AN OVERVIEW ON IDIOMATIC PHRASAL VERB
ON A TEEN LIT ENTITLED WHAT MY MOTHER
DOESN’Y KNOW

A Paper
Submitted to the Faculty of Adab and Humanities in Partial fulfillment of the
requirements for the Degree of Strata 1

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JAKARTA
2010
LEGALIZATION

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This thesis has been defended before the Letters and Humanities Faculty’s Examination Committee on July 2nd 2010. The thesis has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, July 2nd 2010

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgment has been made in the text.

Jakarta, October 19th 2010

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ABSTRACT


This study is intended to find out the idiomatic expressions and their meanings in a teen lit “What My Mother Doesn’t Know” written by Sonia Sones. The idiomatic expressions are in the form of verb phrases. Two research questions guided this research study, they are; what is phrasal verbs are used in the teen lit of What My Mother Doesn’t Know and how to determine whether it is separable or inseparable?

The research methodology for this study was qualitative. Descriptive analysis was used as the data analysis technique. The findings indicated the verb phrases of the teen lit, their meaning and their category, separable or inseparable and also their reason of using the teen lit. The selected data are analyzed through the elements of; utilization of the verb phrases, when and what situation they are used, and what do the verb phrases mean and also the reason why the author used that phrasal verbs.
ACKNOWLEDGEMENTS

All the praises and compliments are belonging to ALLAH SWT and the Prophet Muhammad SAW. The writer does believe there is nothing she could do without His help.

On this occasion, the writer would like to thank to both her parents who have always given her their best of support during the process of writing this paper. The writer hereby thanks them for everything they have done for her until now. Nothing is could be compared to them.

She also wishes to thanks to Drs. H. Abdul Hamid, M.Ed, her lecture, and her advisor as well, who always guides her during the process of writing this paper. The writer realizes without his guidance, critics and helps, this paper will be meant nothing.

The writer also wants to give thanks to:

1. Dr. H. Abdul Wahid Hasyim, M.Ag the Dean of Faculty of Adab and Humanities

2. Dr. M. Farkhan, M.Pd the Head of English Department.

3. The writer’s big family in Ciputat and Sukabumi who have always supported her in the process of finishing this paper, especially her sister mba Tutut, mba Nur, mba Tati, and mas Taufik and her sister and brothers in law. Her nephews
and nieces too. All of them have given the writer inspiration in writing this paper.

4. Ponijan’s family, who have given the writer love and support in writing the paper.

5. The writer’s friends who have always given the writer comfort and joy while writing the paper and make it more enjoyable, especially Anna, Marlia, Witri, Evy, Ipit, Lilies, Lia, Dian, and all of her friends that can’t be mentioned one by one.

6. The staff of some libraries she had visited during the process of writing this paper.

The writer realizes that this paper is far from being perfect. However, she really hopes that this paper will be useful for herself particularly and for the readers of this paper in general.

Any critics and comments are appreciated to make this paper better.

Jakarta, August 2010

The Writer
CHAPTER II
THEORETICAL FRAMEWORK

A. Definition of Idiom

According to Adigunanto in her final paper, idiom is expressions, which constructed from words which meaning cannot be understood from its constituent words. There are few types of idioms she mention in her paper from many sources she found.1

Hockets divides idioms into 5 (five), based on their form, those are:

1. Substitutes: a personal pronoun such as ‘he” is a different idiom each time it refers to a different person.

2. Proper names: they are a ‘different idiom’ each time they refer to somebody else.

3. Abbreviations: parts of quotation bringing to minds the rest of the quoted pieces.

4. English phrasal compounds: the stress markers often indicated that the compound is idiomatic.

5. Figure of Speech: contain a ‘different idiom’ from the meaning of the single word itself.2

The forms of idioms according to Adigunanto are:

1. Short idioms: idiom that is not contain many words as its constituent.

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1 Adigunanto listianingrum, Analisis idiom pada novel Little House on the Prairie (Perpustakaan UI: 1982) p 10

2. Long idioms: idiom that is contain many words as its constituent

Types of idioms based on its structure, such as:

1. Idioms with regular structure
2. Idiom with irregular structure
3. Idiom with irregular structure and irregular meaning:

B. Phrasal Verb Idiom

The constituent structure of this type of idiom is always verb + adverb, with the understanding that certain adverbs also occurring as ‘preposition’ are merely transitive adverbs (i.e., not construed with an object). The “object of a preposition’ can just as well as be regarded as the object of a transitive adverb’. These particular forms have been known by the name ‘phrase verbs’; householder in his article ‘On Linguistic Primes’, discussed earlier, uses this term. I have adopted the term PHRASAL VERB to label the class as a whole.

*What are phrasal verbs?*

1. A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb.

Example:

*I ran into my teacher at the movies last night. run + into = meet*

*He ran away when he was 15. run + away = leave home*

2. Some phrasal verbs are intransitive. An intransitive verb cannot be followed by an object.

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3 Adigunanto op.cit. p. 15
Example:

He suddenly showed up. "show up" cannot take an object

3. Some phrasal verbs are transitive. A transitive verb can be followed by an object.

Example:

I made up the story. "story" is the object of "make up"

4. Some transitive phrasal verbs are separable. The object is placed between the verb and the preposition. In this Phrasal Verb Dictionary, separable phrasal verbs are marked by placing a * between the verb and the preposition / adverb.

Example:

I talked my mother into letting me borrow the car.

