A Comparative Syntactic Study of Phrasal Verb Usage in English and German
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Abstract
The article entitled "A Comparative Syntactic Study of Phrasal Verb Usage in English and German" provides clear and comprehensive information concerning the phrasal usage in Old English, Middle English, Modern English and Modern German. It also contains the brief history of both English and German languages. Both English and German have their own unique system of phrasal verb usage pattern especially in word order and word structure.

The writer decides to work out research using Normative Method that is commonly used or applied in a library research. It is said normative because the writer or the researcher employs logical and reasonable thinking norms in analysing and concluding the research. From the analysis, the writer concludes that parts of phrasal verb system in English display differences and similarities to parts of the German system. It is understandable because they are genetically related. English and German are capable of infinite adjustment to the circumstances of cultural development. Their grammatical and phonetic organisation may remain stable during the changes.

The similarities of phrasal verb usage in English and German are found in several grammatical cases; morphological construction, the position of particle (it can be either before or after its main verb), the stress position and the existence of separable and inseparable verb. The differences are found in the influence of certain words (object) on the separable verbs.

Key words
The phrasal verb usage in German is more complicated and syntactic.
INTRODUCTION

For a long time, language has become an interesting object to be studied by the linguists. It is predicted that there are about 3000 languages throughout the world. Mary Finochiaro (1974:3) defines language as a system of arbitrary, vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact.

A S. Hornby (1980:289) states that linguistics is the science of language, e.g. of its structure, acquisition, relationship to other forms of communication. Being a branch of linguistics dealing with the study of languages having the same origin and historical development of one language, comparative linguistics constitutes an approach to language studies in which sets of phonological, grammatical and lexical correspondence between different periods in the historical of one language are listed and classified (R.R.K. Hartmann and F.C. Stork, 1976:43).

Historical facts indicate that English derives from Anglo-Saxon language. In 449, the Angles, Saxons and Jutes began to invade England. They inhabited different parts of the island. West Saxon dialect achieved a certain status because Wessex was the seat of the powerful King Alfred. It forms the basis of most surviving Old English literature and study of Old English today.

Like the German of today, Old English was a high inflected language. It had an elaborate system of inflectional suffixes on nouns, pronouns, verbs, adjectives and even determinatives. Only traces of these inflectional forms of Old English survive in Modern English. In 1066 William, the Duke of Normandy conquered England. He was crowned the King of England in Westminster Abbey on Christmas Day, and Anglo-Saxon England passed into history. The Norman French spoken by the invaders quickly became the language of England’s ruling class, while the lower classes remained English-speaking.

Around 1300, English came to be known again by all inhabitants of England. French affected English during Middle English period (1100-1500 AD). The vocabulary of Middle English was heavily spiced by Norman French. Otto Jespersen, a Danish scholar, estimates that approximately 10,000 French words came into English – and most of them remain in use today.

Modern English began from the dialect that had developed around London by the end of the 14th century. The late 15th century is in most ways Modern English. It has advanced further than its Germanic cousin along the path to becoming an analytical language rather than remaining an inflected language.
The differences between English and German clearly appear in many linguistic aspects. One of them is in the usage of phrasal verb. Betty Schramfer Azar in her book *Fundamentals of English Grammar* (1992: 241) defines a phrasal verb as a verb and a particle that together have a special meaning. Meanwhile, Flor Aart and Jan Aart (1988:42) state that Phrasal Verbs are combinations of a verb and a member of a closed set of adverbs. It is understandable that they are different. English always undergoes developments distinguishing it from other Germanics. The developments take forms of language evolution and borrowings. The influences of other languages enter English through acculturation, dialects and culture borrowings and intimate loan.

Considering that the differences between English and German clearly appear in many linguistic aspects each, the writer limits them on the phrasal verb usage in Modern English and Modern German. The analyzing factors that will be used are the structure of phrasal verb, the phrasal verb usage in sentence, the position of particle in a sentence, type of phrasal verb, the stress position, its usage with a preposition, and its meaning.

The writer uses Normative Method in which data searching and data analyzing involve logical and rational thinking norms based on written sources related to the research. The data analyzing sticks to standard grammatical rules of Modern English and German. The method employs Library Research technique which consists of the following steps:

1. Data Gathering

   The writer collects the data related to the topic from many written sources available at both personal and STBA library.

2. Data Examining

   The sorted data are examined carefully based on the standard grammatical rules in both English and German.

3. Writing Arrangement

   The writer arranges the writing systematically by using the examined data. It is expected that this article will be useful to motivate the students’ interest in learning English and German, increase the writer’s knowledge on the phrasal verb usage in English and German and make this paper an introductory reference for everyone who wants to comprehend the phrasal verb usage in English and German.
Word is commonly defined as a written or spoken linguistic unit having one single meaning. Traditional grammar divides words into eight classes namely noun, verb, pronoun, adjective, conjunction, adverb, preposition and interjection. As a matter of fact, there are many definitions of verbs given by grammarians. However, they refer to the same conclusion that verb is word or phrase denoting what a person does or thing is. It may also give a command, or ask a question. To use a word in its wrong form, or to link words in a way contrary to accepted practice, is to be guilty of bad grammar.

