

**AN ANALYSIS OF IDIOMS EXPRESSION  
IN STUDENTS' TEXTBOOK "PRACTICE AND PROGRESS"  
BY L.G ALEXANDER**

**THESIS**



By

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STATE ISLAMIC INSTITUTE OF PONOROGO**

**2023**

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BY L.G ALEXANDER**

**THESIS**

**Presented to State Islamic Institute of Ponorogo  
in Partial Fulfillment of the Requirement  
for the Degree of *Sarjana*  
in English Language Teaching Department**



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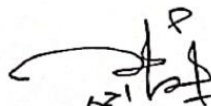
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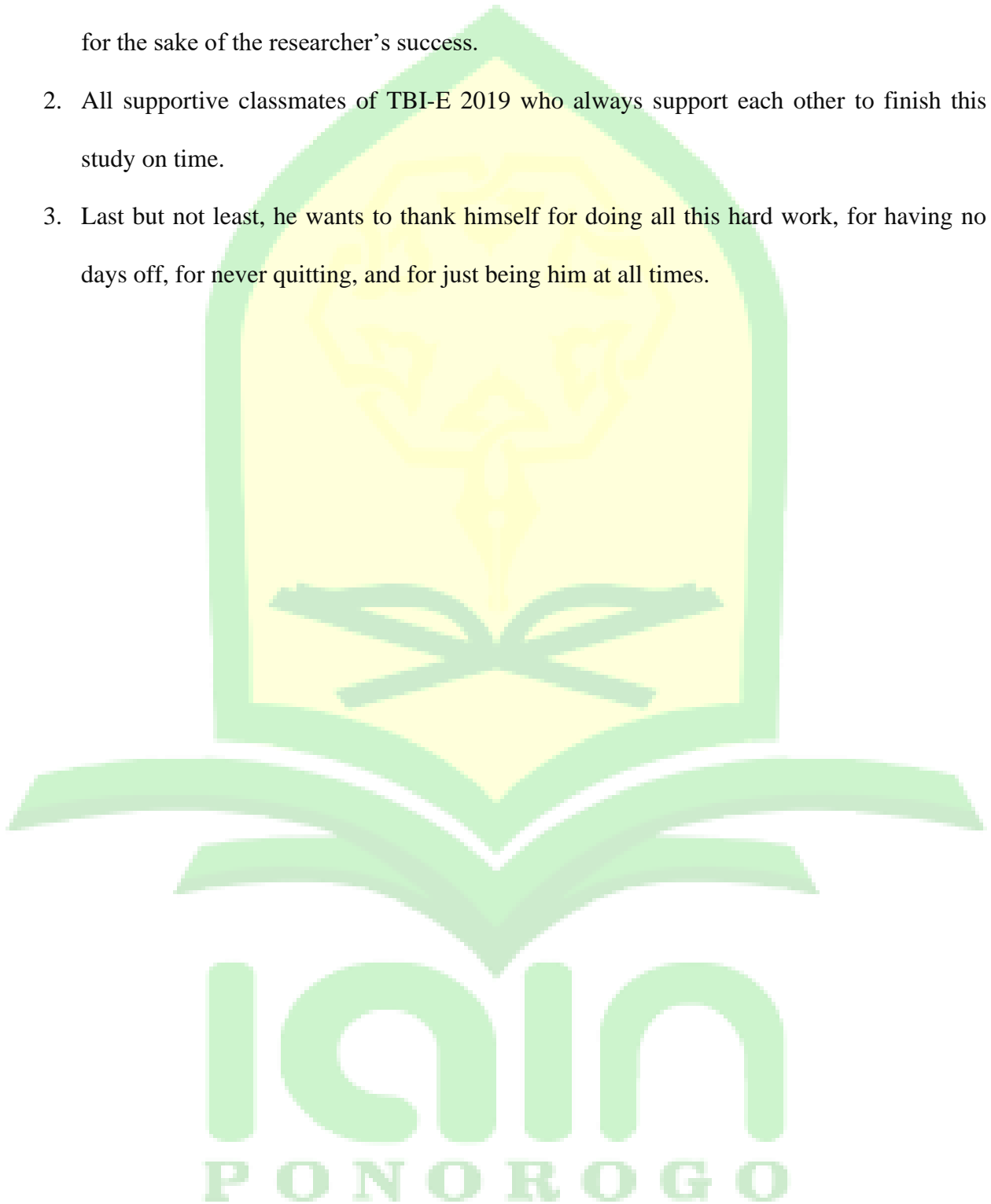
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## DEDICATION