She looked the phone number up.

5. Some transitive phrasal verbs are inseparable. The object is placed after the preposition. In this Phrasal Verb Dictionary, inseparable phrasal verbs are marked by placing a + after the preposition / adverb.

Example:

I ran into an old friend yesterday.

They are looking into the problem.

6. Some transitive phrasal verbs can take an object in both places. In this Phrasal Verb Dictionary, such phrasal verbs are marked with both * and +.
Example:

I looked the number up in the phone book.

I looked up the number in the phone book.

7. WARNING! Although many phrasal verbs can take an object in both places, you must put the object between the verb and the preposition if the object is a pronoun.

Example:

I looked the number up in the phone book.

I looked up the number in the phone book.

I looked it up in the phone book. correct

I looked up it in the phone book. incorrect

A phrasal verb consists of a verb and a preposition or adverb that modifies or changes the meaning; 'give up' is a phrasal verb that means 'stop doing' something, which is very different from 'give'. The word or words that modify a verb in this manner can also go under the name particle.

Phrasal verbs can be divided into groups:

**Intransitive verbs**

These don't take an object

They had an argument, but they've made up now.
**Inseparable verbs**

The *object* must come after the particle.

They are looking after their grandchildren.

**Separable verbs**

With some separable verbs, the *object* must come between the verb and the particle:

The quality of their work sets them apart from their rivals.

In our phrasal verb dictionary, we classify these as Separable

[obligatory]  

With some separable verbs, the object can before or after the particle, though when a *pronoun* is used it comes before the particle:

Turn the TV off.  
Turn off the TV.  
Turn it off.  

In our phrasal verb dictionary, we classify these as Separable

[optional]  

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### C. Different Aspects of the Idiom

Idiom is a part of language. It has many aspect that can be discussed by student that interested on linguistic. According to Seidl and McMordie in their book idioms has many aspects. Those aspects are:

1. The source:

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There are many different sources of idioms. First, from every-day life Englishman, from home life, e.g. to be born with a silver spoon in one’s mouth. Second from agricultural life, e.g. to go to seed. Third, from nautical life, e.g. when one’s ship comes home. Fourth, from Bible, e.g. to kill the fatted calf.

2. The form or structures:

They can be very short or rather long. A large number of idioms consist of some combination of noun and adjective, e.g cold war, a dark horse, etc.

D. Idiom Identification

Idiom is idiom is expressions, which constructed from words which meaning cannot be understood from its constituent words. Idiom is quite easy to be identified. Below few tips to identify idiom from Seidl: ⁶

1. Stress in idioms

Idiom is identified by stressing on particular words.

Most English idioms are used English speech just like any other phrase, clause or sentences, ie the word that is given the main stress is the last noun (not pronoun), verb (not auxiliary verb), adjective or adverb in the phrase, clause or sentence.

For example, in the idioms on the face of it, the words face carry the strong stress.

2. The use of slant mark / and brackets (_) in idioms

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⁶ Jeniffer Seidl and W McMordie, English Idioms and How to Use them, (Jakarta : Pt Internusa, 1980) p 9
In a dictionary to identify an idiom it marked with slant mark. It is for alternative words in idioms. For example, in to break fresh/ new ground/ the slant mark means that the idiom can be used in either of the forms to break fresh ground or to break new ground.

3. The meaning refers to another things or person

The main character of idiom is the meanings of the words are different from their constituent words. For example he is the captain of Rosaline. The words Rosaline in the sentence is not a name of a lady. But it the name of the ship the captain is in charge.

E. Separable and Non Separable Idioms

Idiom formed with two words verb usually called with verb phrase. They are formed by combining verb + preposition. But there is some verb phrase has an object between them. For example John turns the light off. As was saying by Dixson in his book:

*In English, certain idioms among those of the ‘two words verb’ class are separable by their direct object or compliment; that is the pronoun direct object is placed between the verb and its accompanying prepositional particle. For example, John put out the light; we can say John put them out. The pronoun never appears after the particle of a*
separable idiom as it often does after a non separable idiom. For example, the firm got rid of her, since get rid of is inseparable.  

In Dixson book also printed that the great majority of two words verb idioms using the particles out and up are separable. Also one can find some of the particle down, off, over that may be split from their verbs by a pronoun direct object.

**Phrasal Verbs which Don't Take Objects**

Some phrasal verbs do not take objects. These phrasal verbs are always inseparable.

a. They thieves got away.

b. The bus broke down on the way to work.

c. She got up early.

If you are not sure whether a phrasal verb is separable or inseparable, ALWAYS use a noun or nouns phrase and DO NOT separate. In this manner, you will always be correct!

Separable Phrasal Verbs: bring up, take off

a. They brought up their children to respect others.

b. She took off her jacket before she began the lesson.

Inseparable Phrasal Verbs: look for, set off

a. She was looking for her books when he arrived.