Asrul Hidayat (1988:9) states that a German verb makes a classification and functions to explain the following things:
1. **an action** (eine Handlung)
   e.g., Ich schreibe (I write).
2. **an event** (ein Vorgang)
   e.g., Es regnet (It rains).
3. **a state** (eine Zustand)
   e.g., die Blume bluht (The tree blooms).

The German verbs can be stated in personal forms (*Personalformen*), time form (*Zeitformen*), modal forms (*Modalformen*), and infinitive forms (*Infinitivformen*). Different from English, German verbs consist of *schwache Verben* (weak verbs, in which the stem changes) and *starke Verben* (strong verbs, in which the stem does not change).

Having carefully considered the number of lexical items, we can classify verbs into two major kinds; one-word verbs (having one single lexical item) and multi-words verbs (having at least two lexical items). The multi-word verbs fall into for subclasses; phrasal verbs, prepositional verbs, phrasal-prepositional verbs and Verb + Noun + Preposition idioms. Phrasal verb use is one of the difficult problems that foreign students have in learning English and German.

The foreign students learn, for example that the verb element ‘carry’ in the combination ‘carry out’ has almost no meaning relationship with the verb ‘carry’ by itself. He may also learn that the combination ‘grow up’ has only one special meaning usage which is different from the other usages of the verb ‘grow’, either used by it self or in other combinations. In addition to all this, the students may further learn that these combinations are not mere verb + preposition sequences in that the former have greater degree of relatedness than he latter. For an example, study the following uses:
1. Denise carried the baby on her back. (Normal verb + preposition sequence).
2. John carried the assignment out; or
   John carried out the assignment. (Idiomatic use).

In sentence 1 ‘carry’ and ‘on’ refer to separate ideas; in the sentence ‘on’ is subordinate to ‘carry’. As a result of this loose relationship, we might ask such a question as ‘How did she carry the baby?’ for which the prepositional phrase ‘on her back’, which is loose piece of information provides the answer. In sentence 2, however, we have a different case. ‘Carry out’ is both one sound and one meaning unit. It acts like one transitive verb. In the example, ‘the assignment’ in the sentence 2 is the object of the combination ‘carry out’, where as in sentence 1 ‘the baby’ is the object of ‘carry’ and ‘her back’ is the object of ‘on’. In other words, contrary to ‘carry out’, ‘carry’ and ‘on’ have an object each. In English grammar such construction as ‘carry out’ is called phrasal verb. Unfortunately, the description above does not help us to differentiate between phrasal verb and such verb groups as ‘depend on’, ‘look for, ‘agree with’, etc., in which the verb and the preposition following it, have a greater degree of relatedness than ‘carry’ and ‘on’ in sentence 1 above. The construction is known as prepositional verb.

A morphological approach tells us that phrasal verb consists of *phrase + suffix –al + verb*. Phrase is group of words with no finite verb and therefore can not by it self make sense. The addition of suffix-al makes it adjective. In order to get clearer explanation of phrasal verb, the following definitions given by grammarians:

1. Phrasal verb is a verb and a particle that together have a special meaning. For example, ‘put off’ means ‘postpone’. A particle is a preposition (e.g., off, on) or an adverb (e.g., away, back) that is used in a phrasal verb (Betty Schramfer Azar, 1992: 241).
2. Phrasal verbs are combinations of a verb and a member of a closed set of adverbs: about, across, along, around, aside, away, back, by, down, forth, in, off, out, over, up (Flor Aart and Jan Aart, 1988: 42).
3. Group of two or more words with a single meaning consisting of a verb, and an adverb and or preposition (M. H. Manser, 1991: 309).
4. A phrasal verb is a verb that takes a complementary particle, in other words, an adverb resembling a preposition necessary to complete a sentence (George L. M. Lamont, 2005:11).

We must notice that there are two major differences between phrasal and prepositional verb:
1. Phrasal verbs always get the stress on the particle when they are two, the first function words gets the stress. In prepositional verbs the stress falls on the verb, the preposition is unstressed:
   I called ‘up the police last night.
   She is ‘looking for a job.

2. In transitive phrasal verbs, the adverb can generally occur both before and after the direct object constituent:
   Did you make up this story? – Did you make this story up?
   How do you listen to music? – How do you music listen to? (Incorrect pattern)

   Considering that syntax is the branch of grammar which is concerned with the study of the arrangement of words in sentences and of the means by which such relationships are shown, e.g., word order or inflexion, a syntactic study is considered to be an effective way of explaining differences between phrasal verb use in English and German. The study will deal with many aspects:
   a. **Syntactic relations** consisting of positional relations, relations of co-occurrence and relations of substitutability.
   b. **Grammatical Categories** including Number, Gender, Tenses and Function in Sentence.
   c. **Transformation** consisting of Negative, Interrogative Imperative, and Inversion.