By giving thanks to Allah SWT, the researcher dedicates this thesis to:

1. His parents and his family for the endless support, encouragement, sacrifices, and prayers for the sake of the researcher's success.
2. All supportive classmates of TBI-E 2019 who always support each other to finish this study on time.
3. Last but not least, he wants to thank himself for doing all this hard work, for having no days off, for never quitting, and for just being him at all times.



## MOTTO

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ

“Have you not noticed how Allah has made an example of a good sentence like a good tree, its roots strong and its branches (reaching) to the sky” (QS. Ibrahim: 24-25)<sup>1</sup>



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<sup>1</sup> “Qur’an Kemenag,” <https://quran.kemenag.go.id/>.



## ABSTRACT

**SYAMSUDDIN, MUHAMMAD.** 2023. *An Analysis of Idioms Expression in Student's Textbook "Practice and Progress" by L.G Alexander*. Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dedi Hasnawan, M.Pd

*Keywords: Idiom, and English Textbook.*

English can be learned from many sources, such as books, films, songs, etc. English is also a daily communication for native speakers. A language must be understood more than its grammatical structure. It must also be understood for the meaning of the word. By carefully choosing language learning resources, students can use those resources in their daily lives. Idiomatic expressions are one of the tools used to convey ideas or thoughts. A word, phrase, or sentence that defies literal interpretation or interpretation based on its individual parts is said to be idiomatic. Because a word, phrase, or sentence's meaning can vary from that of the original sentence, idiomatic expressions must be classified with great understanding. A textbook written in English is one of the learning tools that can be used to provide idiom expression material.

The purposes of this study are to analyze the idiomatic expressions used in the student's textbook "Practice and Progress" by L.G Alexander and to find out the dominant type of idioms used in the students' textbook "Practice and Progress" by L.G Alexander. The researcher only focuses on an analysis of idiomatic expression on 96 chapters of text and exercises through Makkai's Theory. The textbook contains 4 units which deliver 96 chapters of texts.

The researcher used library research to answer the research questions and achieve the objectives. The data was collected through documentation. Then, the data is analyzed by identifying and classifying the idiomatic expression.

The results of this research show that the researcher found six idioms in every unit. The most dominant idiom in the "Practice and Progress" textbook is the phrasal verb, with a percentage of 42,95%. At the same time, the least used idiom is the irreversible binominal idiom, with a score of 1,92%. The total number of six types of idioms that appear are 156 idioms.



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2. Dr. H. Moh. Munir, Lc, M.Ag., as Dean of Tarbiyah and Teacher Training of State Islamic Institute of Ponorogo.
3. Dr. Dhinuk Puspita Kirana, M.Pd., as the Head of the English Language Teaching of Tarbiyah and Teacher Training State Islamic Institute of Ponorogo.
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6. Mujiono M.Pd.I, as the Headmaster of MA Miftahul Lubab Karangjati Ngawi.

This thesis is still far from being perfect, but it is hoped that it will be useful not only for researcher, but also for readers. For this reason, suggestion and constructive criticism are most welcome.