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8Ibid, 193

9 http://esl.about.com/cs/intermediate/f/f_phrasal.htm
CHAPTER I
INTRODUCTION

A. Background of the Study

Teen lit is one of the literary works. The story in teen lit is very interesting for their reader. Even for the reader of novel, chick lit, prose, poetry, comic and short story. Teen lit is not only be read by teenager but also be read by children and even by adult. This phenomenon started to grow since year 2000. The mature version of teen lit is chick lit. In chick lit, the main characters mostly are single, independent, stylish, and mature. While in teen lit the main characters mostly teenager, stylish and quite childish.¹

Teen lit is popular among teenagers or youngster. It is caused by the story itself. The story in teen lit really closed to their readers’ daily life. The reader of teen lit would feel that they get companion. Sometime they get solution of their problems. In teen lit, they present examples of teenager’s problems and the solution.²

The language used in teen lit also light so it is easy to be understood. This makes the reader of teen lit no need much time to finish reading the text. The usage of words also get to the point and also been daily used by teenagers. So the reader feels really close and intima.³

¹ http://gubuk.sabda.org/teenlit_sebagai_cermin_budaya_remaja_perkotaan_masa_kini
² http://pelitaku.sabda.org/teenlit_sebagai_cermin_budaya_remaja_perkotaan_masa_kini
Teen lit stands for Teenage Literature. Teenager is a person between the ages of 13 and 19 inclusive\(^4\). So based on this definition, teen lit is aimed for readers with age range from 13 to 19 years old.\(^5\)

It is one of the story books which are written by teenage author. However, most teen lit are written by adult author. Nevertheless, whoever wrote teen lit, young or old, teen lit actually is aimed for teenager reader, though many adult also read teen lit. Teen lit is categorized as a story books which is using informal language in writing. One branch of informal language is phrasal verb. According Makkai, phrasal verb mostly used in conversation, because phrasal verb is not in frozen type\(^6\). One type of phrasal verb is phrasal verb with idiomatic meaning Idiomatic Phrasal Verb.

Idioms are commonly used by teenager in certain country such as USA. Their using is caused by their social culture and popular culture\(^7\).

In teen lit, teenager is the central of the story. It filled with love story among teenagers, school life, and friendship. The problem among teenagers also found here, and completed with its solution. It can be concluded that, teen lit is teenager’s life packed in book.\(^8\)

IPV (Idiomatic Phrasal Verbs) is one part of language. This type commonly used by youth in its origin country. As a youth, the writer wishes to

\(^{4}\)http://www.thefreedictionary.com/Teenagers  
\(^{6}\)Adam Makkai, Idiom Structure in English (Paris: Mouton, 1972) p 148  
\(^{7}\)http://ask.metafilter.com/46524/Teaching-a-teenager-Englishlanguage-idioms  
understand why IPV is fond by them. Moreover, the writer chooses a teen lit “What MY Mother Does Not Know” as her unit analysis.

Since teen lit is actually aimed for teenager, the language to be used is also a consideration for the author uses IPV. IPV as an informal language is suitable to be used in teen lit.

Following, the writer concludes the best part of teen lit:

1. The language is light
2. The story is attractive and interesting
3. Easy to be understood
4. The problem carried is light and match with teenager problems nowadays

Teen lit sometimes also reflects the life teenager in its country published. Teen lit also covers the dream of many teenager of its country. For the last, teen lit is suitable for teenager because they serve what teenagers wanted and needed.

Other popular literature is chick lit. Chick lit stands for chick literature. Chick lit is aimed for a settle single woman. From several chick lit the writer had read, she concludes that chick has its own market. From the packaging, can be seen that teen lit is aimed for women not for girls. Chick lit carried a more serious problem. However, chick lit and teen lit are both a new form of novel as popular culture.

**B. Focus of the Study**

The focus of the study is the analysis of idiomatic phrasal verbs in a teen lit entitled “What My Mother Doesn’t Know” by Sonya Sones.
C. Research Questions

Based on the background of the study above, the research questions would be:

1. What are idiomatic expressions used in the teen lit What My Mother Doesn’t Know?
2. How to define the meaning of the idiomatic expression?

D. Significance of the Study

The writer hopes that her study would bring more knowledge on phrasal verbs for the writer herself and the reader of her research. In conducting her research, the writer also has an objective her research would improve her linguistic knowledge.

E. Methodology of the Research

1. Objective of The Research

The objective of the research are to find the idiomatic expression and their meaning especially in form of verb phrase, and to identify which from those verb phrases are separable or non separable on the novel entitled What My Mother doesn’t Know by Sonya Sones.

2. The Method of the Research

This research uses the descriptive research method. The data that related to this research are collected from the novel of What My Mother doesn’t Know which especially contained the verb phrases.
3. Technique of Data Analysis

The collected data will be analyzed through qualitative analysis techniques. The data analysis is applied by using theories to analyze the text, based on a full and comprehensive study concerning the verb phrase used in the novel.

4. Unit of Analysis

The unit of analysis of this research is the text of a novel entitled What My Mother doesn’t know. Especially, the idioms contained. The writer limited her research on the verb phrases only.

5. Time and Venue

This research was begun on the ninth semester started from beginning of July 2005 in Adab and Humanities Faculty, English and Letter Department, The State Islamic University Syarif Hidayatullah Jakarta, Ciputat, Tangerang.
CHAPTER III
RESEARCH FINDING

A. Data Description

In this chapter, the writer discussed the research findings. The first step, the writer will show the data descriptions, which consist of the data types, their examples, their meaning and their repeats of utilization. The tabulated data are classified into verb phrase (verb + particles), separable and inseparable idiomatic phrasal verbs, and their meaning.