   It is important to be noticed that Old English commonly did not possess phrasal verbs as they are found in Modern English. Phrasal verbs are rare. In Old English there were many inseparable-prefix verbs meaning the verbs having particle attached to the beginning of the verb. These forms are directly to current phrasal forms. For example, in Modern English, there is mono transitive verb "to burn" and the phrasal verb "to burn up". In Old English there was "baernan=to burn" and "forbaernan=to burn up". However, several verbs had idiomatic meaning when they were combined with prefixes. For instance, "berædan=to dispossess", the verb "rædan=to advise".

   The formation of Old English prefixed verbs was no longer productive in Middle English. The rapid borrowing of French verbs into middle English possibly had slowed the phrasal verb development. For instance the verb borrowed from French "destroy" could convey the meaning of Old English verb "forbrecan=to break up". George J.M. Lamont (2005:2) states that by late Middle English there were 3 categories of phrasal verbs:
   a. Old English style **inseparable particle + verb** (understand, overtake).
   b. Phrasal verb including **verb + separable particle** (take up, write up).
   c. Nominal compound derived **the first two** (outcry, write-off).
Only a few inflections remain from Old English that have not survived in Modern English but got used in Middle English. For example, third-person singular present tense verbs end in -(e)th: *holdeth, hath, lyketh, taketh*; and plural present tense verbs end in -n or -en: *gon, scornen, seyn, ben, eten, bryngen*, and others. It is predicted that 68 of 313 irregular verbs of Old English continue as irregular verbs in Modern English. In terms of the constituent, Modern English verbs are divided into two classes. They are as follows:

1. **Primary Verbs**: a group of verbs that are not derived from other class of words. For example: write, sleep, eat, etc.

2. **Secondary Verbs**: group of verbs that are derived from other class of words. For example: enlarge, enrich, shorten, blacken, and many others. The patterns of forming them are as follows:
   a. The addition of *prefix en- to an adjective*; en + large (adj) = enlarge (verb).
   b. The addition of *suffix –en to an adjective*; short (adj) + en= shorten (verb).

**English Phrasal Verbs (Two or Three-Word Verbs)**

**English Separable Verbs**

The separable phrasal verbs are those whose object may be placed between the parts of the verbs. Many phrasal verbs are separable. In other words, a noun can either follow or come between (separate) the verb and the particle. The both constructions have the same meaning:

‘I put off my trip’ has the same meaning as ‘I put my trip off’.

If the object is a noun object, it may be placed in either position; if it is a pronoun, it must be placed between the verb and the particle (He carries it out). When, however, the object is a long compound or nominal phrase or clause it must come after the phrasal verb (Denise carried out every instruction given to her). Here is the table of separable verb usage.

<table>
<thead>
<tr>
<th>NO</th>
<th>Phrasal Verb</th>
<th>Meaning and Example of Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>add up</td>
<td>You must add up sugar into the soup.</td>
</tr>
<tr>
<td>2</td>
<td>carry on</td>
<td>He carried the work on till midnight.</td>
</tr>
<tr>
<td>3</td>
<td>figure out</td>
<td>I figured out the answer to the syntactic problem.</td>
</tr>
<tr>
<td>4</td>
<td>give back</td>
<td>She will give it back to you tomorrow.</td>
</tr>
<tr>
<td>5</td>
<td>look up</td>
<td>Find information in a dictionary, a directory, etc. He looked up some unfamiliar words in a</td>
</tr>
</tbody>
</table>
The Oxford Advanced Learner’s Dictionary will provide you more information about the meanings of phrasal verbs.

**English Non Separable Verbs**

As the name indicates, the non separable verbs can only be used in the construction where the object occupies a position after the parts of the verb or never precedes the particle. For example, I ran into Bob Griffith at the bank (‘I ran into him’ or ‘I ran Bob into at the bank’ are incorrect). Most of students often confuse to differentiate the non separable verbs from such verbal construction as agree with, ‘look at’, whose meaning can be readily understood on he basis of their constituent parts. Most non separable verbs that have a verb + two function words following, may also be used intransitively (without an object), in which the second function word, which relates the verb to its object, is omitted. For examples: I soon caught with them because I drove faster (transitive). I could not catch up although I had driven faster (intransitive).

We must also note that in a prepositional verb, the preposition is closely tied to the noun or pronoun it controls;
He looked/ at the girls or they depend/on my help.
In a separable phrasal verb, the preposition must precede its pronoun and is closely tied to its verb (as if by a happen) and always follows a pronoun object:
John gets off at 14th Elm Street.

Non separable verb may be followed by prepositions such as catch up with, feel up to, go in for, look up to, get on with, etc ( known as Phrasal-Prepositional Verbs). Another point to note concerning the non separable group is the stress they have. Some non separable verbs have their stress on the verb, while the others on the function word, on the first function word when there are two like in the sentence; I always try to live ‘up to my ideals. Below are ten non separable verbs with their meanings and examples of usage.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>make up</td>
</tr>
<tr>
<td></td>
<td>invent a story</td>
</tr>
<tr>
<td></td>
<td>He made up a story. He didn’t tell the truth.</td>
</tr>
<tr>
<td>7.</td>
<td>Put off</td>
</tr>
<tr>
<td></td>
<td>postpone</td>
</tr>
<tr>
<td></td>
<td>The meeting was put off due to Denise’s absence.</td>
</tr>
<tr>
<td>8.</td>
<td>put on</td>
</tr>
<tr>
<td></td>
<td>put clothes on one’s body</td>
</tr>
<tr>
<td></td>
<td>I put my coat on before leaving home.</td>
</tr>
<tr>
<td>9.</td>
<td>turn on</td>
</tr>
<tr>
<td></td>
<td>start a machine or light</td>
</tr>
<tr>
<td></td>
<td>John turned the light on.</td>
</tr>
<tr>
<td>10.</td>
<td>wake up</td>
</tr>
<tr>
<td></td>
<td>stop sleeping</td>
</tr>
<tr>
<td></td>
<td>I always wake up in the morning.</td>
</tr>
</tbody>
</table>
Table 2

