	3%	24%	44%	29%	0%	60%	Medium

Based on that data, 29% of students often could not find the meaning of phrasal verb in their bilingual dictionary. But no respondents choose very often statement. Students who almost never faced that problem have percentage 24% and students who never faced that problem is 3%. It means that they can be easy to find the meaning of phrasal verb in their bilingual dictionary. However, the most percentage according this statement is 44% of students who sometimes cannot find the meaning of phrasal verb in their bilingual dictionary. But according to that data, it shows that the percentage of students response score has score 60% and

had medium criterion. It meant that almost most of the students had problem on finding phrasal verb in their bilingual dictionary.

19) I cannot find the phrasal verb that I want in my bilingual dictionary

Table 4.19

Percentage of the fifteenth statement

No	Percentage of answer					Percentage of students response score	Criterion
	Never	Almost never	Sometimes	Often	Very often		
19	7%	16%	31%	34%	12%	65,8%	High

That data above shows that 12% of students very often could not find the phrasal verb that they wanted in their bilingual dictionary followed by 34% students who often cannot find the phrasal verb that they wanted in their bilingual dictionary as the highest percentage. But, 16% of students almost never and 7% of student face that problem. And, the rest of students is 44% of students who sometimes could not find the phrasal verb that they want in their bilingual dictionary. However according to that data, it shows that the percentage of students response score has score 65,8% and has high criterion. It means that most of the students has problem on finding the phrasal verb that they want in their bilingual dictionary.

20) I cannot find the separable phrasal verb in my bilingual dictionary

Table 4.20

Percentage of the fifteenth statement

No	Percentage of answer					Percentage of students response	Criterion
	Never	Almost never	Sometimes	Often	Very often		

						score	
20	3%	5%	9%	29%	54%	85,1%	Very High

That data above shows that the highest percentage is 54% of students very often cannot find the separable phrasal verb in their bilingual dictionary followed by 29% students who often cannot find the separable phrasal verb in their bilingual dictionary. In the other hand, 5% of students almost never and only 3% of students face that problem. And, the rest of students are 9% of students who sometimes cannot find the separable phrasal verb in their bilingual dictionary. Because the highest percentage is on very often statement, that is why the percentage of students response score has Very high criterion with the percentage 85,1%. It means that almost most of the students has problem on finding the separable phrasal verb in their bilingual dictionary.

After analyzing twenty questions in questionnaire, the researcher found that there were sixteen statements that have high criteria, three medium, and one low criterion. And the researcher made percentage of the problem based on component.

Table 4.21 Percentage of students' Result

Result	Percentage
The students chose the wrong dictionary entryOr sub entry of	$\frac{2}{20} \times 100\% = 10\%$

phrasal verb	
Misinterpreting of phrasal verb information	$\frac{5}{20} \times 100\% = 25\%$
Not realizing that the meaning of phrasal verb is little bit different with the context	$\frac{4}{20} \times 100\% = 20\%$
Finding the correct meaning of phrasal verb but rejected as inappropriate in the context	$\frac{1}{20} \times 100\% = 5\%$
Not finding the word or the correct meaning of phrasal verb	$\frac{4}{20} \times 100\% = 20\%$

Based on the table above, it can be seen that the highest problem that students face is misinterpreting of phrasal verb information with the percentage 25% followed by Not realizing that the meaning of phrasal verb is little bit different with the context and Not finding the word or the correct meaning of phrasal verb with percentage 20%, and The students chose the wrong dictionary entry or sub entry of phrasal verb with percentage 10%, and the last is Finding the correct meaning of phrasal verb but rejected as inappropriate in the context with the percentage 5%.

2) Students' reasons of using bilingual dictionary in getting the meaning of phrasal verb in English text

To analyze second research question, the researcher use theory by Landau about the advantage of bilingual dictionary including:

- a) It provides a translation for each word in the source language
- b) Its coverage of the source language lexicon is complete
- c) Grammatical, syntactic, and semantic information is provided
- d) Usage guidance is given
- e) Names are included
- f) It includes special vocabulary items, such as scientific terms
- g) Spelling aids and alternative spellings are indicated
- h) Pronunciation is included
- i) It is compact in size – which obviously limits its coverage of items 1-

8

Based on that theory, the researcher transfer that theory become statement that make student more understand in order to get the data about students' reason of using bilingual dictionary to get the meaning of phrasal verb.

After collecting data from questionnaire, there are 5 students' reasons that are suitable with the theory and there are 3 additional reasons from

students why they use bilingual dictionary in getting the meaning of phrasal verb. The result of this data will present in below.

