

**THE USE OF IDIOM IN ENGLISH TEXTBOOK FOR SENIOR HIGH  
SCHOOL STUDENTS “PATHAWAY ENGLISH”**



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**THE USE OF IDIOM IN ENGLISH TEXTBOOK FOR SENIOR HIGH  
SCHOOL STUDENTS “PATHAWAY ENGLISH”**

**THESIS**

**Presented to  
State Institute of Islamic Studies Ponorogo  
in Partial Fulfillment of the Requirement  
for the Degree of *Sarjana* in English  
Education**



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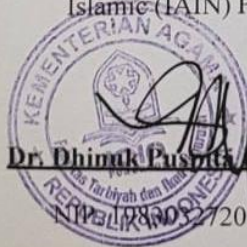
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(.....)  
(.....)  
(.....)

## MOTTO

اِیْتْبَغِ لِلْجَاهِلِ اَنْ یَسْكُنَ عَلٰی جَهْلِهِ وَلَا لِلْعَالِمِ اَنْ یَسْكُنَ عَلٰی عِلْمِهِ<sup>1</sup>

“Tidak pantas bagi orang yang bodoh itu mendiamkan kebodohnya dan tidak pantas pula orang yang berilmu mendiamkan ilmunya,”



---

<sup>1</sup> HR Ath-Thabrani

## DEDICATION

This thesis I dedicated for:

1. Allah SWT for making me healthy enough to complete this thesis.
2. My beloved father and mother, Mr. Zaenul Arifin and Mrs. Marsiyam , always give unlimited prayer, and the most important was spiritual support for my life.
3. Nerissa Arviana as my sister who support me and help me with everything that she had.
4. My advisor Dr. Ahmadi, M.Ag. It always guides me to finish this thesis and motivates me to be a good researcher.
5. My friends Anissa Nawang and Fayza Isna that always be with me from junior high school student until now who always supporting me and remind me about this thesis all the time.
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7. Last but not least, I want to thank me, for always believed in me and keep living in the best live as much as possible even though with a lot of sweat and tears. Always be grateful for all that she had and never give up.

## ABSTRACT

**AVELINA, NEVADA SHOFI.** 2022. *The Use of Idiom in English Textbook for Senior High School Students "Pathaway English"*. Thesis, English Education Departement, Faculty of Tarbiyah and Teachers Training, State Institute of Islamic Studies Ponorogo. Advisor: Dr. Ahmadi, M. Ag.

**Keywords:** *Idiomatic , Contextual Meaning, Textbook.*

There are many different ways to express an idea in English. One of them is the use of colloquial phrases. Idioms can be used to criticize someone or to give them advice. As a result, both spoken (in regular speech) and written idioms abound (novels, short tales, correspondence, poetry, and so on). They add depth and variety to the language. Same as it found in the textbook senior high school students.

The purpose of this research was to know the idiom that can found in textbook, because in English textbook usually use the story for the learning concept. The contextual meaning in textbook and the dominant idiom in textbook. For the research, the data is taken from English senior high school students textbook published by erlangga grade I,II,III.

The research applied was document-qualitative research which was meant this research method applied to written or visual materials for the purpose of identifying specified characteristic of the materials. Data source were divided into two, primary data were from the English textbook senior high school students published by erlangga grade I,II,III. The secondary data were for the books and the internet which can relate for the research. The data were drawn into table which contain the types and classification of idiom.

Based on the result, the researcher found 35 idioms that mostly types of idiom in the English textbook were Pure Idiom (PI). The result contain the classification of idiom, types of idiom and characteristic of idiom with the meaning of each data. The research also found the contextual meaning in the textbook which is contain contextual of person, context of time, context of place, context of formality and context of mood.



## ACKNOWLEDGEMENT

Praises belong to Allah Almighty, the single power, the Lord of the universe, master of the day of judgement, Allah SWT, for all blesses and mercies to the researcher was able to finish this thesis entitled “The Use of Idiom in English Textbook for Senior High School Students Published By Erlangga” also peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution Alhamdulillah, thanks to Allah SWT, who has given the researcher His blessing and a chance to complete this thesis. Praise and blessing to the Prophet Muhammad SAW, who has been the best figure to serve Allah SWT, who has brought us from the darkness to the brightness.

In completing this thesis, the researcher has received many people's support and help. Therefore, the researcher would like to thank for:

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2. Dr. H. Moh Munir, Lc., M.Ag. as the Dean of Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo
3. Dr. Dhinuk Puspita Kirana, M.Pd. The head of the English Education Department of Tarbiyah and Teacher Training Faculty State Institute Islamic Studies Ponorogo
4. Dr. Ahmadi, M.Ag. as my advisor, who has given me advice and suggestion to complete this thesis.
5. All the all the English Department teachers and lecturers of Tarbiyah and the Teacher Training Faculty of the State Institute of Islamic Studies Ponorogo. For the times, knowledge and experience that give to the researcher.



Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, suggestion and support criticism will be accepted. At last, the researcher hopes that this thesis will be beneficial for the students of English Language Education.

Ponorogo, 27<sup>th</sup> May 2022

Researcher



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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

In English, There are numerous methods to express an idea in English. Using colloquial terms is one of them. Idioms can be used to make fun of someone or to give advice to them. As a result, idiomatic terms abound in both spoken (everyday conversation) and written (novels, short tales, correspondence, poetry, and so on). They make the language richer and more colourful. The problem is that not everyone understands what an idiom means. An idiom, also known as an idiomatic expression, is a figurative term, word, or phrase that is commonly understood by native speakers. This interpretation differs from the literal interpretation of the idiom's distinct components. To put it another way, idioms don't always mean what they say. They do, however, have a deeper meaning. Idioms have a different meaning than the actual meaning or definition of the words from which they are formed. It can be described as a collection of words with their own meaning that differs from the meaning of each individual word in the collection.

In teaching and learning process of English, textbooks are the important media of learning in education. The existence of textbook gives impact in supporting teaching learning process. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. But, most of them didn't know the ability of their student especially in idiom. Even though textbook are valid literature and used in learning program, many student underestimate textbook because its not their capability to read it. Different from the novel, student more interest about the novel because novel telling a story according to

the reading imagination. Textbook is more crucial, the students has to know about the meaning of the story according to writer idea. However, most of the teacher didn't know about this and just push student to understand the meaning of the story. Student who didn't know about the idiom can interpret different from the original one, the meaning of the story shouldn't be conveyed to them. That's why it will be better if the student can have a good textbook and suitable to their knowledge. So, student can better understand about the lesson and the story in their textbook.

Idiom is used in many expressions, to understand the meaning of an expression, people must first understand idioms. Idiomatic expression cannot be translated word by word from its literal context. In order to learn idioms, good media is required. In order to understand idioms more easily, learners should use good media when learning them<sup>2</sup>. Finding suitable media to study English language, particularly idioms, is no longer difficult because English has become a worldwide language, with many countries using English as a first or second language. There are a variety of mediums to choose from. There are numerous types of media that can be utilized. The students must only choose the best option for solving their difficulty.

Idiom an expression which function as a single unit and whose meaning cannot be worked out from its separate parts. For example: *He washed his hands from the matter*, means *he refused to have anything more to do with the matter*<sup>3</sup>. Idioms are fixed expressions that have a meaning that isn't always obvious. Individual words often assist you figure out what they mean.<sup>4</sup> The clarity of meaning is not dependent on the 'grammatical correctness'. The point of that statement is that there is no

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<sup>2</sup> Liony, Fatma. "An Analysis On Idiom Translation Strategies In Jane Austen's Emma" (2018)

<sup>3</sup> *Ibid*

<sup>4</sup> M. McCarthy and O'Dell, F. "English Vocabulary in Use Upper Intermediate, With Answer". (2003)



grammatical rule in idiom. Therefore, it is understandable that foreign learners have problems to understand the meaning of idiom.

In idiomatic divided into several parts such as, characteristic, classification, types and contextual meaning. Characteristic of idiom used to make a good idiom such as : has two or more idiom, the meaning is not obvious, the meaning can't be predicted and idiom are fixed expression. Classification of idiom has two different is a fixed idiom and non-fixed idiom<sup>5</sup>. Beside that idiom can be grouped into three sub-classes : pure idiom, semi-idiom and many idiom. That types has their own characteristic and it must be in the textbook.<sup>6</sup> And the last is contextual meaning, Contextual meaning is the meaning of word according to situations in which they are used. Because a word or a sentence might have multiple meanings, a difference in response to meaning can develop. Lexical meanings are the meanings linked with morphemes and words. Lexical meanings are true meanings, meanings that are in conformity with the consequence of our sensory observations, or meaning as it is<sup>7</sup>,

Textbooks are just one type of instructional material that may be used to help students learn. The materials should meet the same broad criteria that are used to select a textbook. The material chosen should (a) contribute to the lesson's learning objectives, (b) have meaningful content for study, (c) be compatible with the teaching methodologies to be utilized, and (d) be appropriate for the specific group of students who will use it.<sup>8</sup> Textbook has many different author, usually school used the famous one and has been verified by the government such as: Airlangga, Yudishtira, Intan Pariwara etc. all of the book had different theory but interrelationship, all of them has been verified by school because it fulfill the requirements.

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<sup>5</sup> Wright, Jon. "Idioms Organiser : Organised by metaphor,topic and key word". (2002)

<sup>6</sup> Oxford Advanced Learner's Dictionary (2006)

<sup>7</sup> Lyson, John. "*Linguistik semantic*". Cambridge,Cambridge university. (1995)

<sup>8</sup> melya Herdalosari, "Analyze The Textbook According to Jeremy Harmer"

Textbooks and learning materials have the ability to transmit information, develop skills, and impact how students interact with the world. It signifies that the textbook will cover all of the necessary information, skills, and activities<sup>9</sup>. The textbook is a tool, and the instructor must understand not only how to utilize it but also how beneficial it may be. Textbooks were considered to be important resources in guidance instruction as a tool.<sup>10</sup> The basic goal of a textbook is to convey continual information, values, attitudes, skills, and conduct. It was argued that a textbook was a significant learning instrument because it provided all learning capacities.