<table>
<thead>
<tr>
<th>No</th>
<th>Phrasal Verbs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>bear on</td>
<td>related to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>His speech doesn’t bear on the subject discussed.</td>
</tr>
<tr>
<td>2.</td>
<td>call for</td>
<td>1. come to get</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I will call for Denise at 10 o’clock.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. require</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Her illness calls for special treatment.</td>
</tr>
<tr>
<td>3.</td>
<td>Call on</td>
<td>ask to speak in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When I raise my hands, the teacher calls on me.</td>
</tr>
<tr>
<td>4.</td>
<td>come across</td>
<td>find or meet by chance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Denise comes across this book in a small book store.</td>
</tr>
<tr>
<td>5.</td>
<td>come by</td>
<td>Get</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He succeeded in coming by a good job.</td>
</tr>
<tr>
<td>6.</td>
<td>figure on</td>
<td>count on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He figures on a raise on his salary.</td>
</tr>
<tr>
<td>7.</td>
<td>get on</td>
<td>enter a bus, an airplane, a train, a subway, a bicycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I get on the train at the station.</td>
</tr>
<tr>
<td>8.</td>
<td>get in</td>
<td>enter a car, a taxi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I got in the taxi in front of his apartment.</td>
</tr>
<tr>
<td>9.</td>
<td>get over</td>
<td>review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let us go over this lesson once more.</td>
</tr>
<tr>
<td>10.</td>
<td>keep on</td>
<td>Continue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I kept on studying English till midnight.</td>
</tr>
</tbody>
</table>

English has also several separable verbs in which the particles precede the main verbs (the pattern is a particle + verb) such as overcome, outgrow, offset, forgive, outshine, foresee, forget, overcharge, withdraw, outstay, etc.

**German Phrasal Verbs**

In English, some verbs combine with adverbs or prepositions, and so change in meaning, for instance 'put' and 'put up with'. Such verbs are called phrasal verbs and they can present translation problems in German. In their citation form, German 'phrasal verbs' are all particle + verb, written as a single word.

But when they occur in other forms, two types are revealed: separable and inseparable. Because English and German share the same basic 'phrasal' principle, it has been easy for German to form new phrasal verbs modelled on English, and incorporating loan words from English, such as displayed in the following table taken from Krystal (2005:23):
Separable verbs are very common in German, particularly to indicate movement to and from, in and out, up and down. In these cases, separable prefixes are added to the basic verb, e.g. *hin-* (indicating movement away from the speaker) and *her-* (indicating movement towards the speaker), as in the following:

*Hingehen (to go there)* > *Wollen wir hingehen? / Gehen wir hin?* (Shall we go there?)

*Herkommen (to come here)* > *Du sollst herkommen. / Komm her!* (You are to come here).

*Hin-* and *Her-* are often combined into longer prefixes which are added to verbs to convey movement in (*hinein-* / *herein-*), out (*hinaus-* / *heraus-*), up (*hinauf-* / *herauf-* and down (*hinunter-* / *herunter-*). For example:

Wann gehst du *hinaus?* (When are you going out?)
Möchtest du *hereinkommen?* (Would you like to come in?)
Other common separable prefixes include: **ab-** (away/down), **los-** (off/loose), **mit-** (with), **nach-** (after/towards), **teil-** (part), **vorbei-** (past), **weg-** (away), **zurück-** (back), **zusammen-** (together). The two parts of the separable verb in German are sometimes separated (usually as the main verb of a main clause) and sometimes together as one word (the infinitive, the past participle and at the end of a subordinate clause). The following examples with the verb *aufmachen* (to open (up)) illustrate the key points of word order with separable verbs:

**Du sollst dein Buch aufmachen** (You are supposed to open your book).

**Mach das Buch auf! Dein Partner hat sein Buch schon aufgemacht.** (Open your book! Your partner has already opened his book).

**Ich machte mein Buch auf. Der Lehrer weiß, daß ich das Buch aufmachte.** (I opened my book. The teacher knows that I opened the book).

Here is the table displaying the examples of some separable verbs usage.