The researcher

**Muhammad Syamsuddin**

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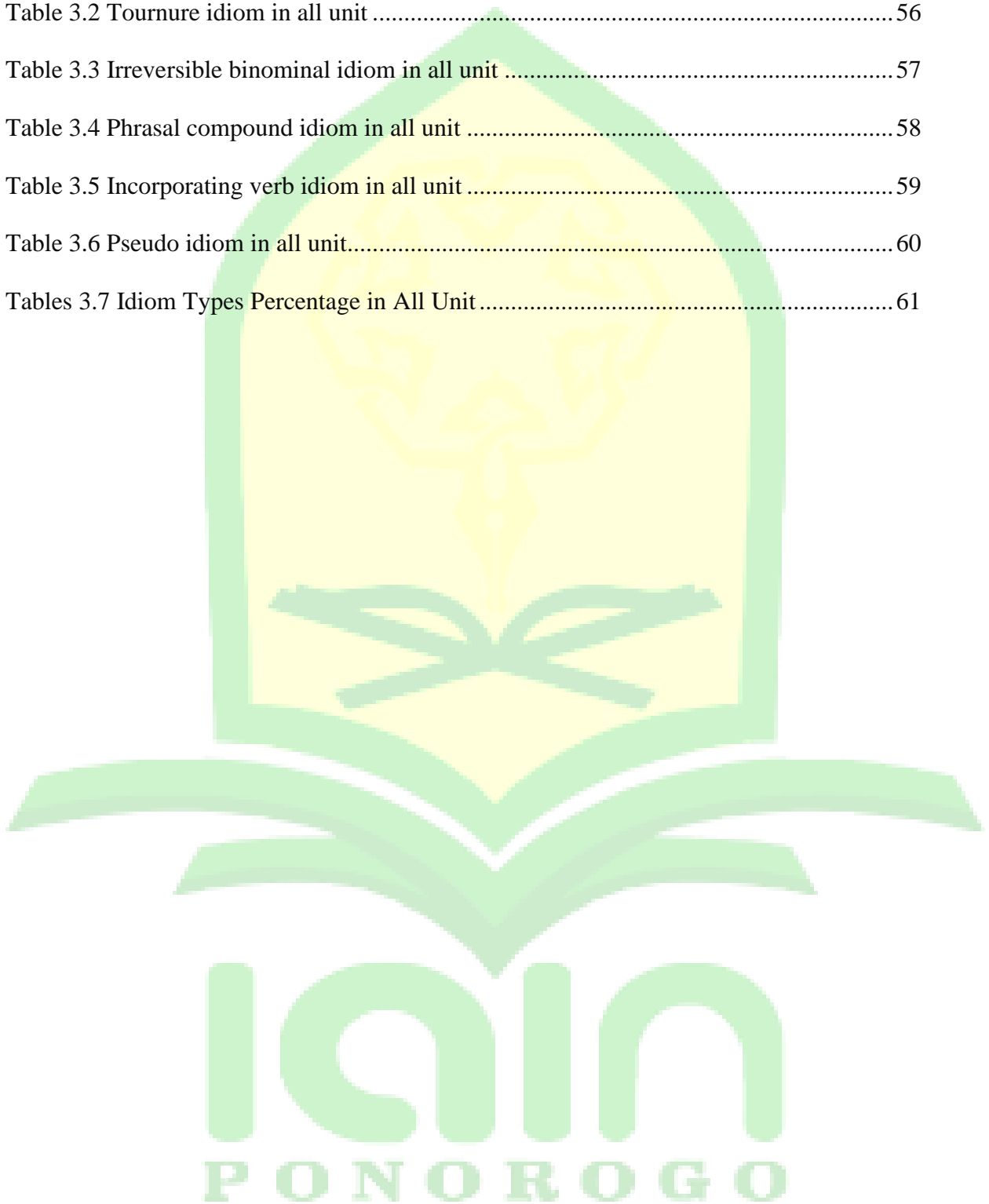
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

One of the difficulties students face when learning English is a limited vocabulary<sup>2</sup>. When translating a sentence or text into another language, people frequently encounter difficulties because many expressions written by native speakers cannot be translated word by word. Such terms, whether phrases or sentences, have unique meanings that grammatical theory cannot explain. Idioms are a unique feature of the English language. Idioms are figurative language or commonly used expressions whose meaning differs from the literal meaning of the words.