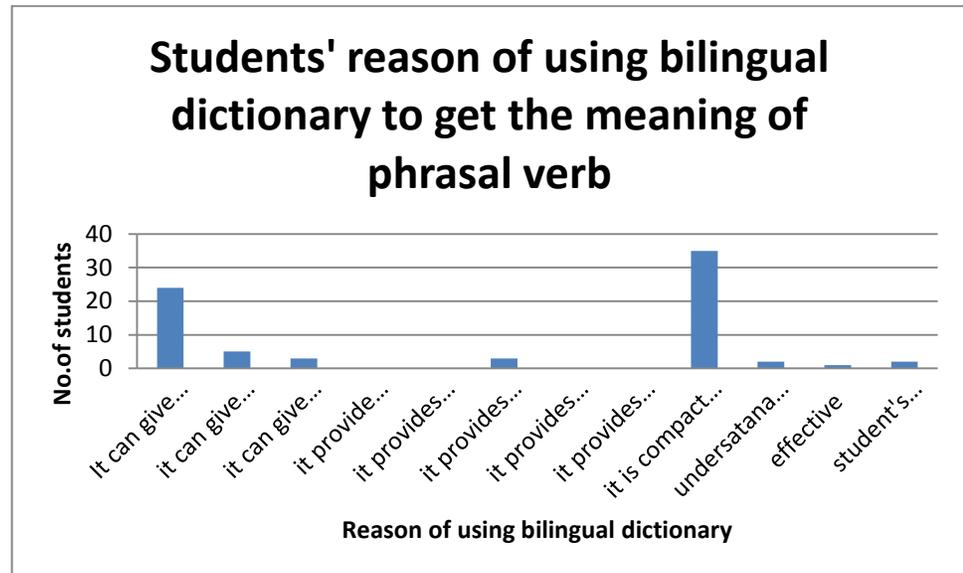


Figure 4.4 students number of choosing the reason of using bilingual dictionary

Based on that data, not all reason statements are chosen by 75 students who become respondent participations. Only five reasons of using bilingual dictionary to get the meaning of phrasal verb that matched with the theory are chosen by the students. The most reason chosen by students is “it is compact or easy to bring”. There are 35 students who choose this reason. Second most reason that students choose is “It can give Indonesia meaning of phrasal verb directly”. With 24 students who choose that statement. After that there are 5 students use bilingual dictionary to get the meaning of phrasal verb because bilingual can give complete meaning of phrasal verb. Also 3 students use

bilingual dictionary to get the meaning of phrasal verb because bilingual dictionary can give grammatical, syntactic, and semantic information about phrasal verb. And the last reason of using bilingual dictionary to get the meaning of phrasal verb based on theory that students choose is because bilingual dictionary provide phrasal verb based on the context with 3 respondents participation.

Beside finding students' reason of using bilingual dictionary to get the meaning of phrasal verb that is matched with the theory, the researcher also finding additional reason from the students. They use bilingual dictionary to get the meaning of phrasal verb because bilingual dictionary is understandable with 2 respondents' participation. There are 2 students say that they use bilingual dictionary to get the meaning of phrasal verb because it is their habit. And there is only 1 student says that he use bilingual dictionary to get the meaning of phrasal verb because bilingual dictionary is effective for him.

After knowing the data above, the researcher can make the percentage of students' responses as below.