The data descriptions are tabulated as follows:

Table 1: List of Phrasal Based on Repeats

<table>
<thead>
<tr>
<th>No</th>
<th>Example of written text</th>
<th>Phrasal verbs</th>
<th>separable</th>
<th>inseparable</th>
<th>Repeat of usage in text</th>
<th>Page</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I was the last one to get in the car and it turned out all the other laps were taken</td>
<td>Turned out</td>
<td>✓</td>
<td>7 x</td>
<td>261</td>
<td>Become</td>
<td></td>
</tr>
</tbody>
</table>

  - 304 Change
  - 368 Become
  - 414 Become
  - 451 Discovered
  - 459 Discovered
  - 492 Discovered
<p>| 2 | Every time they go out and leave me alone in the house, I’ll be racing right back up there | Go out | ✔️ | 8 x | 286 | Leave the house |
|   | So a few minutes ago, Rachel, Grace and me put on our raincoats and walked over to | Put On | ✔️ | 7 x | 281 | To touch To wear/dress in To wear/dress in To give ice Cannot assuming |
| 3 | So a few minutes ago, Rachel, Grace and me put on our raincoats and walked over to | Put On | ✔️ | 7 x | 281 | To touch To wear/dress in To wear/dress in To give ice Cannot assuming |</p>
<table>
<thead>
<tr>
<th></th>
<th>Herral’s for Is cream</th>
<th>Try on</th>
<th>6 x</th>
<th>Put on garment to verify the fit</th>
<th>To imitate</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>You will see want I mean when you try it on</td>
<td>✅</td>
<td>369</td>
<td>369</td>
<td>To imitate</td>
</tr>
<tr>
<td></td>
<td>Put on garment to verify the fit</td>
<td>370</td>
<td>376</td>
<td>To imitate</td>
<td></td>
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<td></td>
<td>Put on garment to verify the fit</td>
<td>370</td>
<td>376</td>
<td>To imitate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put on garment to verify the fit</td>
<td>375</td>
<td>376</td>
<td>To imitate</td>
<td></td>
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<td></td>
<td>To imitate</td>
<td>375</td>
<td>376</td>
<td>To imitate</td>
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<tr>
<td></td>
<td>To imitate</td>
<td>375</td>
<td>376</td>
<td>To imitate</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I bet whenever they went</td>
<td>✅</td>
<td>294</td>
<td>To carry with both hands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>294</td>
<td>393</td>
<td>To carry with both hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>He is so homely, so downright, and ugly that none of the girls even thinks about him</td>
<td>✔️</td>
<td>18 x</td>
<td>273</td>
<td>To consider, take into account</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✔️</td>
<td>284</td>
<td>To occupy one’s mind with something</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✔️</td>
<td>330</td>
<td>To occupy one’s mind with something</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✔️</td>
<td>350</td>
<td>To occupy one’s mind with something</td>
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<tr>
<td></td>
<td></td>
<td>✔️</td>
<td>357</td>
<td>To occupy one’s mind with something</td>
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<tr>
<td></td>
<td></td>
<td>✔️</td>
<td>409</td>
<td>To carry with both hands</td>
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<td></td>
<td></td>
<td>✔️</td>
<td>399</td>
<td>To come to meet an escort</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✔️</td>
<td>402</td>
<td>To answer a phone</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✔️</td>
<td>330</td>
<td>To come to meet an escort</td>
<td></td>
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</tbody>
</table>

- to the beach he used to pick up her and throw her in the water
- He is so homely, so downright, and ugly that none of the girls even thinks about him
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<th></th>
<th></th>
<th></th>
<th></th>
<th>something</th>
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<td></td>
<td>To occupy</td>
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<td>one’s mind</td>
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<td>with</td>
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<td>something</td>
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<td>To occupy</td>
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<td>with</td>
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<td></td>
<td></td>
<td>something</td>
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<td></td>
<td></td>
<td>To direct</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>one’s mind</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>something</td>
</tr>
</tbody>
</table>
To direct one’s mind with something
To direct one’s mind with something
To occupy one’s mind with something
To considering of action to see if it desirable
To occupy one’s mind with something
To occupy one’s mind with something
B. Data Analysis

In this section, the writer describes the analysis of the data she has already tabulated above. The utilized data are classified into the verb phrases which cover separable and inseparable, both separable and inseparable, their meaning and their repeats in the novel. In this analyzes, the writer only wants to analyze the verb phrases which are utilized 5 (five) times and above. This is to make the analyzes are more focuses and to avoid vagueness.

Besides that, the writer analyzes the sentences which have different meanings although they utilize the same verb phrases. While the sentences which have the same meaning in each type are not analyzed in this discussion.

Then the writer wants to analyze the verb phrases of “turn out” for four (4) different sentences although it has 7 times in its repeat); the same thing goes with the phrase “go out” for 4 different sentences (in repeat of 6 times); the phrase “pick up” for 3 different sentences (in repeat of 6 times); the phrase “put on” for 3
different sentences (in repeat of 7 times); the phrase “try on” for 2 different sentences (in repeat of 6 times); the phrase “think about” for 5 different sentences (in repeat of 18 times).

In this analyzes, the writer uses the elements of:

- Who utilize the verb phrase?
- Where and what situation do they use? ; and
- Who do the verb phrases mean?

Through these elements, the compiled data are analyzed as follows

Inseparable Verb Phrases

a. **Turn Out (For four different sentences)**

1. **I was the last one to get in the car and it turned out all the other laps were taken. (p 261)**

   The speaker in the sentence is Sophie. Sophie was just from a party at Zak’s house. After the party, Rachel’s big sister comes to pick them up home. Sophie was the last one to get in the car and the seat already occupied. In this sentence, turn out means to force someone in order to provide Sophie’s seat. As in Oxford Advanced Learners Dictionary mentioned “turn out” to empty or to clean something. It also means to force somebody to leave a place. Unfortunately, none of them wants to do it. Then, Sophie sits on Dylan’s lap.