The characteristics of idioms are phrases or expressions that usually present a symbolic meaning, a nonliteral meaning attached to the phrase. However, some phrases become figurative idioms while retaining the phrase's literal meaning. Idiomatic phrases are classified as formulaic language because their symbolic meaning differs from their literal meaning. Idiomatic expressions have a meaning different from the meaning of constituent words.<sup>3</sup> In this case, idioms are phrases with a nonliteral meaning and are classified as formulaic language because their symbolic meaning differs from their literal meaning.

Idioms should be implemented into the foreign language teaching and learning process. Idioms are essential for foreign language teaching, whether EFL (English as a Foreign Language) or ESL (English as a Second Language). Idioms are one of the most challenging and exciting aspects of English. In fact, idioms are among the most challenging topics for English learners to understand. Also, it is difficult to

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<sup>2</sup> Khusnul Khotimah, "An Analysis of Idiomatic Expression In 'Lock and Key' Novel by Sarah Dessen" (State Islamic Institute (IAIN) Of Tulungagung, 2015), 17.

<sup>3</sup> John Holleman, *American English Idiomatic Expressions in 52 Weeks: An Easy Way to Understand English Expressions and Improve Speaking* (Hong Kong: Chinese University Press, 2006).

understand an idiom's meaning from its grammatical rules<sup>4</sup>. On the other hand, they must be learned because they studied an essential role as part of the language. If English learners do not learn English idioms, they will never recognize when others use idioms or be unable to understand what the speaker is saying.

The English language can be learned from many sources, such as books, films, songs, etc., which may provide a language related to real-life communication. A language should be known not only for its grammatical structure but also for how words may impact it<sup>5</sup>. By selecting language learning sources appropriately, the learners can apply them in their daily activities. One of the expressions used in expressing ideas or thoughts is idiomatic. An idiomatic expression is a word, phrase, or sentence which can't be taken literally or interpreted according to its constituent elements. The classification of idiomatic expressions requires a deep understanding because the meaning of a word, phrase, or sentence can be different from the original sentence. One of the learning resources that can be used to provide idiom expression material is using an English textbook.

Textbooks are often books with a specific subject matter that learners study during classroom activities. Textbooks contain educational resources comprising topics and content that are expertly organized in writing and are helpful for teaching and learning.<sup>6</sup> Textbooks are essential because they guide the teacher in presenting the topics taught over time. Teachers should carefully determine the materials in English learning activities as their textbook sources. The selection of a textbook can be one factor that determines whether the learning will succeed or not, even though it is not a

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<sup>4</sup> Herman and Rohani Nirmana Hasibuan, "An Analysis of Idiomatic Expressions Found in 'A Dog's Journey' (2019) Movie Script," *Udayana Journal of Social Sciences and Humanities (UJoSSH)* 4, no. 2 (September 29, 2020): 2, <https://doi.org/10.24843/UJoSSH.2020.v04.i02.p05>.

<sup>5</sup> Khairunnisa, "A Pragmatic Analysis of Speech Acts in Hillary Clinton's Concession Speech on November 9th, 2016" (Banjarmasin, Antasari State Islamic University, 2017), 19.

<sup>6</sup> World Bank, ed., *Textbooks and School Library Provision in Secondary Education in Sub-Saharan Africa*, World Bank Working Paper, no. 126 (Washington, D.C: World Bank, 2008).

hundred percent. Learning success depends on how the teacher delivers the materials so that the students can grasp the points.

However, to support successful learning, English books that provide idiom expression material are relatively hard to find. Those English books are often used by teachers as the primary resource for encouragement and guidance, as well as to give instructions for what they do. However, most of them are oblivious to their students' abilities, particularly in idioms.<sup>7</sup> Besides, there is a lack of tools to recognize and analyze language in broad contexts, so the students will be hard to understand idiomatic expressions.