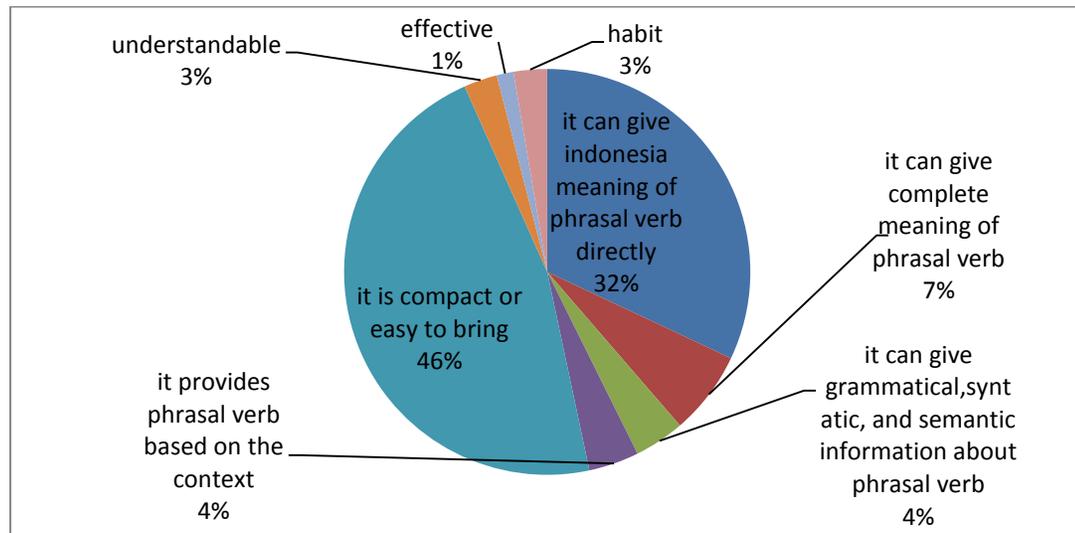


Figure 4.5 percentage of students' reason of using bilingual dictionary in getting the meaning of phrasal verb

Based on that figure, the researcher presented the percentage of students' reason of using bilingual dictionary to get the meaning of phrasal verb. The highest percentage is 46% of students used bilingual dictionary because it is compact or easy to bring. The second percentage is 32% of students used bilingual dictionary because it could give Indonesia meaning of phrasal verb directly. Third is because bilingual could give them complete meaning of phrasal verb with the percentage 7% followed by 4% of students of each reason for who said that bilingual could give them grammatical, syntactic, and semantic information and provide phrasal verb based on the context. Those are reasons that match with the theory. But there are three additional reasons from students. Those are understandable with percentage 3%, habit 3%, and the rest of them is effective with percentage 1%.

B. DISCUSSION

Reflecting to the aim of using bilingual dictionary, it is hope that bilingual dictionary can help students to get the meaning of phrasal verb that is found to be difficult for second language learners to master⁶⁶. And, based on magay, phrasal verb is one of lexical unit that is difficult to understand by bilingual dictionary.⁶⁷ Those statements can be true because in a fact, 4th semester students of English education department at State Islamic university at Sunan Ampel Surabaya often faced problem of using bilingual dictionary to get the meaning of phrasal verb in reading English text

Based on research finding in this study the most problem of 4th semester students of English education department at State Islamic university at Sunan Ampel Surabaya when they used bilingual dictionary to get the meaning of phrasal verb in reading English text are misinterpreting of phrasal verb information with the percentage, Not realizing that the meaning of phrasal verb is little bit different with the context, Not finding the word or the correct meaning of phrasal verb, choosing wrong dictionary entry or sub entry of phrasal verb, and Finding the correct meaning of phrasal verb but rejected as inappropriate in the context with the percentag. It is matched with Nesi&Haill theory who analyzed students' look up error of using paper

⁶⁶ Cagri Tugrul Mart , "How to Teach Phrasal Verbs" *English Language Teaching* Vol. 5, No. 6; June 2012,114

⁶⁷ Tamás Magay, "On some problems of the bilingual learner's dictionary" <http://www.euralex.org>, accessed on may 01,2014

dictionary to do reading assignments in natural setting. From the research finding, the researcher concluded that students of English education department of UIN Sunan Ampel Surabaya also faced that problem to get the meaning of phrasal verb in reading English text. Although they faced that problem, students still used bilingual dictionary in their daily learning process even in getting the meaning of phrasal verb in reading English text.

Furthermore, research finding also showed students' reason of using bilingual dictionary in getting the meaning of phrasal verb in reading English text. There were 5 students' reasons of using bilingual dictionary to get the meaning of phrasal verb that was suitable with the theory. Those are compact or easy to bring, giving Indonesia meaning of phrasal verb directly, giving complete meaning of phrasal verb, giving them grammatical, syntactic, and semantic information, and providing phrasal verb based on the context. Those are reasons that match with the theory by laudau. But there are three additional reasons from students. Those are understandable, habit, and effective.

Knowing that finding, the researcher concluded that 4th semester students of English education department at UIN Sunan Ampel often faced some problem in getting the meaning of phrasal verb in reading English text. And, the use of bilingual dictionary was not because they wanted to know more about complete information about phrasal verb in reading English text

but because of compact or easy to bring. That is why most of students of English education department preferred to use bilingual dictionary in electronic form that could be installed in their mobile/Smartphone or their laptop than printed bilingual dictionary like kamus inggris Indonesia by John M. Echols and Hassan Shadly which provided more information about phrasal verb.