2. **What she thought was water only it turned out to be vinegar (p 304)**

   The speaker in this sentence is Sophie. Sophie just told her mother about her first period. Her mother was shocked. The news made her clueless in taking
vinegar. The writer found that the phrase “turn out” has many different meanings and it depends on the context. Accounting to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “turn out” in this sentence is to be discovered.

3. It turns out they’re Murphy’s favorite food in the world too. (p 541)
The speaker in this sentence is Sophie. At that time Sophie and Murphy are going to eat in a restaurant. Sophie just knows that the food she ordered also ordered by Murphy and he told Sophie that it is his favorite food in the word. It means the food is discovered to be Murphy’s favorite food. The writer found that the phrase “turn out” has many different meanings and it depends on the context. Accounting to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “turn out” in this sentence is to be discovered.

4. It will probably turn out to be best dance of the millennium (p 368)
The speaker in this sentence is Rachel. Rachel, Sophie and Grace are talking about the Halloween dance party coming up. They have planned no to come to the party. But they are worried if the party will be great party. They writer found that the phrase “turn out” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and based on the sentence, the writer concludes the meaning of “turn out” in this sentence, the writer concludes the meaning of “turn out” in this sentence is to become.
The phrase “turn out” in this novel that the writer found is classified into inseparable idiomatic phrasal verb as the particle / the preposition / the formant cannot take a direct object since according to Academic Center at University of Houston Victoria (UHV) the phrase “turn out” is categorized as intransitive verb. Phrasal verbs that are categorized as intransitive never be separated by its object. If this phrase were to be separated, it would change the idiomatic meaning of the phrase. Moreover according to UHV “turn out” also categorized as separable. It means “turn out” sometimes can appear as separable idiomatic verb phrase. The writer tries to find the sentence that shows the phrase “turn out” can be in from of separable. According UHV, “turn out” that is separable has meaning extinguish light. For example; Sammy turns the light out.

b. Go Out (For four different sentences)

1. Every time they go out and leave me alone in the house, I will be racing right back up there (p 286)

The speaker in this sentence is Sophie. In this page mentioned that Sophie juts finds out that her parents keep some of the dirtiest book she never seen. Moreover, every time her parents leave the house for some business and leave her alone in the house she goes upstairs to read them. The writer found that the phrase “go out” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “go out” in this sentence is to leave the house for some business.
2. But whenever I am getting ready to go out with Dylan, she hovers in the hall (p.307)

The speaker in this sentence is Sophie. The situation is Sophie is going to have a date with Dylan. But her mother so worried until she hovers in the hall every time she gone. The writer found that the phrase “go out” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “go out” in this sentence is to for a date.

3. At least he was taller six weeks ago when we first started going out together (p.347)

The speaker in the sentence is Sophie. Sophie is telling about how she become taller right now compared six weeks ago when they first time become couple. The writer found that the phrase “go out” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “go out” in this sentence is to become a couple.

4. We went out for pizza and then we went bowling (p.416)

The speaker in this sentence is Sophie. Sophie and her boyfriend are about to go to a restaurant to by pizza and to play bowling hall. The writer found that phrase “go out” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to
the sentence, the writer concludes the meaning of “go out” in this sentence is to leave the house to buy pizza and play bowling.

The phrases “go out” used in the novel are classified into inseparable idioms. As the particle cannot be separated from the verb “go”. The verb cannot take a direct object. According to UHV, “go out” is classified into intransitive verb and inseparable idiomatic verb phrase. If these words were to be separated, it would change the idiomatic meaning of the phrase.

c. **Put On (For four different sentences)**

1. **So a few minutes ago, Rachel, grace and me put on our raincoats and walked over to Herrel’s for ice cream (p.312)**

The speaker in this sentence is Sophie. Sophie was angered with Dylan because she cut his hair bald. After Dylan went home Sophie kicks the door too hard and injured her toe. So her dad must gives ice to her toe. The writer found that the phrase “put on” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “put on” in this sentence is to wear.

2. **And I kick it so hard that my dad has to get me some ice to put on my big toe (p.316)**

The speaker in this sentence is Sophie. Sophie was angered with Dylan because she cut his hair bald. After Dylan went home Sophie kicks the door too hard and injured her toe. So her dad must gives ice to her toe. The writer found that the phrase “put on” has many different meanings and it depends on
the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “put on” in this sentence is to give ice.

3. Rachel puts on her Bert costume (Danny’s going as Ernie) (p.382)

The speaker in this sentence is Sophie. Sophie and her friends are in Rachel’s house. They are about to go to the party. Sophie is changing her costume. Rachel is wearing her Bert costume so she can be as Bert while as Rachel’s boyfriend Danny as Ernie. The writer found that the phrase “put on” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “put on” in this sentence is to wear.

4. Why cannot it just put on the calendar (p.419)

The speaker in this sentence is Sophie. She is irritated with the calendar of Hanukkah day which always changes every year. She wanders why can’t Hanukkah’s day be constant as Christmas day does. The writer found that the phrase “put on” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “put on” in this sentence is to be printed.