<table>
<thead>
<tr>
<th>NO</th>
<th>German Words</th>
<th>Meaning in English and Usage Example</th>
</tr>
</thead>
</table>
| 1. | abschließen  | lock up  
Ich schließe mein Haus ab (I lock my house up). |
| 2. | aufstehen    | get up  
Denise steht morgens um sieben Uhr auf (Denise gets up at seven o’clock mornings). |
| 3. | ausgeben     | spend up  
Sie hat all ihr Geld aus gegeben (She has spent up all her money). |
| 4. | einladen     | Invite  
Wir laden alle unsere Freunde zur Party ein (We invite all my friends to party). |
| 5. | fortfahren   | keep on  
Ich fahre mit dem Lesen fort, bis ich fertig bin (I keep on reading till I am finished). |
| 6. | mitbringen   | Ask  
Er bringt mir zur Party mit (He asks me to party). |
| 7. | nachlaufen   | Follow  
Der Hund läuft seinem Herrn nach (The dog follows its mister). |
| 8. | umrühren     | Stir  
Mein Vater rührt die Suppe um (My father stirs the soup). |
| 9. | zurückkommen| come back  
Denise kommt von ihrer Reise zurück (Denise comes back from her trip). |
| 10. | zusammenlegen| Fold  
Ich lege die Handtücher zusammen ehe ich sie weglege (I fold the towels before I save them). |
In German, too, the principle of combining elements and meanings is the same as in English, though the details differ. For example:

Vorziehen (forwards + pull) means to prefer.

In other words, if you are faced with a number of alternatives, you reach out and choose one by pulling it towards you. This is your preferred option. Any other example:
Zurückwerfen (back + throw) means to reject.

If you reject an accusation, you throw it back.

2.2.2 German Non Separable Verbs (Untrennbare Verben)

Untrennbare Verben (non separable verbs) are phrasal verbs in which the particles can not be separated from their main verbs. There are some 'minimal pairs', with an inseparable verb, stressed on the verb, and a separable one, stressed on the particle. Non-separable verbs in German can be easily identified by their particles namely be-, ge-, emp-, ent-, er-, miß-, ver-, and wider-.

<table>
<thead>
<tr>
<th>NO</th>
<th>German Words</th>
<th>Meaning in English and Example Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bekommen</td>
<td>Get</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heute bekomme Ich ein Geschenk (I get a prize today).</td>
</tr>
<tr>
<td>2</td>
<td>empfangen</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wir empfangen die Gäste (we welcome the guests).</td>
</tr>
<tr>
<td>3</td>
<td>mißbrauchen</td>
<td>Misuse</td>
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<tr>
<td></td>
<td></td>
<td>Der Schüler mißbraucht das Vertrauen (the student misuses the trust)</td>
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<tr>
<td>4</td>
<td>wiedersprechen</td>
<td>Contradict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Er wiederspricht seine Mutter (he contradicts his mother).</td>
</tr>
<tr>
<td>5</td>
<td>erschrecken</td>
<td>Scare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Der Hund erschreckt das Baby (the dog scares the baby).</td>
</tr>
<tr>
<td>6</td>
<td>wiederholen</td>
<td>Repeat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ich wiederhole das Wort zweimal ( I repeat the word twice).</td>
</tr>
<tr>
<td>7</td>
<td>zerreißen</td>
<td>Tear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Denise zerreißt das Papier (Denise tears the paper).</td>
</tr>
<tr>
<td>8</td>
<td>verpassen</td>
<td>Miss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schnell! Wie verpassen den Zug (Quick! We miss the train).</td>
</tr>
<tr>
<td>9</td>
<td>ersetzen</td>
<td>Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ich habe die zerbrochene Fensterscheibe ersetzt (I have changed the broken window glass).</td>
</tr>
<tr>
<td>10</td>
<td>beenden</td>
<td>Finish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sie beendet ihre Hausaufgabe um 6 Uhr (she ends her homework at 6 o’clock).</td>
</tr>
</tbody>
</table>
Note that there are many German separable or non separable phrasal verbs used as reflexive verbs such as *sich beeilen* (hurry up him/her self), *sich umziehen* (change clothes), *sich ausruhen* (take a rest), *sich ansehen* (take a look), etc. The conjugation of a reflexive verb (for example *sich beeilen*) is as follows:

Ich beeil mich (I hurry up myself)
Du beeilst dich (you hurry up yourself). Du is the neutral-singular form of you.
Er beeilt sich (he hurries up himself).
Sie beeilt sich (she hurries up herself)
Wir beeilen uns (we hurry up ourselves)
Ihr beeilt euch (you hurry up yourselves). Ihr is the plural form of you.
Sie beeilen sich (you hurry up yourself). Sie is the polite form of you (singular).

From the construction above, object (personal pronoun) in German phrasal verb conjugation is similar to reflexive pronoun in English one.
ANALYSIS OF PHRASAL VERB USAGE

Considering that syntax is the branch of grammar which is concerned with the study of the arrangement of words in sentences and of the means by which such relationships are shown, e.g., word order or inflexion, a syntactic study is considered to be an effective way of explaining differences between phrasal verb use in English and German. The analysis is based on syntactic relations consisting of positional relations, relations of co-occurrence and relations substitutability, grammatical categories consisting of meaning, number, tenses and function in sentence, and transformation consisting of negative, positive, interrogative and inversion pattern.