Student must have a good textbook at least in school to have a better learning, so how we can say that textbook is fulfill the criteria of good textbook?. The good textbook has some criteria. Content feasibility, presentation feasibility, language feasibility, and visual feasibility are the four factors of eligibility that must be meet by qualifying textbooks. The four aspects of eligibility are specified in the form of very specific indicators, which can be applied by either the teacher or the student.<sup>11</sup> Textbooks should either contain material that promotes the achievement of these topics' SK (competency standards) and KD (basic competence). SK and KD are learning benchmarks that help students meet their learning goals. All materials contained in the Competency Standards (SK) and the Basic Competency (KD).<sup>12</sup>

In preliminary research, there found almost fourteen idioms in English textbook “Pathway to English for grade II” by Th.M.Sudarwati and Eudia Grace. Because many idiom can find in this book. This books really interest to researched more about them and divide them into some class. The data is taken by English

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<sup>9</sup> Education Sector. A Comprehensive strategy for textbooks and learning materials. France: the united nations scientific and cultural education. (2005)

<sup>10</sup> *Ibid*

<sup>11</sup> BSNP, Laporan BSNP : Jakarta. (2010)

<sup>12</sup> Annisa Novita, “An Analysis Of Textbook Entitled “Headline English” Published By Srikandi Empat of Seventh Grade of Junior High School”. (2019)

textbook “Pathway to English for grade I,II,III” by Th.M.Sudarwati and Eudia Grace curriculum 2013. Which senior high school used this for study.

In the textbook me as a researcher, found some idiom in the first grade of English textbook “Pathway to English for grade I,II,III” by Th.M.Sudarwati and Eudia Grace. As a preliminary research researcher found idiom in the story such as “*catch one’s eyes*” it’s means that “*Attract someone’s attention*”. Means that person or that thing is attract someone it’s also means that thing is beauty. The expression “*to feel under the weather*”, which means “*to feel unwell*” is a typical idiom. The words do not tell us what it means, but the context usually helps. The meaning is different from what we think, that's why idioms need to understand the meaning and content to be able to understand. Often the student still can be fooled by the question which means strange, they think it’s the best answer but actually it’s wrong.

It is proven in real life that not only senior high school students still confused about the idiom it self. In idiom there much type, characteristic, classification etc. Idioms are divided into many possibilities so its reasonable if many people still don’t know, but it can affect to get information or just to read some book it can struggle to see the meaning.

Talking about idioms in book, there are many types of idioms found in them. Consequently, it is not easy to understand story because when someone reads story in their textbook to lesson, she or he must understand idioms. The researcher also faced the same problems in understanding idioms. Therefore, The researcher interested to analyze senior high school textbook because in the first grade textbook there so many story to learn with. It was “Pathway to English for grade I,II,III” by Th.M.Sudarwati and Eudia Grace. I want to know whether or not the same problems in understanding idioms found in this textbook exists as I explained before. The researcher conduct this

research by choosing the title “The Use of Idiom In English Textbook for Senior High School Students “Pathway English””

## **B. Research Focus**

The researcher focus to inform student about the characteristic of idiom, classification of idiom, types of idiom and contextual meaning of idiom. Beside that, this research to conduct Senior High school student for better information idiom in their English text book.

## **C. Statement of The Problem**

Based of the problems, the researcher decided the problems stated of study are as follow:

1. What are the classification of idiom, characteristic of idiom and types of idiom in English high school text book?
2. How is the contextual meaning of idiom that are found in the English high school text book?
3. What are the dominant of them that are used in English high school text book?

## **D. Objective of The Study**

Based on the problem statement in this study, the objectives from this study as follows:

1. The researcher wants to analyze the classification, characteristic and types of idiom in English high school text book.
2. To interpret contextual meaning of the idiom found in the English high school text book.
3. The researcher wants to analyze what are the dominant idiom used in English high school text book.

## **E. Significant of The study**

The researcher expects the significances of this study as follows:

### **1. Theoretical Framework**

Theoretically, the research is expected to be the source of information about which idiom that are frequently used in English Textbook Senior high school student.

### **2. Practically Significant**

#### **a. For the Teacher**

This research is expected to help every teacher who read this to give more information about idiom, what's type of idiom and make sure to give example or test about idiom because student didn't know about this theory.

#### **b. For the Student**

The result of the research is expected to give a positive result so the reader will have a deeper understanding of idioms found in the English Textbook ,enriched their vocabulary and apply those idioms in their writing and speaking activities.

#### **c. For the English Department**

The result of the study is expected be able to help the other student in conducting similar research to improve the learning process.

#### **d. For the researcher**

Hopefully, this research will have a positive contribution in my lexical ability especially in idiomatic expressions. By understanding the idioms, the researcher will have better understanding of watching movie, reading novel and listen to music.

## **F. Previous Research Finding**

Previous research refers to studies that have been published and disseminated in the past and report on research findings. The first one is from thesis with title “Improving Students’ Ability In Understanding Idiom Through Reading Text” by Indah Lestari this thesis containing the results of this study tell that students' idiom ability improved significantly from their pre-test to post-test scores. The mean score of students' post-test was 87.3, while the mean score of students' pre-test was 64, according to the findings of this study<sup>13</sup>.

The hypothesis of this study, that the usage of reading text enhances students' capacity to interpret idiom, is widely recognized. According to the results of the survey, all of the students preferred to learn idioms by reading literature. The sample of this study consisted of 20 students. The method used in this study to analyze the students' score was quantitative method.

The second one with the title “An Analysis Of English Idiomatic Expression In The Freedom Writers Movie” by Siti Haniah. In this thesis there are three types of idiom used in the Freedom Writers movie namely, pure idiom, semi idiom, and literal idiom. Through this research know that, There are 89 dialogues that contained of idioms. The findings showed that the most frequent idiom found in the Freedom Writers movie is literal idiom with the total data 59 or 66.3%, then semi idiom with

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<sup>13</sup> Lestari, Indah ““Improving Students’ Ability In Understanding Idiom Through Reading Text” (2018)

the total data 18 or 20.2%, and the least frequent of idiom is pure idiom with the total data 12 or 13.5% of 89 idioms which are found in the Freedom Writers movie script<sup>14</sup>.

The third one is from thesis the title is “The Use of Idioms in Disney’s “Little Mermaid”” by Yathriba. Her final project was carried out for several objectives. Those were 1) to find out whether or not idioms are found in the film “The Little Mermaid” and how many idioms found in the film, 2) to find out what they mean respectively, 3) to find out what types of idioms they belong to based on their structural patterns, and 4) to find out what and why these idioms can be modified. Her study was analyzed using the descriptive-qualitative method in which the objects of study were the idioms used in the film. The analyses were done by comparing the idioms in the film and the theory chosen.

From this analysis, it was found that there were 39 idioms found in the film. Most of the idioms (53.85%) used were the verb. Some of them were altered The phrase "the grass is always greener on the other side of the fence" was changed to "the seaweed is always greener on somebody else's lake" by changing its word(s) to suit the field of the film, for example, the word feet in "cold feet" was changed to fins and the phrase "the grass is always greener on the other side of the fence" was changed to "the seaweed is always greener on somebody else's lake."<sup>15</sup>

According to Utamasari in her thesis, “The strategies used in translating idiomatic expression found in bilingual novel “Ms. Wiz goes live” into “Ms. Jadi bintang televisi”. She found that there are forty five idiomatic expressions of phrasal verbs are used in that novel by using similar meaning and dissimilar meaning strategies, forty three idiomatic expressions are used by the second strategy is

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<sup>14</sup> Haniah, Siti “An Analysis Of English Idiomatic Expression In The Freedom Writers Movie” (2020)

<sup>15</sup> Yathriba “The Use of Idioms in Disney’s Little Mermaid” (2010)



translated by paraphrase, and there is no translation strategy of similar form and meaning.

## **G. Research Method**

### **1. Research Approval and Design**

Based on research problems and objectives in this study, the researcher decided to use descriptive qualitative approach. This is a type of research which does not use any calculation or numbering and the data produced are in the words form. Marshall in Sugiono said “*The fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review.*”<sup>16</sup>

According to Sugiyono, descriptive problems formulation assisted the writer in exploring and recording the social environment to be investigated thoroughly, widely, and intensively. Furthermore, the goal of this strategy is to describe and comprehend the phenomena or instance.

According to Milles collection is inescapably a selective process that you cannot and do not “*get it all*” even though you might think you can and are.” The data collection method used in this study is documentation. Documentation is a process consisting of several activities. Such as: Determining what information is needed, recording some information or collecting data and classifying the data, organizing the document and providing the document to who need that. According to Bogdan and Biklen in Sugiyono, the characteristics of qualitative research are:

- a. Qualitative research has the natural setting as a direct source and data, and researcher is the key instrument.

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<sup>16</sup> Sugiono. Metode Penelitian Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta Press. 2014)

- b. Qualitative research is descriptive. The data collected is in the form of words or picture rather than number.
- c. Qualitative research is concerned with process rather than simply with outcomes or products.
- d. Qualitative research tends to analyse the data inductively.
- e. 'Meaning' is essential to the qualitative approach.

The researcher uses descriptive qualitative research design in this study. The purpose is to describe phenomena as detail information about idiom in English Textbook senior high school student. This study involves students as a subject in conducting the research process.

The researcher will applies qualitative approach and descriptive qualitative design through conducting direct observation. Researcher will collect data from students that participant in this study.

## 2. Research's Role

In this research, the researcher acted as research instrument, being like interviewer, observer, and collector data. The researcher used note taking as an instrument. Note taking was a method in assembling data required by using note cards to write down the data findings from source of data. In order to find the data easily, on the note cards were also completed by number and page where the data found.

## 3. Research Setting

In this study the researcher decided to chooses book Grade X,XI,XII. Senior high school student as researcher setting. This book is the one that used in high school student. The data of the research is in the form of words. Then the unit of

analysis is new utterances or sentences contained idiomatic expression. All of them is used as the main data which to be analyzed.