Based on this problem, teachers should be careful in the selection of appropriate English textbooks to be used in their classes. The quality of the textbook can be one of the factors determining the success of the learning and teaching process. A high-quality textbook will provide optimal research of the learning and teaching processes. The researcher chose the textbook entitled "Practice and Progress" by L.G Alexander because this textbook is rarely used by an English teacher to be implemented as a learning source.

Concerning the importance of selecting textbooks as learning sources, teachers should know the quality of the textbook they use. The benefit of selecting a good textbook will improve students' learning results. So, the researcher is interested in analyzing the material related to idioms expression in an English textbook by L.G Alexander entitled "Practice and Progressive". The researcher not only analyzes the idiom, but the researcher also interprets the meaning. The result of this research can help teachers select, choose, and provide additional authentic idioms and information from other supporting learning resources.

From the background above, the researcher is interested in analyzing idiom

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<sup>7</sup> Ernida Hamid, "Students' Ability to Comprehend English Idioms," *Al Lughawiyaat* 2, no. 2 (November 2021): 52.



expressions found in the textbook "Practice and Progress" because it is crucial for students to learn them, and many students do not know what idioms are in English yet. Idioms can also be found in writing, reading, listening, and speaking when learning English because they are commonly used in everyday speech. In this case, Students can freely express their thoughts, ideas, and emotions in English by becoming familiar with idioms.

### **B. Statement of the Problems**

1. What idiom expressions are used in the students' textbook "Practice and Progress" by L.G ALEXANDER?
2. What is the dominant type of idioms expressions used in the students' textbook "Practice and Progress" by L.G ALEXANDER?

### **C. Research Focus**

The scope of this research is an analysis of material related to idiom expression. The researcher only limits this research to the student textbook entitled "Practice and Progress" by L.G Alexandre so that it is more focused. The textbook contains ninety-six lessons divided into 4 different units. Of the 4 units, the researcher only analyzed idioms found in story texts, question sentences, and answer sentences. the sentences were analyzed using the Makai theory.

### **D. Objective of the Study**

1. To find out the idiom expressions used in the students' textbook "Practice and Progress" by L.G ALEXANDER.
2. To find out the dominant type of idioms used in the students' textbook "Practice and Progress" by L.G ALEXANDER.

## E. Significance of the Study

### 1. Theoretically

- a. To materials developers, the findings of this study can contribute to more information and further explanation of ways to analyze idioms in the student textbook especially entitled "Practice and Progress", authored by L.G Alexander.
- b. To other researchers, this study is also expected to provide more information and references for those who are interested in an analysis of idioms in L.G Alexander's students' textbook "Practice and Progress." Furthermore, the findings of this study are expected to provide information about the idioms in the textbook, as well as suggestions for promoting learners' competence in EFL textbooks.

### 2. Practically

- a. To English, teachers are expected to assist teachers in analyzing idioms based on. Furthermore, it can assist teachers in choosing, selecting, and providing additional authentic information from other supporting learning resources related to idioms in the textbook to students, thereby preventing miscommunication in language use caused by different cultures and idiom meanings.

## F. Limitation of Terms

The use of the limitation of terms is intended to reduce the chances of misconceptions between researchers and readers about the terms in this study. The terms are:

### 1. Idioms Expression

An idiom expression is a word, phrase, or sentence that cannot be understood literally or in terms of its individual parts. Because the meaning of a word, phrase, or

sentence can vary from the meaning of the original sentence, classifying idiomatic expressions requires a thorough understanding of this phenomenon. Using an English textbook is one of the educational tools that can be used to provide idiom expression material.

## 2. Textbook

Textbooks are frequently books with a specific subject matter that students study in class. Textbooks contain educational resources that are composed of subject matter and written material that is beneficial for both teaching and learning. Textbooks are important because they direct the teacher on how to present the subjects that will be covered in class.