1. Syntactic Relations

Phrasal verbs like other words have syntactic relations consisting of positional relations, relations of occurrence, and relations of substitutability. Let consider each of them carefully.

1.1 Positional Relations

The relations can be obviously observed in form of word order in a sentence. German phrasal verb order states that particle (a preposition, an adverb or a prefix) must precede its main verb. It is likely caused by the morphological structure of German verb. As we know that German verbs end in suffixes –en (the greatest part) and –un (like tun/do). On the other hand, English shows two types of phrasal verb order: a verb is placed before or after its main verb as seen in the following table:

Table 6

<table>
<thead>
<tr>
<th>NO</th>
<th>LANGUAGE</th>
<th>PHRASAL VERB PATTERN</th>
<th>EXAMPLES IN INFINITIVE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English</td>
<td>Prep + Verb</td>
<td>outstay, withhold, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adverb + Verb</td>
<td>backdate, backfire, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verb + Prep</td>
<td>get in, take off, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verb + Adverb</td>
<td>pay bay, go away, etc.</td>
</tr>
<tr>
<td>2.</td>
<td>German</td>
<td>Prep + Verb</td>
<td>ausgehen (go out), aufstehen (get up), etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adverb + Verb</td>
<td>wiedersprechen (contradict), zussamengehen (go together), etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prefix + Verb</td>
<td>erzählen (tell), gebrauchen (use), etc</td>
</tr>
</tbody>
</table>

The paradigm above proves an arbitrariness of language in syntax. The phrasal verb use in both German and English brings about two linguistic phenomena: separability and non separability. There are some differences in
the concept of separability between them. English grammatical rule states that in a separable phrasal verb, a particle can be placed either before or after a noun. If the object is a pronoun (me, you, her, him, them, us), the particle must be placed after its main verb:

I called up Denise last night or I called Denise up last night.
I called him up last night.

In separable German verb (untrennbare verben), the particle must always be separated from its main verb and put in the end of sentence:
Ich rufe meinen Vater an (I call up my father).

Wie spricht man dieses Wort aus? How do you pronounce this word?
However, there are several exceptions in German separability the particle is placed in normal order (particle + verb):

a. If the sentence has modal auxiliaries such as müssen (must), wollen (will), sollen (should), können (can), and dürfen (may):
   Wir müssen sehr bald aufstehen (we must get up very soon).
   Ich kann heute dich abholen (I can pick you up today).
   Denise will heute Abend ausgehen (Denise will go out tonight).
   Du sollst aufhören, zu rauchen (you should stop smoking).

b. after subjunctive daß (that) and adverbial clause with wenn (when), weil (because):
   Ich hoffe, daß Denise heute mich anruft (I hope that Denise calls me up today).
   Ich komme punktlich, weil Ich sehr früh aufstehe (I come on time because I get up early).
   Wir werden glücklich, wenn Sie mitkommen (We will be happy if you come with).

c. after relative pronouns: der, das, die (who), den (who), mit dem (with whom), mit der (with whom), wo (where), wann (when):
   Das Mädchen, das mich abholt, is Mira (the girl who picks me up is Mira).
   Der Mann, der mich anruft, is Herr Ali (the man who calls me up is Mr. Ali).
   Der Mann, den du abholst, is Herr Indra (the man whom you pick up is Mr Indra).

d. After verbs gehen (go), lernen, etc.
   Heute gehe ich einkaufen (today I go shopping).
Wir lernen einen Englischen text übersetzen (we study to translate an English text).

e. If the phrasal verb is used in **participle form**.
Ich habe Denise angerufen (I have called up Denise).
Ich hatte sie angerufen (I had called her up).
Denise hat Gistern in Bandung angekommen (Denise has arrived in Bandung Yesterday).
Ich habe ihr angerufen (I have called her up).
Ich bin in Bern angekommen (I have arrived in Bern).

1.2 Relations of Concurrences

The relations mean that phrasal verbs need the presence of words from other kinds. As mentioned earlier, a transitive phrasal verb needs an object and a subject to the sentence understandable. For example:
Ich fülle das Formular aus (I fill out the form).

1.3 Relation of Substitutability

The relation refers to the exchange of a phrasal verb with another one:
Ich mache die Lampe an (I turn the lamp on).
Ich ziehe meinen Hut an (I put my hat on)
The sentences above are in accordance with syntagmatic relations.

2. Grammatical Categories

2.1 Meaning

It refers to what is understood by a phrasal verb. There are three phenomena arising in phrasal verb use regarding it:

a. The components of phrasal verb (particle and its main verb) maintain their basic meaning:
   In English: pay back, come back, etc.
   In German: *ausgehen* (go out), *zurückkommen* (come back).

b. The components (particle and it main verb) form a new idiomatic meaning:
   In English: *run into* means meet by accident.
In German: *anfangen* means to start or begin. In fact if we analyse its component, *an* is equal to *on* and *fangen* is to catch in English. Therefore, the *anfangen* means to catch on.