#### 4. Data Source

##### a) Primary data

The source of the data in the research is the source from which the data obtained.<sup>17</sup> The data were idiom found in English Textbook senior high school student “Pathway to English” Grade X,XI,XII by Penerbit Erlangga. The whole of pages in The novel was used as the source of data.

##### b) Secondary data

To support the main data, there will be other source from books and internet which was relate to this research.

#### 5. Data Collection Technique

According to Sugiono, in most tradition of qualitative research, the phrase personal document is used broadly refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief.<sup>18</sup>

The technique for collecting the data which is used by the researcher is using document. Document is a record of events that have already passed. Documents may take the form of text, images, or monumental works of a person. One form of the document is written document, and the example it is life history, stories, biography, regulations, policies, etc.

The techniques in collecting the data in this study could be summarized into several steps. Those were:

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<sup>17</sup> Santosa, Riyadi. Metodologi Penelitian Kualitatif Kebahasaan. Surakarta: Universitas Sebelas Maret. (2017)

<sup>18</sup> Sugiyono. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.( 2012)

- a. The first procedure of collecting data is English Textbook senior high school student “Pathway to English” Grade X,XI,XII Published by Erlangga. Kurikulum 2013
- b. The second procedure of collecting data is reading. To get information the writer need to read and analyze English Textbook senior high school student “Pathway to English” Grade X,XI,XII Published by Erlangga. Kurikulum 2013. In reading, the writer read the Textbook repeatedly and carefully to find idiomatic expression.
- c. Compiled and classified the idiomatic expressions in English Textbook senior high school student “Pathway to English” Grade X,XI,XII Published by Erlangga. Kurikulum 2013.
- d. Analyzing idiomatic and find the meaning of that idiom.

#### 6. Data Analysis Technique

The researcher next moves to the task of assessing the data that has been obtained. The researcher went through three steps when analyzing a study document.

##### a. Preparing and Organizing.

In the first step the researcher finding English Textbook senior high school student “Pathway to English” Grade X,XI,XII Published by Erlangga. Kurikulum 2013. After that, the researcher read all of the book. The researcher read repeatly to make sure no word idiom missed.

##### b. Coding

The second step was to list the idiomatic expression in the all of the book. The researcher only chooses those which consist of idiom expression to be analyze.

##### c. Representing the Data

In the final step, the researcher made a table from the list of idiomatic expression in the book. The table was used to help the researcher to analyze classification of idiom. Then, The researcher attempts to identify the various sorts of idiomatic language as well as the degree to which interpreting idiomatic phrase is acceptable.

#### 7. Checking Validity of Finding.

Several test processes in qualitative research are undertaken by researchers to determine the validity or validity of the data. The researcher uses the credibility test (internal validity) or the trust test on the research results to validate the data.

To evaluate whether or not a result or data given by researchers corresponds to what actually happened in the observation, it is necessary to test the validity of the data.

#### 8. Research Procedure

To conduct this researching, the researcher have several procedures to do this research,as follow:

##### a. Planning

This technique entails developing a research strategy, defining the research's location, including the institution of choice, and determining the instruments to be utilized in the study in accordance with the research rules.

##### b. The procedures of data analysis

This includes analyzing data, direct observation to obtain data, analyzing teaching and learning strategies that are applied during the learning process at the selected institution.

##### c. Research report

In this part, the researcher writes in the thesis of all the results of the research that has been carried out as clearly as possible related to the edutainment approach. And all data that has been obtained, reviewed, has gone through the analysis process will be included in the thesis.

After the analysis me as a researcher give two tables, the first table to list which types and classification of idiom in the textbook.

No	Types of idiom	Code
1	Pure Idiom	PI
2	Semi Idiom	SI
3	Literal Idiom	LI

No	Classification of idiom	Code
1	Transparent idioms	TI
2	Non-Transparent idioms	NI

Table. 1.1

## H. Organization of The Thesis

The researcher divides this research into six chapters. The Chapter I is an introduction. It describes of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, previous study, research method and organization of the study. The Chapter II covers review of related literature. It contains review of the theoretical background and theoretical framework. The Chapter III presents the data of the textbook such as the type of the idiom, classification of idiom and characteristic of idiom also the meaning of it. The Chapter IV discusses about the contextual meaning of idiom and sub theory of the contextual meaning. the fifth chapter discusses about the dominant idiom in the

textbook with the data of chapter III. And the Chapter six is presenting conclusion and recommendation.





## CHAPTER II

### THE USE OF IDIOMATIC IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS

#### A. Idiom in English

##### 1. Definitions of Idiom

Idioms are language-specific expressions that typically have a non-literal meaning that differs significantly from the literal meaning of the expression. Idiomatic expressions are found in all languages and are widely used in all forms of communication, both written and spoken, in formal and casual settings. Idioms are vivid and colorful idioms that are usually unique to a given language. Because all languages have so much idiomatic, they are not only a crucial element of our everyday language use, but also a fascinating subject to study.<sup>19</sup>

Some authorities have defined idiom in various ways. According to Hurford, idioms are multi-word phrases with distinctive and largely unpredictable overall meanings, reflecting speaker interpretations that cannot be deduced by combining the literal senses of the individual words in each phrase according to the language's regular semantic rules.<sup>20</sup> In other words, the intended meaning of idioms is frequently determined by the context in which they are employed. Furthermore, according to Hornby an idiom is a phrase or sentence whose meaning cannot be deduced from the meanings of its component words and must be learned as a whole unit.

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<sup>19</sup> Mustonen, Sanna "TRANSLATING IDIOMS: A case study on Donna Tartt's *The Secret History* and its Finnish translation" (2010)

<sup>20</sup> Hurford, R. James and Brendan Heasley. *Semantics: A Course Book* Second Edition. New York: Cambridge University Press. (2007)

Idiom is one of the terms in the linguistic field that is used to describe communicated by humans, both orally and in writing. The idiom aims to refine the meaning and beautify the language expressed. According to Chaer says that an idiom is a unit of speech that its meaning cannot be predicted from the meaning of its elements, both lexically and verbally grammatically. So, an idiom is a combination of two or more words, but the meaning is cannot be directly traced from the meaning of each word.

Moreover, McCarthy and O "Dell in their book "English Idioms in Use" stated that "Idioms are expressions which have a meaning that is not obvious from the individual words".<sup>21</sup> It means that the meaning of idioms is not literal meanings, but they have non literal meanings. According to Motallebzadeh and Tousi defined that "idioms are fixed phrases consisting of more than one word, and their meaning cannot be worked out by knowing the meaning of the individual words".<sup>22</sup> Means that idiom is a group of fixed word having a meaning not deducible from those of the individual words.

## 2. Characteristic of Idiom.



Idiom has its own characteristics. These characteristics of idioms help the learners to identify whether a phrase or expression in a sentence is idiomatic or not. Idioms are made up of two or more words that are combined to form phrases or sentences. Some of them may consist of two words, such as to get along (to do, to succeed), to look up (to search for a word), and to look over (to examine). However, there are idioms which consist of more than two words as to kick the bucket (to die),

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<sup>21</sup> Mc Carthy, M. & O"Dell, F. English Idioms in Use. Cambridge: Cambridge University Press.( 2010)

<sup>22</sup> Motallebzadeh, K., & Tousi, S. Employing Compensation Strategy in Translation of Idioms: A Case Study of the Translation of Mark Twain's Adventures of Huckleberry Finn in Persian. International Journal of Linguistics , SSN 1948-5425 2011. (2011)

pass the buck (refuse to accept responsibility for something), and break the ice (to do nothing).

According on Nurakhir in her thesis p 14-15 as cited in Awaliyah p 15-16 has listed idiom characteristics into five as follows:

- a. Idioms consist of two or more words

Idioms usually consist of two or more words which are put together into phrases or sentences. Some of them may consist of two words, such as to get along (to do, to succeed), to look up (to search for a word), and to look over (to examine).

- b. The meaning of idiom is not obvious through knowledge of the individual meanings of the constituent words. Means that even though a foreign language learner knows all the literal meanings of words that make an idiom up, it does not guarantee that they will understand the meaning of idiom. Consequently, they should not immediately make any prediction of meaning once they meets an idiomatic expression.

- c. The meaning of idioms cannot be predicted from their individual words.

This characteristic indicates that the meaning of idioms cannot be deduced from their literal meanings; therefore, the idiom has to be learnt as a whole. A foreign learner, then, when meeting an idiom, they should not interpret the idiom literally as the way it is written.

- d. Idioms depart from the normal pattern of a language.

This idiom, they seem ill formed because they do not follow the grammatical rules of language. It's depend on what the language are.

- e. Idioms are fixed expressions, though this fixation is in some cases relative.

From all definitions stated above, it can be concluded that idioms are words or phrases whose meaning is not predictable and cannot be translated from its constituent words so that it must be learnt as a whole or unity.

### 3. Classification of Idiom

There are some classification of idiom that we used to know there are :

- a. Fixed Idiom : Idiom which allow no variation in their form <sup>23</sup>

That means the idioms cannot be change without sound odd to native even though the meaning is literally same. Fixed idioms same as fixed phrase that mean something different from their literal definition. For example like idiom “*it’s raining cats and dogs*” the real meaning it’s exactly not relate to actual meaning. the idiom means “ it’s raining very hard” because the idiom is fixed phrase it cannot substitute in other word. Even it has the literal meaning.

- b. Non-fixed Idiom : Idiom which allow variation such as the tense and pronoun is in form. Opposite than the fixed idiom, Non-fixed Idioms means that idiom can substitute in other word and allow variation of idiom such as the tense and pronoun, it can still relate to the actual meaning. In the Non-fixed Idiom can replace a word with another seems like “*the tall and the short of it*” which the correct one is “*the long and the short of it*” means “the fact of situation” even the word replace form long to tall it doesn’t change the actual meaning. it just change the word but not the meaning. In Non-fixed Idiom we can do that when the Fixed Idioms cannot.