## G. Previous Research Findings

There are several studies that are similar to this study. The following are some previous studies that are relevant to this research. The first is the research conducted by Nia Liska Saputri and Irfan Hadi (2021) entitled *An Analysis of Idiom Expressions in the Novel "Mary Poppins" By P.L. Travers*. Journal from Universitas Indraprasta PGRI Jakarta<sup>8</sup>. The aim of this research is to analyze the Idiomatic Expressions of the primary and subordinate characters in P.L. Travers' novel *Mary Poppins*. P.L. Travers wrote the well-known novel *Mary Poppins*, which has five sequels. The results of this study were finding which Idioms of various types were discovered, including 36% of phrasal verbs, 22% of prepositional phrases, 14% of idioms with verbs as keywords, 11% with nouns as keywords, 11% with adjectives as keywords, and six idiomatic pairs.

The second previous study was research conducted by Khofiana Mabruroh (2015) entitled *An Analysis of Idioms and Their Problems Found in The Novel the*

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<sup>8</sup> Nia Liska Saputri Irfan Hadi, "An Analysis of Idiom Expressions in the Novel 'Mary Poppins' By P.L. Travers," 2021.

Adventures of Tom Sawyer by Mark Twain<sup>9</sup>. Journal of the State University of Semarang. The aim of this research is to find out idioms, their types, dominant types, and difficulties in understanding idioms. The study focused on the English idiom in the novel *The Adventures of Tom Sawyer*. The data consisted of phrases, words, and collocations found in the novel. As a result of this research, 796 idioms were discovered in the novel and classified into the six types of idioms offered by Makkai. With 446 idioms (56.03%), phrasal verb idiom is the most common type of idiom used in the novel. There are four problems in understanding the meaning of an idiom: the distinction between phrasal verbs that are idiom or not idiom; translation of idiom; understanding the closest meaning of idiom; and no grammatical rule for forming idiom. As little more than a result, readers should understand the idiomatic expressions used in the novel in order to understand the meaning of the idioms and the overall context of the novel.

The third previous study was research conducted by Nia Desmanita (2019) entitled *Analysis of Idiom Expression in the Comic Doraemon Volume 4 & 6*<sup>10</sup>. Thesis University of Muhammadiyah Sumatera Utara Medan. The aims of this research were to find out some idioms, the meaning of idiom expressions, and the various types and forms of idiom expressions in the Doraemon comic. The results of this study indicated that the dominant form is a verb (66,6%), followed by an idiomatic preposition (66,5%), and slang (61,5%), with an overall total of (100%): data from the Doraemon gadget cat from the future comic.

The fourth previous study was research conducted by Khusnul Khotimah 2015 entitled *An Analysis of Idiomatic Expression In "Lock and Key" Novel by Sarah*

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<sup>9</sup> Khofiana Mabruroh, "An Analysis of Idioms and Their Problems Found in The Novel the Adventures of Tom Sawyer by Mark Twain" (Semarang States University, 2015).

<sup>10</sup> Nia Desmanita, "Analysis of Idiom Expression in the Comic Doraemon Volume 4 & 6" (University of Muhammadiyah Sumatera Utara, 2019).

Dessen, thesis of State Islamic Institute (Iain) Of Tulungagung<sup>11</sup>. The aims of this research were to find out the type & classification of idiomatic expressions in the novel "Lock and Key" by Sarah Dessen and to know the connotative meaning of idioms in the novel "Lock and Key" by Sarah Dessen. The "Lock and Key" novel has 50 different types of idiomatic idioms, according to the results of the search and analysis.