The phrases “put on” in the novel are classified into inseparable idiomatic verb phrases. As the particle in this sentence cannot be separated from the verb. According to UHV “put on” is classified into transitive verb and inseparable idiomatic verb phrase. However these can also be separated by an
object and it will change the meaning. These examples can be found in the section of separable and inseparable verb phrases (section B.3)

d. Think About (For 5 different sentences)

1. **He is so homely. Ugly that none of the girls even think about him**
   (p.273)
   The speaker in this sentence is Sophie. Sophie is in Art Class. She is watching at Murphy now. She is now thinking that maybe no one will ever notice, consider or take into account about his existence in this school. The writer found that the phrase “think about” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “think about” in this sentence is to notice, consider or take into account.

2. **I have thought about Dylan once for the entire forty eight minutes**
   (p.284)
   The speaker in this sentence is Sophie. Sophie is in Art Class too. She is very focused with the lesson. Until her mind is not occupied with Dylan. The writer found that the phrase “think about” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “think about” in this sentence is to occupy one’s mind with something or somebody.

3. **Is he thinking about me at this very moment** (p.411)
   The speaker in this sentence is Sophie. She wrote twenty questions about her masked man. She is now wondering whether her masked man remember her.
The writer found that the phrase “think about” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “think about” in this sentence is to remember.

4. **And for a second it seems like she might even be thinking about asking if she can come along (p.423)**

The speaker in this sentence is Sophie. She is talking with her mother and she thinks that her mother is considering of action to see if it is desirable or practical. The writer found that the phrase “think about” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “think about” in this sentence is to considering of action to see if it is desirable or practical.

5. **Well, thinking about it anyway (p.482)**

The speaker in this sentence is Rachel. In her letter to Sophie, Rachel is telling Sophie that she is going home on Saturday. Rachel also told Sophie that she has an idea to break up with Danny. The writer found that the phrase “think about” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “think about” in this sentence is to considering of action to see if it is desirable or practical. Then the phrase “think about” is considered as inseparable verb phrase.
Separable Verb Phrases

a. Try On (Only for one sentence)

1. You will see what I mean when you try it on (p.369)

The speaker in this sentence is Sophie’s mother. Sophie and her mother are in the mall to buy a dress for Halloween dance coming up. Her mother has chosen a dress for Sophie and she asked Sophie to wear it for the size. The writer found that the phrase “try on” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “try on” in this sentence is to wear a garment to verify the fit.

The phrases “try on” used in the novel are classified into separable idioms. As the particle can be separated from the verb “try”. The verb can take a direct object. According to UHV, ‘try on’ is classified into transitive verb and separable idiomatic verb phrase. These words can be separated and would not change the idiomatic meaning of the verb phrase.

b. Pick Up (For Three different sentences)

1. I bet whenever they went to the beach he used to pick her up and throw her in the water (p.294)

The speaker in this sentence is Sophie. The situation is; Sophie and Dylan are in the mall. They come across with Dylan’s ex girlfriend Ivy. Sophie envies with Ivy’s figure. She thought that when they used to go to the beach, Dylan would carry her with his hand and throw her in the water. The writer found
that the phrase “pick up” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “pick up” in this sentence is to carry with both hands.

2. Never waiting on the corner for my mother to pick me up after the school dance (p.393)

The speaker in this sentence is Sophie. It was after the Halloween dance party, Sophie was waiting for her mother to come to escort her home. The writer found that the phrase “pick up” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “pick up” in this sentence is to meet an escort.

3. When the telephone rang just now, and she picked it up, her voice was a perfectly cheerful (p.399)

The speaker in this sentence is Sophie. Sophie describes how cheerful her mother is when she answered a phone. The writer found that the phrase “pick up” has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “pick up” in this sentence is to answer a phone.

The phrases ‘pick up’ used in the novel are classified into separable idiomatic verb phrases. As the particle can be separated from the verb ‘pick’. The verb can take a direct object. According to UHV ‘pick up” also classified into
intransitive verb phrase. It means sometimes ‘pick up’ cannot be separated by a direct object. If this phrase were to be separated, it would change the idiomatic meaning of the phrase. ‘pick up’ in term intransitive has meaning to grow / increase. The example sentence is the car acceleration begin to pick up after being chased.

**Separable and Inseparable verb phrases**

From the collected data, there are some verb phrases either can be used as separable or inseparable verb phrases, some of them are.

a. **Put On**

1. I get this weird feeling that something is not quite right. Only I cannot put my finger on it (p.347-separable)

The speaker in this sentence is Sophie. Sophie is in doubt. She is confused with the situation because at first Dylan was taller than she was. However, suddenly she is now taller than Dylan is. That is why she cannot figure out what had happened. The writer found that the phrase ‘put on’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “put on” in this sentence is she cannot assume / figuring out what had happened.

2. When I was real little he used to hold his long arm out straight and put his hand on my forehead (p.281-separable)
The speaker in this sentence is Sophie. Sophie is telling about her memory with father when she was still daddy’s little girl. Her father habit is he used to touch her forehead. The writer found that the phrase ‘put on’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “put on” in this sentence is to touch.