In addition, Moon classifies idioms based on 'the spectrum of idiomaticity'. While Based on their meaning, idiomatic expressions can be classified into two categories they are :

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<sup>23</sup> Nur ‘Azizah, “An Analysis Of Idiomatic Expressions Found In Sue Monk Kidd’s Novel The Secret Life Of Bees And Its Application In English Language Teaching” (2014)

- a. Transparent idioms : Transparent idioms are those idioms which are easy to comprehend and translate and their meaning can be derived from the meanings of their constituent parts, (back and forth, fight a losing battle). There are idioms that can translate into another language, could like be decoded by someone who understands only the individual word used, even if the idiom is unknown. A person's cultural and historical knowledge can play a role in how transparent a particular idiom are.

Example: “*spill the beans*” “*spill the tea*” it's same meaning “tell the secret”

- b. Non-transparent idiom : Idioms that usually have metaphorical meaning and their constituent parts have a little role in comprehending the whole meaning of the expression, (break the ice means to reveal the tension).<sup>24</sup>

#### 4. Types of Idiom

Some idioms are imaginative expression such as proverbs and sayings: Too many cooks spoil the broth. (*If too many people are involved in something, it will not be well done*). If the expression is well known, part of it may be left out: *Well, I knew everything would go wrong-it's the usual story of too many cooks*. Other idiom is short expressions that are used for particular purpose: *Hang in there!* (used to encourage somebody in a difficult situation), *get lost!* (a rude away of saying “go away”).<sup>25</sup> In addition, according to Fernando, idioms can be grouped into three sub-classes: pure idioms, semi-idioms and literal idioms. Fernando defines pure idioms as “a type of conventionalized, non literal multiword expression”.<sup>26</sup> Pure idioms are the idiom that always non literal, semi idiom “The idiom that have one or more literal meaning of the source language and one with

<sup>24</sup> Mabruroh, Khofiana “An Analysis Of Idioms And Their Problems Found In The Novel The Adventures Of Tom Sawyer By Mark Twain” (2015)

<sup>25</sup> Oxford Advanced Learner's Dictionary (2006)

<sup>26</sup> Fernando, 1996, p.36

non literal meaning. Therefore, this type of idioms is considered partially opaque” and literal idiom “Literal Idioms are the idiom that have a little variation and can be invariable as well”.

a. Pure idioms

A pure idiom a type of conventionalized, non-literal multiword expression whose meaning cannot be understood by adding up the meanings of the words that make up the phrase. For example the expression “*spill the beans*” is a pure idiom, because its real meaning has nothing to do with beans.

b. Semi-idioms

A semi-pure, on the other hand, has at least one literal element and one with a non-literal meaning. For example “*foot the bill (pay)*” is one example of a semi-idiom, in which foot is the non-literal element, whereas the word bill is used literally. Foot and bill is two word that if we translate separately its means different meaning.

c. Literal idioms

Literal idioms, such as on foot or on the contrary are semantically less complex than the other two. Therefore easier to understand even if one is not familiar with these expressions.

## 5. Contextual Meaning of Idiom

Contextual meaning is the meaning of word according to situations in which they are used. Because a word or a sentence might have multiple meanings, a difference in response to meaning can develop. Lexical meanings are the meanings linked with morphemes and words. Lexical meanings are true meanings, meanings that are in conformity with the consequence of our sensory

observations, or meaning as it is<sup>27</sup>, whereas contextual meanings are the result of our contextual observations a lexeme's or a set of words' meanings in one context.

Context is the interrelated condition in which something exist or occurs. Context means the part of speech of words and the things denote. It can be said that contextual meaning is according to the text. It involves the function of words in sentence formation since different arrangement of the same word can convey different context. So, we can conclude that the contextual meaning is the meaning of the words according to the situation in which they are used. Different situation may give different meaning in sentence. For example:

- Hair on my grandfather's head is white
- As head officer, she has to be on time.

Contextual meaning based on Lyons in his books, defines context as a theoretical construct which linguist and any participant of linguistic-event then use any factors that could influence the meaning of utterances into a consideration in delivering points across<sup>28</sup>. These factors, when necessary, make explicit reference to the time and place of utterances, and sometimes the factors are within the participant's traits as human being with the ability to socialize and each participant's knowledge of the subject matter. There is five major types of contexts:

a) Context of person.

There are two kinds of linguistically relevant roles: deictic and social roles. Deictic roles are derived from the normal language-behavior of the speaker in addressing his utterance to another person with using personal or demonstrative pronoun in referring to himself, to the addressee(s) or to other persons and object.

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<sup>27</sup> Lyson, John. *Linguistik semantic*. Cambridge, Cambridge university. (1995)

<sup>28</sup> Putri Pauline Stefani Napitupulu, "Contextual Meaning On My Chemical Romance's Songs: A Semantic Analysis", 2019



The pronouns used are determined by the participation of the speaker and target or addressee at the time of the utterance, not by means of a name or description. Social roles are recognized by the members of society as culture specific functions institutionally. These roles are generally connected with the social status of the participants; that each participant in the current situation must know, or make assumptions about, his status in relation to the other: for example: the function of being a priest, a parent, a customer, etc.

b) Context of place

The location of the ongoing language-event is also crucial in interpreting the meaning and also in the selection of vocabulary used. The speaker and target usually share the same location in live conversation, but there are also times when the participants are separated by location, for example: in long distance phone calls. The speaker and the target are expected to know the location of the target and the target to know the location of the speaker if the participants do not share the same location during the event

c) Context of time

Time is another significant sort of context that determines how participants evaluate meaning from phrase and what language they choose to use. Knowing the time of the phrase, like the other categories, helps to make meaning of the phrase.

Example: Good afternoon or Merry Christmas !

d) Context of formality


Formality means the rigid observance of rules of convention or etiquette. There are two basic forms of formality registers: informal and formal. The informal register is the one we use with friends, family, and when meeting people at casual

venues. The formal register is reserved for professional settings, like classrooms, workplace, and interviews.

e) Context of mood

Mood context deals with the state of mind or feelings of the participants during the conversation. The current state of mind of a speaker and the target can affect the interpretation of meaning and the production of vocabularies. For example: Don't you dare leaving this room while I'm still talking! I immediately regret what I just said to her.

## B. English Textbook



Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. This explains why at all levels of language learning textbook is still taken as important resource among students.<sup>29</sup>

A textbook can be defined as a published printed material that contains exercises and references and serves as a source and guide for teachers and students in the form of a schoolbook, course book, work book, or topic book. The textbook is the most widely utilized printed educational resource. The textbook becomes one of many aids to assist students in acquiring clear concepts in terms of content. According to Richards, “*textbooks are used in different ways in language program*”<sup>30</sup>. A reading

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<sup>29</sup> Jack C Richard. The Role of Textbooks in a Language Program. <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>

<sup>30</sup> *Ibid*

textbook, for example, could serve as the foundation for a course on reading skills, giving both a selection of reading texts and activities for skill development.

Model compositions and a list of subjects may be found in a writing textbook as a topic for kids to write about. A grammar textbook could be used as a source of information, and present examples as well as exercises to help students improve their grammar skills. The teachers should be also more active, creative, communicative and effective in performing duties as a professional teacher. Assuming the increased quality of teacher competence, they will also increase teacher's performance<sup>31</sup>. A Students could read and debate sections from the spoken text. a method of listening The primary listening medium could be text combined with audio cassettes or CDs. in a listening course's input A textbook is typically thought of as a teaching aid. It's true. Because it aids the teachers, it is only one of many available learning materials and students to achieve the goal of learning.

### 1. Criteria of good textbook

Great textbooks should have a standard in layout that included the purpose of learning based on current curriculum and syllabuses, as well as the adaption of common school infrastructure. As far as the criteria of an English textbook are concerned, they are as follows: The approach to a second language or a foreign language must be distinct from that of the other. As a result, the learning goal would be met. The ESL textbook should<sup>32</sup>:

- a. Provide basic instructions on how to deliver language objects and skills (general).

Presentation of the material in the textbook comes with pictures, illustrations, tables, references/sources of reference, varied and graded, exercises, or a summary of

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<sup>31</sup> Ahmadi. Ahmad, R. The Effect of Communication and Policy-Making to Teacher's Performance on Strategic Madrasah Leadership during Pandemic Covid-19. (2020)

<sup>32</sup> Kahlid Mahmood., Aga Khan University Pakistan."The Process of Textbook Approval: A Critical Analysis, Buletin of Education & Research" (2006)

each chapter. Like put some Pictures, illustrations or tables are presented with a clear, interesting and appropriate to the topics presented so that the material is more easily understood by students.

- b. Propose assistance for teaching pronunciation, such as a phonetic system (speech).
- c. Provide relevant situations and a variety of instructional strategies for structural units (grammar). There were some explanations about grammar such as interrogative words and sentences, exclamatory words, phrases, and sentences, and modal.
- d. Recognize the many aims and abilities involved in vocabulary instruction (vocabulary). There were many words related to the description such as human body, shape, people characters, size/quality, color, noun, etc
- e. Offer advice on how to present passages for reading comprehension at first (reading). For example in reading, students were asked to find synonyms from contextual clues, to read for detailed information, to read for reference, etc

## **2. A Standardized of Textbook**

When using a standardized textbook as teaching materials, consider the following factors:

- a. The purpose of learning
- b. The structure of the curriculum and education programs.
- c. The level of development of school tuition or target.
- d. The condition and school infrastructure facilities.
- e. The conditions in the wearer.

Mahmood explains that textbook is a major source of providing instructions to the teachers and students, that's why it is stated that textbooks are the backbone of

every educational system.<sup>33</sup> They help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning. According to Prastowo textbooks consist of five components, namely the (a) title, (b) basic competencies or subject matter, (c) supporting information, (d) training, and (e) assessment<sup>34</sup>.

Nowadays, textbook was a main device to deliver material to students. The using of the textbook in the classroom can help the teachers to provide the materials. The students can use the textbook to practice their understanding about the materials given by the teacher<sup>35</sup>. Language textbooks cover grammar, vocabulary, pronunciation, functions, and the skills of reading, writing, listening and speaking are included in a textbook for language teaching.