In addition, we must carefully consider that there is a typical case in German. Some phrasal verbs can be both separable and non-separable ones such as *übersetzen* (ferry across or translate) and *umschreiben* (paraphrase or rewrite) conveying a different meaning. Let see the following example:

*Übersetzen* as separable means to ferry across:
Der Fischer setzt Denise über (the fisherman ferries Denise across).

*Übersetzen* as non-separable verb means to translate:
Denise übersetzt gerade den Brief (Denise is just translating the letter).

It has been easy for German to form new phrasal verbs modelled on English and incorporate loan words from English because English and German have the same basic ‘phrasal’ principle:

<table>
<thead>
<tr>
<th>German Words</th>
<th>Pattern in English</th>
<th>English Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>eincheken</em></td>
<td>in + check</td>
<td>check in</td>
</tr>
<tr>
<td><em>einscannen</em></td>
<td>in + scan</td>
<td>scan in</td>
</tr>
<tr>
<td><em>ausflippen</em></td>
<td>out flip</td>
<td>freak out</td>
</tr>
</tbody>
</table>

### 2.2 Number

It is a grammatical category distinguishing singular and plural. Number influences the selection of phrasal verb form. Briefly, it causes morphological effect to the verbal group. In English for example, there are several rules of making plural nouns; regular and irregular way. Regular one is by the addition of suffix –s or –es to the noun like box-boxes and student-students. Irregular way refers to the unusual change of stem (man-men, foot-feet, etc) or relation-no change form (sheep-sheep, fish-fish, etc)

German plurals are indicated by the addition of suffix –er (Kind-Kinder/children, Wort-Wörter), –en or –enn (Schule-Schulen/schools, Freundin-Freundinnen/girl friends, etc) and –e (Abend-Abende/nights). some plurals have the same forms as singular like Wagen-Wagen/cars, Fehler-Fehler/mistakes, etc.
Here are some examples displaying the influence of number on the phrasal verbs.

Der Mann steht um 6 Uhr auf (The man gets up at 6 o’clock).
Die Männer stehen um 6 Uhr auf (The men get up at 6 o’clock).
Die Katzen laufen weg (The cats run away).
Die Katze lauft weg (The cat runs away).

2.3 Tense

Oxford Learner’s Pocket Dictionary defines tense as verb form that shows the time of action. In this case, we will analyse the usage of phrasal verb in some tenses which are very productive in the daily life.

2.3.1 Present / Präsens

It is used to express daily habits, usual activities, general statement of fact, and future action. For example:
Ich stehe morgens um 6 Uhr auf (I get up at 6 o’clock in the morning).
Denise kommt morgen in Bali an (Denise arrives in Bali tomorrow).
Ich esse auf die Banane (I eat up the banana).

2.3.2 Perfect / perfekt

It expresses activities or situation that occurred at some unspecified time in the past or was repeated in the past. Perfect tense is formulated by haben or sein + perfect form. As we know that German like Old English verbs are divided into weak verb / schwache verben and strong verb / starke verben. In schwache verben perfect form, it is added prefix ge- and suffix –t or et-. In starke verben perfect form, vowel in stem always change and get the addition of prefix ge- and suffix –en. English perfect tense has the pattern: have + verb 3 (participle). For example:
Ich habe die Kinder abgeholt (I have picked up the children).
Denise ist Heute in Bandung an gekommen (Denise has got to Bandung today)
Ich bin Heute Abend ausgegangen (I have gone out tonight).

2.3.3 Future/Futur
It expresses activities or situation that will happen in the future.
German Future tense has 2 patterns; using the präsens with adverb of time
and using werden + infinitive verben:
Im September werde ich eine Prüfung ablegen (In September I
will take an examination).
Wirst du übermorgen in Frankfurt ankommen? (Will you get to
Frankfurt tomorrow?
Ich werde das Formular ausfüllen (I will fill out the form).

2.3.4 Simple Past Tense / Präterite
It is used to express an activity that occurred and ended in the
past. German preterits is made by adding the suffixes
-st, -en, -t, and –en to the basic of irregular past forms of strong verbs (starke verben) and by
adding suffixes –te, -test, -te, -tet, -ten to the infinitive stem of weak verb
(schwache verben). Note that past form of either weak or strong verb for
1st and 3rd singular personal pronoun does not get any affix. English past
forms display 2 types: infinitive + suffix –ed (e.g. walk-walked, stay-
stayed, etc.) and irregular forms (e.g. sit-sat, write-wrote, etc.). Here are
some examples:
Ich machte die Lampe an (I turned on the lamp)
Wir standen um 5 Uhr auf (We got up at 5 o’clock).
Der Zug flug um 7 Uhr ab (The plane flew at 7 o’clock).
Ich verlor mein Geld in der Klasse (I lost my money in the class).

2.3.5 Past Perfect / Plusquamperfekt
It is used to express an activity that was completed before another
activity in the past. Past perfect stated in English pattern had + participle
(V3) and German pattern haben / sein in preterit forms + partizip perfekt.
For examples:
Ich hatte das Formular ausgefüllt, wenn du kamst (I had filled out
the form when you came).
Ich war in Berlin angekommen, wenn Denise mich anrief (I had
got to Berlin when Denise called me up).
2.3.6 Future perfect / Futurperfekt

It expresses an activity that will have occurred in specified time in the future. English and German have the same basic principle of this tense namely the present form of werden (will) + haben / sein (have) + partizipperfekt (participle or V3).