3. Why cannot it just put on the calendar? (p.419-inseparable)

The speaker in this sentence is Sophie. She is irritated with the calendar of Hanukkah’s day which always changes every year. She wanders why can’t Hanukkah’s day be constant as Christmas day does. The writer found that the phrase ‘put on’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “put on” in this sentence is printed on.

b. Try On

1. Trying on one voice after another pausing briefly between each one to see if he is attracting the girl bird of his dream (p.375 – inseparable)

The speaker in this sentence is Sophie. She is wandering in her room and imitating the voice of birds in order to attract another bird. The writer found that the phrase ‘try on’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “try on” in this sentence is to imitate.
2. How can you tell if you don not try it on (p.369-separable)

The speaker in this sentence is Sophie’s mother. Sophie and her mother are in
the mall to buy a dress for the Halloween party. Her mother ensures Sophie
that the dress she chooses is nice. Then she asked Sophie to wear it and see if
the size is fit. The writer found that the phrase ‘pick up’ has many different
meanings and it depends on the context. According to Oxford Advanced
Learners Dictionary and also according to the sentence, the writer concludes
the meaning of “try on” in this sentence is to put a garment to verify the fit.

In this chapter, the writer discussed the research finding of her report. The first
step, the writer will show the data descriptions, which consist of the data
types, their examples, their meaning and their repeats of usage. The tabulated
data are classified into verb phrase (verb + particles), separable and
inseparable idiomatic phrasal verbs, and their meaning.

The data descriptions are tabulated as follows:

Table 2: List of Phrasal Verbs Based on Usage

<table>
<thead>
<tr>
<th>No</th>
<th>Example of written text</th>
<th>Phrasal verbs</th>
<th>separable</th>
<th>inseparable</th>
<th>Repeat of usage in text</th>
<th>Page</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Everyone else in the car was just going to fade</td>
<td>Making out</td>
<td>✓</td>
<td></td>
<td>1 x</td>
<td>261</td>
<td>Do some action that adult usually do</td>
</tr>
</tbody>
</table>
away and this guy and I were going to start making out right then and there.

2. After that we didn’t say anything else but our bodies seemed to be carrying on a conversation of their own.

3. We didn’t know that Mary Beth would ask Grace the

<p>| | | | | |</p>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>After that we didn’t say anything else but our bodies seemed to be carrying on a conversation of their own.</td>
<td>Carrying on</td>
<td>✓</td>
<td>1x</td>
</tr>
</tbody>
</table>
same question, or that Grace would squeak out, “North-Prospect. And it’s none of your business.”

4 We poked it with a hundreds pins and wrote him a letter which included all the swear words we had ever heard, as
well as few that we just made up.

<table>
<thead>
<tr>
<th>5</th>
<th>Then they dragged me off to see a movie</th>
<th>Dragged off</th>
<th>✓</th>
<th>1x</th>
<th>272</th>
<th>To take somebody with force</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>I want to kiss away those circles under his eyes that make him look like he’s never slept a second in his life.</td>
<td>Kiss away</td>
<td>✓</td>
<td>1x</td>
<td>273</td>
<td>Make something disappear</td>
</tr>
<tr>
<td>7</td>
<td>I’ll be racing back up here to grab</td>
<td>Grab off</td>
<td>✓</td>
<td>1x</td>
<td>286</td>
<td>To take something in rush</td>
</tr>
<tr>
<td></td>
<td>another one off the shelf</td>
<td>Moan about Grace to moan about how horny she is and about how if she doesn’t find a boyfriend soon, she’s going to die of lackonooki e disease.</td>
<td></td>
<td></td>
<td>299</td>
<td>To talk about something exaggeratedly</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Listening to Grace to moan about how horny she is and about how if she doesn’t find a boyfriend soon, she’s going to die of lackonooki e disease.</td>
<td></td>
<td></td>
<td>✔</td>
<td>1x</td>
<td>299</td>
</tr>
<tr>
<td>9</td>
<td>It is pretty astonishing how my molehills have turned into</td>
<td>Turned into</td>
<td></td>
<td>✔</td>
<td>1x</td>
<td>301</td>
</tr>
</tbody>
</table>
In this section, the writer describes the analysis of the data she has already tabulated above. The utilized data are classified into the verb phrases which cover separable and inseparable, both separable and inseparable, their meaning and their reason to be used in the teen lit. This is to make her analyzes are more focuses and to avoid vagueness.

Besides that, the writer will analyze the sentences which have different meanings although they utilize the same verb phrases. While the sentences which have the same meaning in each type are not analyzed in this discussion.

In this analyzes, the writer uses the elements of:

- Who utilize the verb phrase?
- Where and what situation do they use? ; and
- What do the verb phrases mean?

Making out

1. Everyone else in the car was just going to fade away and this guy and I were going to start making out right then and there (page 261)

The speaker in this sentence is Sophie. She is a car after attending a birthday party. Since the seats were full, all passengers were sitting on each other’s lap. When Sophie take a deep look to Dylan’s eyes, she felt like she is in the middle of R- rated movie, and she imagined that Dylan and her were doing
what the star of the R-rated movie does. The writer found that the phrase ‘making out’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “making out” in this sentence is to do some action that adults usually do. The writer also concluded that why this phrasal is used to soften the usage. If the author use the real word, it will be very vulgar.

Carrying on

1. After that we didn’t say anything else but our bodies seemed to be carrying on a conversation of their own (page 262)

The speaker in this sentence is Sophie. She is a car after attending a birthday party. Since the seats were full, some passengers were sitting on each other’s lap. In this sentence, the author described that at that time, Sophie and Dylan haven’t known each other yet, so they only see each other eyes and the interaction were done by their body gesture. The writer found that the phrase ‘carrying on has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “carrying on” in this sentence is doing something.
1. We didn’t know that Mary Beth would ask Grace the same question, or that Grace would squeak out, “North-Prospect. And it’s none of your business.” (page 269)

The speaker in this sentence is Sophie. Sophie and her friends were in the Sage Market. At that time they met their friend who is a member of a Christian’s community, Mary Beth. Mary Beth is mean girl. Sophie and friends actually doesn’t like Mary Beth, especially Grace. So when Mary Beth asked Grace, which community she belonged to, Grace squeaks out, as she was shocked. The writer found that the phrase ‘squeak out’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “squeak out” in this sentence is screaming. The reason of the usage is to dramatize the situation.