To sum up, a textbook was a book used to be the guideline for both teacher and students in teaching and learning process with consideration of a curriculum and textbook was also needed to fit with students needs in learning. Through, textbooks were media in teaching learning activity in the classroom and teachers must choose good textbook based on the learners' need.

### 3. English Textbook for Senior High School

English textbook for senior high school should have a good criteria for make the student enjoy while study. According to Cunningsworth , textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before

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<sup>33</sup> Mahmood. The Evaluation of English Textbook for Grade VII of Junior High School in Indonesia. in Bengkulu University. (2011).

<sup>34</sup> Prastowo, Andi. Panduan Kreatif Membuat Bahan Ajar Inovatif. Jogjakarta: DIVA Press. (2012.)

<sup>35</sup> Lestari,Ayu, "Content Feasibility In English Textbook For Senior High School Grade Xi", (2020)

publication<sup>36</sup>. Textbook is used in the teaching learning process exactly in teaching English. Indonesia has been using textbook for many years in education. Selecting textbook is an important thing. A textbook should be suitable not only with curriculum but also for the students. In Indonesia, textbook becomes a controversial thing in education. Nowadays, many cases are reported that textbooks contain unsuitable content or text for the students. The society, especially the parents, are worried about this problem. And also the teachers sometimes realize that the content is not suitable for the students when they are teaching in the class.

For textbooks senior high school students should be more expert than the other high school, because they more adult and have know more about English, English is international language and they should expert about this, so the text books for senior high school should have:

- a) Materials should achieve impact
- b) Materials should help learners to feel at ease
- c) Materials should help learners to develop confidence
- d) What is being taught should be perceived by learners as relevant and useful
- e) Materials should require and facilitate learner self-investment
- f) Learners must be ready to acquire the points being taught
- g) Materials should expose the learners to language in authentic use
- h) The learners' attention should be drawn to linguistic features of the input
- i) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
- j) Materials should take into account that the positive effects of instruction are usually delayed

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<sup>36</sup> Desy Nur Fakhomah, "An Analysis On English Textbook Entitled Bahasa Inggris Based On Tomlinson's Theory",

- k) Materials should take into account that learners differ in learning styles
- l) Materials should take into account that learners differ in affective attitudes
- m) Materials should permit a silent period at the beginning of instructions
- n) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities
- o) Materials should not rely too much on controlled practice
- p) Materials should provide opportunities for outcome feedback.<sup>37</sup>



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<sup>37</sup> *Ibid*

## **CHAPTER III**

### **CLASSIFICATION OF IDIOM, TYPES OF IDIOM AND CHARACTERISTIC OF IDIOM IN ENGLISH SENIOR TEXT BOOK STUDENT PUBLISHED BY ERLANGGA**

#### **A. Classification of Idiom and Types of Idiom**

In English senior textbook usually use some stories to explain the theory and do some exercise to know how far the students for understanding the theory. From the story usually taken from internet or maybe story books from foreign country that's why many stories use the idiomatic expression for rich explanation. Whereas, idiomatic is not studied widely in the senior high school just like what is idiom, what kind of idiom, or which idiom usually in the books. Senior high school level should be more understand about English. Students always get trapped in idiom word who they misinterpret the word.

In idiom there are the classification of idiom, it can depends on which classification idiom are. Idiom can be divided into two classification:

1. Transparent idiom:

Transparent idiom in classification means that idiom are easy to comprehend and translate, their meaning can be delivered in some constituent part. Some idiom expressions are transparent because the literal meaning is highly relate to string figure, transparent idiom also easy to recognize in idiom because the first thing that can be classification as a transparent idiom are when the idiom transfer into another language then the individual word can be decoded from someone who understand the idiom, even though the idiom is unknown.



## 2. Non-Transparent idiom

Different than the transparent idiom, Non-transparent idiom in classification are less easy to recognize, in Non-transparent idiom the literal meaning and the figurative meaning of idiom are not relate to each other. The Non-transparent idiom can be seen when the component of word means the actual meaning or literal meaning, the component of word in idiom can be meaning of the idiom even though the idiom is really hard to understand or it could be only the person who know the idiom can understand.

If we learn a lot about idiom, there is more kind of idiom. Because, many kind of idiom we should learn. In that books there is a lot of idiom so this table is contain which idiom usually write in the books. This table is contain data for idiom in textbook senior high school students Class I,II,III Published by Erlangga.

Types and classification idiom

No	Idiomatic that found in English textbook	Code
1	I also got <i>hooked on playing</i>	PI, TI
2	I came from <i>Quite small</i> family	SI, TI
3	That's <i>lovely cake</i>	SI, TI
4	<i>Positive outlook</i> as mom	LI, TI
5	My mother was like the <i>finest of Indonesia</i> <i>tea</i>	PI, NI
6	<i>Go ahead</i> , fell it	LI, NI

7	How <i>bright</i> you are	PI,NI
8	Let's <i>get him off</i>	PI,TI
9	Home boy	PI,TI
10	<i>Get out</i>	LI,TI
11	That boy <i>take them hands off</i>	LI,TI
12	He were <i>worried sick</i>	SI,NI
13	Hey, <i>watch out</i>	LI,TI
14	<i>In case</i>	LI,TI
15	Im <i>feeling under the weather</i>	PI,NI
16	<i>In fact</i>	LI,TI
17	Wait, <i>hold on</i>	LI,TI
18	Your character make me <i>pissed off</i>	PI,TI

19	<i>Be cool, man</i>	LI,NI
20	<i>Was hardly felt</i>	LI,TI
21	Catch up	PI,NI
22	I just figured it out	LI,TI
23	That was <i>for sure</i>	LI,TI
24	He gotta <i>pay for</i> his jeans	SI,TI
25	Take care off	PI,TI
26	<i>Keeping your word</i>	PI,NI
27	White bread	PI,TI
28	They have to <i>pay back</i>	PI,TI
29	Better <i>work up</i>	PI,NI
30	Hang on	LI,TI
31	Face to face	PI,TI

32	<i>Look up!</i> The sky is so pretty right?	PI, TI
33	Cornfields <i>in need</i> of irrigation	LI, TI
34	Please, <i>shut up!</i>	LI, TI
35	Used to	LI, TI

Table 3.1

In this table is data from English textbook grade I, II, II by erlangga.

Types of idiom

Classification of Idiom

PI : Pure Idiom

TI : Transparent Idiom

SI : Semi Idiom

NI : Non-transparent Idiom

LI : Literal Idiom

This is the explanation of data in the table:

1. I also got *hooked on playing*

In this sentence there is idiom “hooked on playing” this idiom means s/he really addicted on playing. According to Cambridge English Dictionary hooked actual meaning is “*strongly attractive to something or someone*” usually this word is used for something means negative. That word categorized as pure idiom and transparent idiom, hooked is pure idiom with means that the person really love to playing till addicted and never stop. This means negative and its means pure idiom. Hooked also categorized as

transparent idiom hooked can be add as a complement for anything like doing something or someone.

2. *Quite small family*

In this sentence there is idiom word “quite small” this idiom means that they have a little person in their family. According to oxford language quite means “*to the utmost or most absolute extent or degree; absolutely; completely*”. In the books story Helen say she came from the quite family, she just have a one brother and one sister. Her family have 3 son in the house including her. That why she say that she is quite family, her parents don’t have many people in the house. This idiom categorized as a semi- idiom, quite don’t have a actual meaning it can be use to describe something or to praise someone. Quite also categorized as a transparent idiom cause it can add as a complement.

3. *That’s a lovely cake*

This one is from the compliment word in book grade II, that sentence have idiom word “lovely cake” this idiom or this compliment means that the cake is really beautiful and great, for making the rich word the writer add lovely not beautiful for better meaning. This idiom word can be categorized as semi- idiom, lovely can transparent into any word for express compliment.

4. *Positive outlook as mom*

This sentence is from story about husband write a letter for his wife, husband say that she has a “positive outlook as a mom” this idiom means that his wife is really gave her family positive vibes for their children, this means compliment for his wife. The idiom can be categorized as a literal idiom, literal idiom can be transparent into any word with positive meaning, literal idiom can use into many variations according to which part and transparent idiom.

5. My mother was like the *finest of Indonesia tea*

Another one sentence the letter for her mom from the daughter, the daughter say that her mom is like the “finest of Indonesia tea” this idiom means that her mom is really best for her. This idiom can be categorized as a pure idiom, there is no actual meaning, the word is just make the sentence not boring or just overdo it. this idiom also categorized as a non-transparent idiom because cant be in to other word.

6. *Go ahead*, feel it

This dialogue is from the sister told her little brother to feel that foam, the idiom of this sentence is from “go ahead”, go ahead means “*you have permission and encouragement to do it*”. this idiom is categorized as literal idiom and non-transparent idiom.

7. How *bright you are*

This sentence means that the person is really feel happy, so the aura is really bright not the person were bright. This idiom is really transparent to change in to the other word, there is no specific meaning in this sentence, that why this idiom categorized as a pure idiom and transparent idiom.

8. Let's *get him off*

The idiom of “get him off” this sentence means that in the story we have to let them go. According to Dictionary of American Idioms by McGraw Hill, the meaning of get off is “*to remove someone or something from someone, oneself, or something.*” This is idiom categorized as a pure idiom and transparent idiom. There is don't have actual meaning.

9. Home boy

This is a idiom from the English textbook grade III, the word “homeboy” based on thefreedictionary.com, homeboy means ‘a buddy: apal” homeboy is for a males and for a girl they name it homegirl. Homeboy is widely use for a teenager friend for calling other friend, means really close to them. This idiom can be categorized as a pure idiom and transparent idiom, because it can be use everywhere.

10. *Get out from house!*

This idiom “get out” is from the story a naughty boy ordered to get out from his house by his mother. The word “get out” According to Dictionary of American Idioms by McGraw Hill the meaning of get out is “*to depart to the outside or to escape.*” This idiom can be categorized as literal idiom (get out) and transparent idiom.