Denise wird mich heute abgeholt haben (Denise will have picked me up).

Ich werde heute abend um 6 Uhr in Bali angekommen sein (I will have got to Bali at 6 o’clock tonight).

2.4 Function in Sentence

A phrasal verb functions as Subject, Predicate, and Object or complement in the sentence as an ordinary verb does. Subject may be either noun or pronoun which comes before a verb and performs the action of that verb described by it. Predicate is a verb that says something about the subject. The object is an adjective or a noun used after the verb and directing the action of the verb itself. Here are some example that will help you understand the explanation above.

**Subject**

Früh aufstehen ist gut für die Gesundheit (To get up early is good for the health).

**Predicate**

Denise wacht um 5 Uhr auf (Denise wakes up at 5 o’clock).

**Object**

Ich gehe ausessen (I go eating out).

3. Transformation

It refers to the change of sentence appearance or character. In this case, we will analyse how phrasal verbs are used in many kinds of sentences; negative, interrogative, imperative, and invertional sentences.

3.1 Negative Sentence

The pattern of negative sentences in both English and German is very different especially in present and simple past tenses. English uses auxiliaries (do, does, did. Have, etc.) Followed by not. Meanwhile, in German negative
Sentence, there is no need to use those in present and simple past tenses. We just add *nicht* or its derivative forms (*noch nicht* = not yet, *nicht mehr* = not any more, etc.) and *kein, keins,* and *keine* as seen in the following examples:
Ich rufe Heute Denise nicht an (I do not call up Denise)
Mira hölt am Abend Denise nicht ab (Mira does not pick up Denise)
Ich fullte Gistern nicht das Formular aus (I did not fill out the form yesterday).
Er hat mich ncht angerufen (He has not called me up)
Ich habe nicht Geld / Ich habe kein Geld (I have no money).

3.2 Interrogative Sentence

In order to make an interrogative sentence, we must put the auxiliaries (do, does, did and have or has) in the beginning of sentences. German interrogative sentence is preceded by main verb (predicate) as seen in the following examples:
Do you always get up at 6 o’clock every morning? (gehst du immer jeden Morgen um 6 Uhr auf?)
Did you go out yesterday? Gings du Gistern aus?
Has Denise got to Frankfurt? Ist Denise in Frankfurt angekommen?

3.3 Imperative Sentence

It is used when we order someone to do what we want. There are three types of German imperative sentences: *Du-form* (you singular form), *Ihr-form* (you plural form), and *Sie-form* (you singular / plural polite form). To make an English Imperative, we just place predicate (verb) in the beginning of sentence followed by raising intonation. Here are the examples:
*Du-form:* Steig schnell ein! (Get on soon!)
*Ihr-form:* Steigt schnell ein! (Get on soon!)
*Sie-form:* Steigen Sie ein or Bitte, steigen Sie ein! (Please get on soon!)

3.4 Invertional Sentence

It is a sentence in which the predicate (verb) precedes the subject. Such type is very common in German. In English, we can find it in literary works or descriptive writings. But, if the subject is an English pronoun (I, you, we they, she, he, it) it goes before the verb. For example:
Heute wache ich im 6 Uhr auf (Adverb + V + S + P) = I wake up at 6 o’clock today.

Den Englischen Text untersetze ich (O + V + S + P) = I translate the English text.

Am Abend geht Denise aus = In the night out goes Denise (inertional order)=
Denise goes out in the night (normal order).
Am Abend geht sie aus= In the night out she goes
Übermorgen werde ich den Text übersetzen=I will translate the text.
CONCLUSION AND SUGGESTION

Conclusion

Having carefully analysed the phrasal verb usage in English and German, the writer concludes:

1. Both English and German have their own unique system of phrasal verb usage pattern. Parts of this system in English display differences and similarities to parts of the German system. It is understandable because they are genetically related. English and German are capable of infinite adjustment to the circumstances of cultural development. Their grammatical and phonetic organisation may remain stable during the changes.

2. The similarities of phrasal verb usage in English and German are found in several grammatical cases; morphological construction, the position of particle (it can be either before or after its main verb), the stress position and the existence of separable and inseparable verb. The differences are found in the influence of certain words (object) on the separable verbs: in English a separable verb must be inseparable if the object is a pronoun. Whereas, in German a separable verb (trennbare verben) must separable if it is combined with certain words such as modalverben, dass, wenn and weil.

Suggestion

Considering that English and German are of the same origin linguistically, a good knowledge on German will possibly help English learners understand English language much better. Therefore, the writer suggests that the principal and structural officers of STBA Sebelas April Sumedang as a college majoring in English language and literature must settle German to be an alternative foreign lectured at STBA Sebelas April Sumedang.
A Comparative Syntactic Study of Phrasal Verb Usage in English and German

Disusun Oleh :

Unu Nurahman, SS.

Sekolah Tinggi Bahasa Asing (STBA) Sebelas April Sumedang
Tahun 2011