Made up

1. We poked it with a hundred pins and wrote him a letter which included all the swear words we had ever heard, as well as few that we just made up (page 272).

The speaker in this sentence is Sophie. At that time, Sophie just broke up from her boyfriend, Lou. Sophie was very upset, so Sophie and were helped by her friends to make revenge to Lou. She made a letter that full of swear words. The writer found that the phrase ‘made up’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “made
“up” in this sentence is creating. The reason of the usage is because Sophie is being fad.

Dragged off

1. But we didn’t mail it. We burned it in the fireplace instead, along with the voodoo doll. Then they dragged me off to see a movie. (page 272)

The speaker in this sentence is Sophie. At that time, Sophie just broke up from her boyfriend, Lou. Sophie was very upset, so to cheer Sophie up, her friends dragged her to the movie. The writer found that the phrase ‘dragged me off’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “dragged me off” in this sentence is taking somebody with force. The reason of the usage is dramatize the situation.

Kiss away

1. I want to kiss away those circles under his eyes that make him look like he’s never slept a second in his life. (page 273)

The speaker in this sentence is Sophie. Sophie is in delusion to be in love with Murphy. At that time, Sophie sees that Murphy has smoky eyes naturally. So Sophie wanted to make is disappear. The writer found that the phrase ‘kiss away’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “kiss away” in this sentence is to make something disappear. The reason of the usage is to make it sounds romantic.
Grab off

1. I’ll be racing back up here to grab another one off the shelf (page 286)

The speaker in this sentence is Sophie. Sophie is often being left alone at home. She likes to browse her parents’ book collection. So whenever she is alone at home she always grabbed the book. The writer found that the phrase ‘grabbed another one off the shelf’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “grabbed another one off the shelf” in this sentence is taking something hurriedly. The reason of the usage is to dramatize the situation.

Moan about

1. Listening to Grace to moan about how horny she is and about how if she doesn’t find a boyfriend soon, she’s going to die of lackonookie disease. (page 299)

The speaker in this sentence is Sophie. Sophie is describing how hyperbolic her friend Grace is. The writer found that the phrase ‘moan about’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “moan about” in this sentence is talking something exaggeratedly. The reason of the usage is to dramatize the situation.

Turned into
1. It is pretty astonishing how my molehills have turned into mountains overnight (page 301)

The speaker in this sentence is Sophie. Sophie is describing her body growth. The writer found that the phrase ‘turned into’ has many different meanings and it depends on the context. According to Oxford Advanced Learners Dictionary and also according to the sentence, the writer concludes the meaning of “turned into” in this sentence is growing. The reason of the usage is to simplify the usage.
A. Conclusions

In every aspect of human life, communication holds a very important role. Communication can only be gained by language. Through language we learn how to be in society. Through language we also learn its culture.

Through this research, writer learns about the culture of writing. In writing a teen lit, the language used distinguishes their readers. The language used also distinguishes the culture where the writer lives.

In teen lit, the language used is very simple, easy to be understood and light. The writer assumed that this teen lit is very appropriate for teenagers. That is why many phrasal verbs easily to be found in this teen lit. With its unique characteristic, phrasal verb is also very interesting to be learned.

Through this research, the writer concluded that phrasal verb has meaning depends on its context. Through this research also, the writer concluded that phrasal verb has many variety as has been written before.

As for the last, the writer also concluded that as a part of language, phrasal verbs also hold an important role in understanding a text.

B. Suggestions

From all explanation above the writer suggested, there should be another research on phrasal verb, as language change as time changes.
Language change or the evolution of language is the phenomenon whereby phonetic, morphological, semantic, syntactic, and other features of language vary over time. All languages change continually. At any given moment the English language, for example, has a huge variety within itself: descriptive linguists call this variety synchronic variation. From these different forms comes the effect on language over time known as diachronic change. Two linguistic disciplines in particular concern themselves with studying language change: historical linguistics and sociolinguistics.
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Synopsis of the Teen lit

Sophie is 15 and as interested in boys as the rest of teenagers. She finally gets asked out by Dylan, the boy of her dreams, and totally knows it is true love. But then she starts noticing weirdness. Like she's taller than him, he actually watches the movie on their dates, and he doesn't want her telling his parents she's Jewish. Sophie doesn't feel right about Dylan, but she also likes him and doesn't want to end it. In an attempt to find something else, Sophie begins an online romance (Murphy).

But liking Murph turns out to be a whole lot harder than liking Dylan. To put it bluntly, Murph is a total dork --- he's so uncool that people say, "Don't be such a Murph," when they mean "Don't be such a geek." So why is Sophie thinking of him every minute? And how is she going tell her friends that she likes the biggest loser in school? Deep down she knows that if she doesn't come clean with her feelings for Murph she'll be as bad as everyone else who makes fun of him --- but still it won't be easy.\(^1\)

\(^1\) http://www.teenreads.com/reviews/0689841140.asp