11. That boy *take them hands off*

The sentence contain any idiom in it, “take them hands off” is an expression that contain idiom. Idiom of the expression is *take.....off*. In this case, the meaning of *take...off* is appropriate with the real meaning. this can be categorized as a literal idiom and transparent idiom, the meaning adjust to the real meaning.

12. We were *worried sick*

This idiom “worried sick” according to COBUILD Advanced English Dictionary this means “If you say that you are worried sick, you are emphasizing that you are extremely worried.”. if the idiom translate in to a sentence means that they worried into sick. This idiom can be categorized as a semi-idiom and non-transparent idiom.

13. Hey, watch out!

This sentence is from the dialogue the person warning other boy to watch their walk because there is ball in to him. The idiom “watch out” according to thefreedictionary.com is “to pay attention (usually because danger is immitent). Often used an imperative”. Watch out can be categorized as a literal idiom and transparent idiom.

#### 14. In case

The idiom “in case” means “*in the event that something takes place.*” this idiom is not transparent in meaning and is categorized into the literal meaning. We may use it in different tenses with some transformations on its form.

#### 15. Im *feeling under the weather*

This idiom means “feeling unwell, or feel sick”. This idiom usually use in daily conversation, the person use this idiom to tell other person that s/he feeling sick at that time. It just be more dramatic, this idiom can be categorized as a pure idiom and non-transparent idiom.

#### 16. In fact

This idiom means “*in reality; really; actually.*” This idiom by translating the word ‘fact’. Literally, ‘fact’ means something which is known to have happened or to exist, especially something for which proof exists, or about which there is information , and this meaning has correlation with its idiomatic one. This idiom categorized as a literal idiom and transparent idiom

#### 17. Wait, hold on!

The idiom “hold on” according to Cambridge Dictionary means “*to make yourself continue to do what you are doing or stay where you are although it is difficult or unpleasant.*” the simple one is to make someone stop their



activity to get attention to you. Hold on can be categorized as a literal idiom and transparent idiom.

18. Your character makes me *pissed off*

Pissed you off is a sentence than contain an idiom. The idiom is pissed off, consists of two words. According to Dictionary of American Idioms by McGraw Hill the meaning of pissed off is “*make angry.*” This idiom interpret that someone is really mad at him. Pissed of can be categorized as a pure idiom and transparent idiom

19. *Be cool*, man!

The idiom word “be cool” means “to be or remain calm, composed, or unflustered” the sentence is to be calm and stay cool, cool as ice so it have to be cool. Be cool can be categorized as literal idiom and non-transparent idiom.

20. Was *hardly felt*

Was hardly felt, this sentence means that “*You use hardly to modify a statement when you want to emphasize that it is only a small amount or detail which makes it true, and that therefore it is best to consider the opposite statement as being true.*” . in this story the idiom means that he is really not warm person. This idiom can be categorized as a Literal idiom and transparent idiom.

21. Catch up

The meaning of this idiom is to “*move faster in order to reach someone or something ahead*”. It is said to be transparent in meaning as ‘catch’ indicates that this idiom is closely related to a matter of reach. Based on its form, this idiom is not fixed as ‘catch’ will change its form depending on the tenses used. this idiom can be categorized as pure idiom and non-transparent idiom.

22. I just figure it out

This sentence is means that the person just realize about something, “figure out” means to “*begin to comprehend someone or something; to understand something better*”. This idiom can be categorized as a literal idiom and transparent idiom.

23. That was *for sure*

The idiom “for sure” means certainly ; surely, and there are no other variations of forms suggested to modify this idiom. This word usually use when someone didn’t sure about what the person say, to make sure again and make someone believe in her use “for sure”. This idiom can be categorized as literal idiom and transparent idiom.

24. He *gotta pay for* his jeans

The idiom “gotta pay for ” is from the word got and pay, this insiden is from the person has to pay his jeans. Pay for means “to pay out money for something”. Gotta cane be categorized as a semi idiom and transparent idiom because use pay word.

25. Take care off

The idiom “Take care off” frequently use in daily communication. It has several meanings such as to watch or give attention to, to look after, or be careful, depending on the context it appears. In the context provided, the suitable meaning of this idiom is to look after or to be responsible for. This idiom is transparent since the literal meaning of its constituent words lead us to its idiomatic meaning. This idiom can be categorized as a pure idiom and transparent idiom.

26. Keeping your word

This idiom “keeping...word” use in daily conversation. Means “to uphold one’s promise, to do as one says’ simply as ‘promise”” based on Dictionary of America Idioms by Richard A. Spears. Keeping word is other word a promise, this word is to keep the word as they say and have to do what they promised to do. The idiom keeping word can be categorized as a pure idiom and non-transparent idiom.

#### 27. White bread

The idiom white bread means “people or things are ordinary boring, and often those that are typical of white, American people” based on thefreedictionary.com the simple means as “American people”. Maybe the readers can be not understood about this word because white bread can also translate as “roti putih” this means racist also. This idiom can be categorized as a pure idiom and non-transparent idiom.

#### 28. They have to *pay back*

The idiom Pay back based on thefreedictionary.com means “to repay an amount money that was borrowed” but they also means “revenge or retributions” this sentence means the second one, the story say that he has to payback what he has done. This idiom can be categorized as a pure idiom and transparent idiom.

#### 29. This Better work out

The idiom “work out” means “finished or successful” it can be acceptable and understable if the person have a long discussion and make the better choices and hope the choices is work out. Work out can means “olahraga” so the word can change depending on the position. This idiom can be categorized as pure idiom and non-transparent idiom.

30. This Saturday would you come with me for hang out!

Hang out This idiom can be traced by translating each word literally since the literal meaning of 'hang' and 'out'(hang means stay ,out means outside a building or room) leads the readers to its idiomatic meaning. Therefore, there is connection between these meanings with the meaning this idiom conveys. In addition, hang out belongs to the non-fixed idiom for changes of the word 'hang' is always welcomed depending on the tenses in which it is used. This idiom can be categorized as a literal idiom and transparent idiom.

31. Face to face

The dialog 'we have to talked face to face' the idiom word face to face means “ with the fronts or faces toward each other, especially when close together.” The face to face word use in daily conversation means that they have to talking just two of them no other, private talking. This idiom can categorized as pure idiom and transparent idiom.

32. *Look up!* The sky is pretty right?

That sentence contain idiom “*look up*” composed by two word *look* and *up*. The meaning of *look up* is “to gaze upward”. The sentence is use the real meaning of look up, its to look up the sky. The idiom can categorized as pure idiom and transparent idiom.

33. Cornfields *in need* of irrigation

The word “need” the state of having to have something that you do not have, especially something that you must have so that you can have a satisfactory life .This idiom is said to be transparent as the literal meaning of 'need' will lead the readers to its idiomatic meaning. There is connection found between

its literal meaning and its idiomatic one. Its literal idiom and transparent idiom.

34. Please, *shut up*!

The word “shut up” means “to stop speaking or to be silent” it is a rude way to make someone stop speaking, usually this word is use by someone who gets angry by the other person. This idiom can be categorized as literal idiom and transparent idiom.

35. Used to

Used to is an idiomatic expression used to tell habitual activities in the past. It has the same meaning as adjusted to and accustomed to. The literal translation of the word ‘used’ and ‘to’ does not help us in obtaining the real meaning of this idiom. ‘Use’ means employing something for a purpose. This idiom can be categorized as literal meaning and transparent idiom.

## B. Characteristic of Idiom

Characteristic of idiom has five characteristic to be an idiom. This characteristic has to be in the idiom for make the idiom work it can help the learners to identify a phrase there is contain the idiom or not. In this section the researcher discuss about the idiom who can contain all over the characteristic.

1. Idiom consist of two or more word

The idiom has consist two or more word in the sentence, whereas in the data there is a no idiom contain just one word, because idiom is a phrase that it makes for richer language in conversation or write in the story, such as in data “that’s a *lovely cakes*” use for offering compliment, “*face to face*” means that they want to talking private it just to of them. Event though they can use another word but, they use the idiom one for not a boring conversation. The

idiom in the books should be easy to listen or familiar in the student so they not confused about what is actual meaning. this can be concludes that idiom is an expression with at least two words which the meaning is not clear through knowledge of the meaning of the individual words and so that, it should not be interpreted individually but as a whole

2. The meaning of idiom is not obvious through knowledge of the individual meanings of the constituent word.

Idiom usually takes from native language, made from the foreign person and serve in other country. In idiom no all idiom can be used for lesson in student and makes them know what's the meaning. Many idiom has really different from the literal meaning likes in the data "white bread" students who didn't know what is the white bread meaning think that white bread is "roti putih" but, if its made of story and to call someone with white bread its means "orang kulit putih" its really beyond than the actual meaning and it can cause problem itself.

3. The meaning of idiom cannot be predicted from the individual word

The meaning of idiom can be different when the translate by the individual word, such as *worried sick* if that idiom word translate by the word it can be misinterpret, worried sick means that they worried to much in idiom, but if the readers think this word can be sick and worried. The native speakers think different than the foreign think. Many readers fooled in this kind of idiom, the two word combine into one idiom can be confusing. Example of this characteristic such as *pitch in* (contribute to something), *on the ball* (very quick to understand) and *hit the book* (to study).

4. Idioms depart from the normal pattern of a language.

There are several idioms that have different patterns from the normal sentence patterns. In the other words, they seem ill formed because they they do not follow the grammatical rules of language.

The example are: Trip the light fantastic (to dance), Blow someone to kingdom come (to kill, to destroy), Put paid to (to make the previous opinion finished), By and large (normally, basically), The world and his wife (everyone, a large number of people).

Idiom can be made in every language, likes slang word, idiom acceptable if the idiom following the trend. Some of idiom unacceptable in students because idiom has more that two word but the meaning it's to short. Students can't be focus in story if the idiom do not understand by students. Can cause students can't get the moral in the story whereas its use to answer the question.