The last previous study was research conducted by Herman and Vivi Rohani Nirmana Hasibuan entitled An Analysis of Idiomatic Expressions Found in 'A Dog's Journey' (2019) Movie Script. Journal from University of HKBP Nommensen<sup>12</sup>. The aims of this research are to identify the various types of idiomatic expressions found in the movie script "A Dog's Journey" (2019). The results of this study were the researchers found 36 idiomatic expressions. There were 17 phrasal verbs with a percentage of 47,2%, three phrasal prepositional phrases with a percentage of 8,3%, three prepositional phrases with a percentage of 8,3%, three idioms with the noun as keywords and with a percentage of 8,3%, five idioms with the verb as keywords and with percentage 13,8%, four idiomatic pairs with percentage 11,1%, and one idiomatic pair with percentage 2,7% in A Dog's Journey (2019).

From those five previous studies, there are the differences and similarity with this research. The similarity of this research with previous research is that they both analyze the types of idiomatic expressions. The differences between this study and previous research include this research was examines idiomatic expression from textbooks, while the five studies above examine novel, comic, and film manuscripts. Then, the researcher analyzed the types of idiomatic expressions using Makkai's theory, while previous studies used different theories such as the theory of McCarthy and O'Dell, Hockett, and Lim.

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<sup>11</sup> Khotimah, "An Analysis of Idiomatic Expression In 'Lock and Key' Novel by Sarah Dessen."

<sup>12</sup> Nirmana Hasibuan, "An Analysis of Idiomatic Expressions Found in 'A Dog's Journey' (2019) Movie Script."

## H. Research Method

### 1. Research Design

The researcher used library research to answer the research questions and achieve the objectives. Library research is a study that uses a variety of library resources, including books, magazines, documents, historical accounts, etc., to gather information and data.<sup>13</sup> This research implemented a qualitative design. Descriptive design is typical of data in qualitative research because it is derived from documents, recorded materials, transcripts, words, pictures, etc.<sup>14</sup> Why this research is categorized as a qualitative research design because this research aims to analyze the words of idiom expressions and their meaning in students' textbook "Practice and Progress" by L.G Alexander.

### 2. Data Source

#### a. Primary Data Source

The primary data of this research is the idiom expressions in each chapter of the student's textbook "Practice and Progress" by L.G Alexander. "Practice and Progress" were published from 1967-2002 in London, and it has 234 pages. According to the researcher's observation, there are four units contained in this book. Other than that, the idiom expression can be in the form of phrases and sentences. These phrases and sentences are used as the primary data which to be analyzed.

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<sup>13</sup> Larry L. Richardson, *Introduction to Library Research in German Studies: Language, Literature, and Civilization* (Milton: Routledge, 2019).

<sup>14</sup> John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 2nd ed (Los Angeles: SAGE Publications, 2011).

## b. Secondary Data Source

Secondary data is the information that not obtained by the author and it gathered by someone else.<sup>15</sup> Secondary data may include data that has been previously gathered and is under consideration to be reused for new questions, for which the data gathered was not originally intended. The secondary data source of this research will be collected from journals and articles etc., which are relevant to idioms.

## 3. Data Collection Technique

In this study, the author used documentary analysis techniques in collecting data. Documentary analysis is a process that involves searching, reviewing, and verifying documents related to the object under study. Its application encourages observation of the development or evolution of people, groups, ideas, skills, attitudes, behaviors, and others. The researcher analyzes the content of the textbook unit as the data source, which has words of idiom in several lessons in the chapter. The researcher analyzed the whole idioms to represent the idioms in the selected book.

Data collection is an unavoidably selective process that the researcher must do even though they have not obtained all the data<sup>16</sup>. On the other hand, the data findings in the form of utterances and sentences containing idiomatic expressions are randomly selected in the textbook. According to Miles and Huberman, "Data collection is inescapably a selective process, that you cannot and do not "get it all," even though you might think you can and are"<sup>17</sup>. In research, data cannot be collected suddenly. It means that in the data collection process, there can

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<sup>15</sup> Sarah Boslaugh, *Secondary Data Sources for Public Health: A Practical Guide* (Cambridge: Cambridge University Press, 2007).

<sup>16</sup> Khotimah, "An Analysis of Idiomatic Expression In 'Lock and Key' Novel by Sarah Dessen," 37.