5. Idiom are fixed expressions, thought this fixation is in some case relatives.

Idioms are conventionalized. Their meaning or use cannot be predicted, on the basis of a knowledge of the independent conventions that determine the use of their constituent when they appear in isolation from another. The idioms like *bury the hatchet* (to become friendly again after a disagreement or a quarrel) and *the raining cat and dogs* (the heavy rain in the outside ), are such idioms that allow no variation in form under normal circumstances. Me as the researcher when taking the data from the books. There is no such things like that, when the phrases is really far away from the actual meaning, maybe just one or two of them with the un-normal meaning such as *white bread*, *finest of Indonesia tea*. The other idiom have the similar meaning to the actual meaning, student can recognized as soon as possible

## CHAPTER IV

### CONTEXTUAL MEANING OF IDIOM IN ENGLISH SENIOR TEXT BOOK

#### STUDENTS PUBLISHED BY ERLANGGA

##### A. Contextual meaning in English Senior High School textbook by Erlangga

Contexts have their own uniqueness in their own way, but they all serve the same purpose to deliver a message. There are many ways to express messages and ideas about contexts through literary works in a form of poem, novel, phrase, play, essay, book, and song lyrics. This thesis is focuses on contextual meaning on textbook. Contextual meaning is related to the human's life. It is because sometimes people use several words that have different meaning from the real meaning and it makes the words have contextual meaning. Every phrase made on a specific moment has a specific meaning to convey, yet they given the situation surrounding the phrase, every phrase could have multiple meaning. in some cases, the phrase that is produced very highly determined by several factors of the moment. Contextual meaning can be ambiguous for several people, because has multiple meaning. Contextual meaning divided according to where they use to be. Contextual meaning in English senior high school students books divided in to five part, they are:

##### 1. Contextual of person

In English normal language-behavior, the use of I and you by the speaker's assumption of the role of the speaker in relation to the target and by his referring to the individual who fulfills this role, he sees himself. The target of the utterances must be able to recognize the referents of I and you, meaning that the target know that they are being targeted. Sex or age in phrases take



effect for what we have to choosing the selections of pronouns and other grammatical components. Even when the event are of similar situations, the term someone used to address someone of different sex or by a younger person to an older person may different from the term used by persons of the same sex or age. Example:

a) Good Job, Uncle!

The use of the pronoun Uncle represent the sex and age of the target which the target is a man who is older than the speaker and really close. The phrase is to compliment the Uncle.

b) Great job Mr. sunton .Congratulations once again and every success in the future.

The use of the pronoun Mr. represents the sex and age of the target: a man who is same age as the speaker but not closely or for formal calling. The phrase is to congrats the friend who success in their business.

2. Context of place

The location is really important to the writer or speaker with the target. By knowing the location, it is easier to make sense of the meaning of the phrase . The place can be stated explicitly or not thorough the event. In idiom usually talking about place when they want to describe place, they can take the idiom for make the word richer and easy to listen, so the speakers or the readers can think that they take the word seriously and make them think. Example:

c) You know, Bob's room is clean as whistle.

There is two underline word in there because, the first one describe about the place, as we know that the place is Bob's room and the second underline is to describe how this room are. The clean as the whistle means

*“completely free of dirt and neat in appearance”* means that the room is really clean until there's nothing to say or there's almost no crime in there.

### 3. Context of time

Context of time is also important to know which vocabulary that we can use when using the idiomatic in books or even while speaking, in the books many story using the context of time to represent which time they use in the story, something like this is really important to student to see and can animate story they just read. Usually in the books represent time by person who say with other person such as “good morning sir” or something else, but it can also write in the text to show the time such as “ the night comes and everyone hurries to their homes”. Idiom also can represent the time for Example:

- d) The National Library of Belarus has become an architectural symbol in Minsk for its diamond like shape and eye-catching display at the night.

The words at the night give the target an insight of the time the speaker was on: the night especially for the sun as a source of outdoor light are not present anymore

- e) You are coming in a good timing

The word Good timing means that the person is in the right times, this idiom can be use when someone is in good time when situation side with him or they need him and him coming for the right times. This idiom often use and can be seen in any books.

### 4. Context of formality

Context of Formality in an utterance shows the degree of formality of the conversation and show the kind of relationship the speaker or the writer and target. Context of formality has two basic form such as : informal and formal.

Informal language usually use in person who really close with object, such as family ,friend ,and someone who at the same age. Different than the informal one, the formal context use when talking to formal register such as in the classroom, workplace and someone who older than the speaker. Context of formality is really important to study because we have to know placement to speak or to write, how we call the older person or call with the same age. Talking or calling friend different than we talking with the teacher or Boss. It will be rude if the person who really young calling the target speaker who older than the speaker with name or just call “you” or “name”. That’s why this context is important to teach the students how they speak with older than them or while the casual time. This is the example that the researcher take from the books:

f) Good morning, Kids!

The word *kid* is variations of calling a younger person, the person who talking with the kid is older than him and have close relationship. This address is imposing a parental figure in talking to the younger person, which shows how close they are emotionally.

g) Congratulations, my friends!

The word friends is variations of calling the same age as the person, they have a really close relationship between friends, the phrase is in the mode of intimate degree of formality.

## 5. Context of Mood

Context of Mood focuses with the variations of vocabulary used by the participants in a sentence or phrase that is showing their state of mind or feelings. It show the feeling of speakers or writers during conversations, which

draws the mood of the conversation and it can be stated either explicitly or implicitly. With the context of mood we can know either continue the conversation or to stop conversation. This context is really important to show mood of the writers and make the readers feels what the writers show in the books, make the story feel better. For example:

- h) We feel greatly honored when our friends ask for our advice

The underline means that the writer is showing the feeling when some friend ask them about the advice, they feel honored.

- i) Your friends feel sad

Same as the other one, this idiom means that the writer showing the friend at that time is feeling sad.

## **B. Contextual Meaning in The English Senior High School Textbook Data.**

### **1. Context of Formality**

- a) Mm... my men are working on some cars right now, sir.
- b) Mrs. Kerns has a lot of housework to do.
- c) What can I do for you, Mother?
- d) Of course ma'am
- e) Miss Hillary would be glad to hear that

### **2. Context of Place**

- f) Good Morning, Nashville Auto Garage, can I help you?
- g) Thursday, floating in water close to Menui Island, Central Sulawesi Province.
- h) Bekasi police officers claimed four robbers were involved
- i) In the house of a shop owner in Villa Jatibening Housing
- j) I work for United Bank

## 3. Context of Time

- k) Good Morning listeners. It's ten O'clock in the morning.
- l) More than 2,000 people participated in bike-to-work event in Monday morning.
- m) Tomorrow is gloomy Monday for me.
- n) Once I went to Australia and stayed there for 2 years
- o) That was a nice lunch

## 4. Context of Person

- p) Mm... my men are working on some cars right now, sir
- q) Paperboy riding on his bike and throwing papers
- r) Listen, students!
- s) Your sister has beautiful baby daughter
- t) The photographer has a wooden frame

## 5. Context of Mood

- u) Tomorrow is gloomy Monday for me.
- v) You just flattering me.
- w) I am sorry to hear that
- x) I am happy to see you again
- y) I love to stayed in Singapore for a week

## CHAPTER V

### THE DOMINANT OF IDIOM IN ENGLISH SENIOR TEXT BOOK STUDENTS

PUBLISHED BY ERLANGGA

#### A. Dominant of Idiom in English Senior Text Book Students by Erlangga

The data of this study was the idiomatic in English text books students grade I,II,II by erlangga the researcher analysed the data into the types of idiom. The data which collected were presented in the table below:

Types of idiom in textbook grade I,II,III	Total
Pure Idiom	14
Semi Idiom	4
Literal Idiom	17

Table 5.1

Based on the table 5.1, it found that there is 35 idiom found in the data, the dominant type use in the English text book students is literal idiom, literal idiom can be transparent, their meaning can be derived from their meaning of constituent part. The example of the literal meaning are really a lot, every books, novels, poetry, even speaking or writing definitely use this types of idiom. Different that the literal idiom, semi idiom rarely can be seen in anywhere because semi idioms are idioms that have literal constituents and non literal constituents consisting of one or more constituents. Rarely found the writer using semi idiom, the example of semi idiom are *foot the bills* means to pay the bill, for the story with many metaphor maybe can be seen many semi-idiom in there.

Pure idioms in the table can be seen pure idiom as much as literal meaning, that why students did a wrong answers when answering the question, some students who unfamiliar with the idiom maybe can't understand of what's the meaning of idiom in the textbooks, some student in senior high school thinks that if they didn't know the meaning so that is the answers, many students fooled by the story or question with the idiom in it. Who knows if the students know about the "white bread" means or maybe "home boy" means. If the person who never read the idiom think the real meaning of them is translate one by one of the word. If many student think that why so they always be like that.

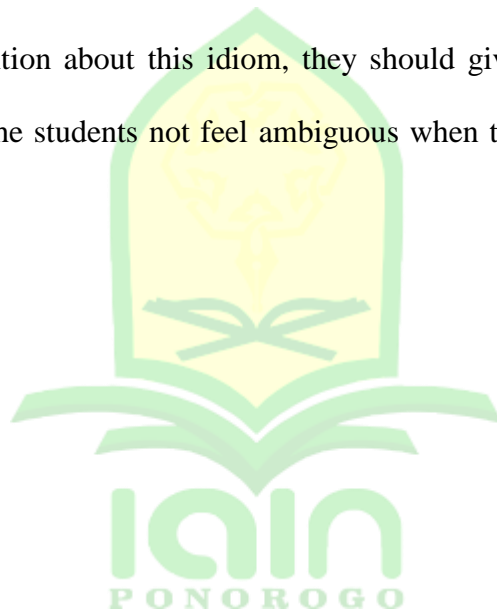
Idiom is unfamiliar in school, they only know slang word. Whereas, without student know, they always read or listening an idiom word. Like the idiom in the English text books by Erlangga, there is idiom with the unfamiliar idiom such as "*hooked on playing*" word of hooked is unfamiliar in students word, they may can not understand what's the meaning and miss the meaning of the story or the dialogue. Literal idiom has many example on the books such as "*in case*", "*in fact*", "*for sure*" etc. That word can be seen in anywhere, so that's why literal idiom is a dominant idiom in English senior high school text books.

## **B. Implication of Dominant**

Dominant of Idiom is an Idiom that frequently use in the text book, it can be proven by the data. For actual targets, the effect of meaning dominance was higher than for figurative targets. This is predictable, considering that in this research, more dominant means more figurative. This shows that idioms with dominant figurative meanings were easily accessed, resulting in errors when a literal target was presented. There were no other main effects or interactions that seem to be significant. Implication of dominant in text book as we can found , that means the student should

know more about the idiom itself so the students don't make the same mistake. When considered in this way, some idioms may be ambiguous in the same way as ambiguous words are, with ambiguity originating from the choice of stored meaning in a particular context.

Some idioms would have homonymous representations, with literal and figurative meanings represented separately, while others would have polysemy, with unitary representations for both literal and figurative meanings, whether underspecified or based on "core meanings." This data should be proven by the data above means that the dominant of idiom in the text book is literal idiom, the teacher have to more attention about this idiom, they should give more example about the literal idiom thus the students not feel ambiguous when they read or found that kind of idiom.





## CHAPTER V

### CLOSING

#### A. Conclusions

1. There are three types of idiom used in English Senior Text books students “pathaway English” published by Erlangga Grade I,II,III namely , pure idiom, semi idiom, and literal idiom. There are 35 sentence that contained of idioms. The findings showed that the most frequent idiom found in the English Senior Text books students by Erlangga Grade I,II,III is Literal idioms with the total data 17 of 35 data , then Pure idioms with the total data 14 of 35 data , and the least frequent of idiom is pure idiom with the total data 4 of 35 data which are found in English Senior Text books students “pathaway English” published by Erlangga Grade I,II,III.
2. In the senior high school textbooks there is any contain of contextual meaning such as Context of Person, Context of Place, Context of Time, Context of Formality and Context of Mood. The students didn’t recognize the idiom around them. It can be found in text books, novel that they read, song that they always listen and phrase.

#### B. Recommendations

1. For the Teacher :

This research is expected to help every teacher who read this to give more information about idiom, what’s type of idiom and make sure to give example or test about idiom because student didn’t know about this theory and to make the story is not ambiguous for them. Especially grade one and three because they have

so much story in the text book and test with story in it. It will be better if they know all of the story meaning to help them find out the answer.

2. For the Student :

The result of the research is expected to give a positive result so the reader will have a deeper understanding of idioms found in the English Textbook ,enriched their vocabulary and apply those idioms in their writing and speaking activities.

3. For the other researcher :

Hopefully, this research will have a positive contribution in my lexical ability especially in idiomatic expressions. By understanding the idioms, the researcher will have better understanding of watching movie, reading novel and listen to music.



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## APPENDICES

No	Idiomatic that found in English textbook	Code
1	I also got <i>hooked on playing</i>	PI, TI
2	I came from <i>Quite small</i> family	SI, TI
3	That's <i>lovely cake</i>	SI, TI
4	<i>Positive outlook</i> as mom	LI, TI
5	My mother was like the <i>finest of Indonesia tea</i>	PI, NI
6	<i>Go ahead</i> , feel it	LI, NI
7	How <i>bright you are</i>	PI, NI
8	Let's <i>get him off</i>	PI, TI
9	Home boy	PI, TI
10	<i>Get out</i>	LI, TI
11	That boy <i>take them hands off</i>	LI, TI
12	He were <i>worried sick</i>	SI, NI
13	Hey, <i>watch out</i>	LI, TI
14	<i>In case</i>	LI, TI
15	Im <i>feeling under the weather</i>	PI, NI

16	<i>In fact</i>	LI, TI
17	Wait, <i>hold on</i>	LI, TI
18	Your character make me <i>pissed off</i>	PI, TI
19	<i>Be cool</i> , man	LI, NI
20	Was <i>hardly felt</i>	LI, TI
21	Catch up	PI, NI
22	I just figured it out	LI, TI
23	That was <i>for sure</i>	LI, TI
24	He gotta <i>pay for</i> his jeans	SI, TI
25	Take care off	PI, TI
26	<i>Keeping your world</i>	PI, NI
27	White bread	PI, TI
28	They have to <i>pay back</i>	PI, TI
29	Better <i>work up</i>	PI, NI
30	Hang on	LI, TI
31	Face to face	PI, TI
32	<i>Look up!</i> The sky is so pretty right?	PI, TI

33	Cornfields <i>in need of</i> irrigation	LI, TI
34	Please, <i>shut up!</i>	LI, TI
35	Used to	LI, TI

Appendix 1

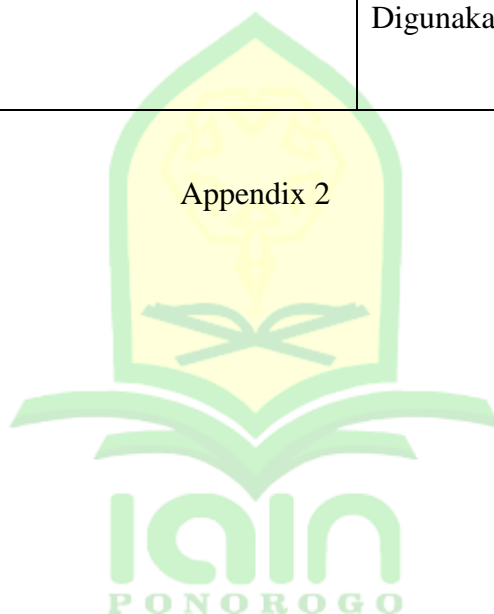
No	Idiomatic that found in English textbook	Meaning
1	I also got <i>hooked on playing</i>	Saya juga jadi ketagihan bermain
2	I came from <i>Quite small</i> family	Aku datang dari keluarga yang kecil
3	That's <i>lovely cake</i>	Itu adalah kue yang bagus
4	<i>Positive outlook</i> as mom	Pandangan positif sebagai ibu
5	My mother was like the <i>finest of Indonesia tea</i>	Ibuku seperti teh terbaik Indonesia
6	<i>Go ahead</i> , feel it	Silakan, rasakan itu
7	How <i>bright you are</i>	Kamu kelihatan senang
8	Let's <i>get him off</i>	Ayo lepaskan dia
9	Home boy	(panggilan untuk teman)
10	<i>Get out</i>	Pergi!
11	That boy <i>take them hands off</i>	Anak laki-laki itu melepaskan tangan mereka
12	He were <i>worried sick</i>	Dia sangat cemas



13	Hey, <i>watch out</i>	Hei, hati-hati
14	<i>In case</i>	Kalau
15	<i>Im feeling under the weather</i>	Aku merasa sangat tidak enak
16	<i>In fact</i>	Faktanya
17	Wait, <i>hold on</i>	Sebentar, tunggu dulu
18	Your character make me <i>pissed off</i>	Karaktermu membuatku kesal
19	<i>Be cool</i> , man	Jadilah pria yang keren
20	<i>Was hardly felt</i>	Hampir tidak terasa
21	Catch up	Mengejar
22	I just figured it out	Aku baru menyadari
23	That was <i>for sure</i>	Itu pasti
24	He gotta <i>pay for</i> his jeans	Dia akan membayar untuk jeans ini
25	Take care off	Jaga diri baik-baik
26	<i>Keeping your word</i>	Menjaga kata-katamu
27	White bread	Orang berkulit putih
28	They have to <i>pay back</i>	Mereka harus membayar untuk itu
29	Better <i>work up</i>	Lebih baik bekerja

30	Hang on	Sebentar
31	Face to face	Berbicara berdua
32	<i>Look up!</i> The sky is so pretty right?	Liat lah, langitnya sangat indah bukan?
33	Cornfields <i>in need</i> of irrigation	Ladang jagung membutuhkan irigasi
34	Please, <i>shut up!</i>	Tolong diam!
35	Used to	Digunakan untuk

## Appendix 2



### PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini :

Nama : Nevada Shofi Avelina  
 NIM : 204180119  
 Fakultas : Tarbiyah dan ilmu Keguruan  
 Program Studi : Tadris Bahasa Inggris  
 Judul Skripsi/ Thesis : The Use of Idiom in English Senior Textbook Students Published by Erlangga

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil- alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apapun di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi yang sesuai dengan ketentuan yang berlaku.

Ponorogo, 23 Mei 2022

Yang membuat pernyataan



Nevada Shofi Avelina  
 NIM. 204180119

Appendix 3

**IAIN**  
 PONOROGO

# SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Nevada Shofi Avelina  
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 Judul Skripsi/ Thesis : The Use Of Idiom In English Textbook for senior High School  
 Students Published by Erlangga

Dengan ini menyatakan dengan sebenarnya bahwa saya telah menempuh dan telah dinyatakan lulus semua mata kuliah.

Demikian surat ini saya buat dengan penuh tanggung jawab. Apabila dikemudian hari terbukti atau dapat dibuktikan pernyataan ini tidak benar, maka saya bersedia menerima sanksi yang sesuai dengan ketentuan yang berlaku.

Ponorogo, 27 Mei 2022

Mengetahui,

Kepala Jurusan  
 Tadris Bahasa Inggris

Yang membuat pernyataan



## CURRICULUM VITAE



The researcher and also as the writer of this research is Nevada Shofi Avelina, was born in Bekasi, West java on October 1<sup>st</sup> 2000. She is the second daughter of two children of Mr. Zaenul Arifin and Mrs. Marsiyam.

The education background of the writer starts from the primary education is attained in 2004 at TK Al-Qoiriyah . The next education is undertaken at SDN Cipinang Melayu 09 Pagi in 2012. Then she continues her study at SMP 80 in Halim and SMA Angkasa 1 in Halim attained in 2018. She continued her study in the State Institute of Islamic Studies Ponorogo (IAIN Ponorogo) by taking English Education Department major, during her study at IAIN Ponorogo, she domiciled at Batoro Katong and living with Grandparents.

While learning in IAIN Ponorogo, the writer joined and some club such as sport club and committee for some campus event . The writer also active in some social activities. She also try some new skills like drawing and painting.