<sup>17</sup> Khotimah, 22.

be procedures or steps taken by the researcher<sup>18</sup>. The researcher will gather the data using the documentation as described in the section below:

a. Firstly, the researcher reads the English textbook entitled "Practice and Progress" by L.G Alexander.

b. Preparing the data

The textbook, which serves as the research's title's source of data, must be prepared by the researchers. The researcher, in this instance, selected the students' textbooks as the research data because some idioms are used in the textbook.

c. Determining the data

To determine the data, the researcher focused on the textbook "Practice and Progress" as a criterion for collecting data. In addition, there are many important lessons that students can get when reading and studying the textbook, such as oral practice, dictation, written grammar exercises, idioms, etc.

d. Selecting the data

In selecting the data, the researcher chose the textbook "Practice and Progress" by L.G Alexander because many famous book publications were authored by L.G Alexander.

e. Reading the textbook comprehensively

It is essential that the researcher finds a solution to the study's challenge. Extensive reading will make this more accessible for the researcher to conduct a pragmatic analysis of the idiom expression. At the same time, the researcher also notes any statements or sentences which use idioms.

f. Analyzing and categorizing data following predefined categories.

g. Create a documentation sheet based on the components to be analyzed.

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<sup>18</sup> Danar Khoirunnisa, "A Pragmatic Analysis of Request in English Textbooks for Indonesian Students" (Yogyakarta State University, 2015), 38.



- h. Recap data from the textbook.

#### 4. Data Analysis Technique

After collecting the data, the researcher analyzed the data. In analyzing the data, the researcher used content analysis. Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text). According to Cohen's book, the process of content analysis has eleven steps. But then, it only requires the following five steps, which are appropriate for the research<sup>19</sup>. Those were:

- a. Defining the research questions to be addressed by the content analysis. First, as was previously mentioned, there are two research problems of study. The researcher must gather the necessary data for analysis before using the content analysis method to solve these research problems.
- b. Defining the sample to be included. This study chose to analyze the data from lesson one to lesson ninety-six, as was mentioned in the data collection. The idiomatic expressions underwent a thorough and methodical analysis.
- c. Defining the units of analysis. Third, the researcher used context units as the analytical unit to develop the data. According to Krippendorff context unit is a piece of textual content that establishes the parameters for the data that will be considered when describing a recording unit.<sup>20</sup> Sentences, paragraphs, words, and entire texts are typically the obvious choices for context units. As a result, the researcher identified words or phrases that use idiomatic expressions.
- d. Constructing the categories for analysis. Fourth, the researchers classified the data according to the kind and meaning of idioms. This was accomplished by analyzing the data and considering relevant theories. The data arrangement is

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<sup>19</sup> Khotimah, "An Analysis of Idiomatic Expression In 'Lock and Key' Novel by Sarah Dessen," 28.

<sup>20</sup> Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 2nd ed (Thousand Oaks, Calif: Sage, 2004).

broken down into two distinct sections, the first of which is data findings, and the second is analysis.

- e. Summarizing. After the researcher finishes analyzing data, a conclusion can be gained to explain the result of the research.

In addition, to find the dominant types of idioms in the textbook material, researchers calculated the data obtained by means of the number of idioms  $1 \times 100\%$ : total idioms to get the percentage results. The percentage is calculated using the formula as listed below.

$$X = \frac{Y}{\sum Y} \times 100\%$$

X = the percentages of each type of idiom.

Y = the number of each type of idiom in the reading text or dialogue that found in textbook.

$\sum Y$  = the total number of idioms in the reading text or dialogue that found in textbook.

## **I. Organization of the Thesis**

The writer organizes this research report in order to make the reader easier to understand. The following show the content covered in this research.

### **1. CHAPTER I: Introduction**

This chapter explains about general description background of the study, a statement of the problems, the focus of the research, the objectives of the study, the significance of the study, previous research findings, research methods, and organization of the thesis. The researcher clarified every section clearly.

### **2. CHAPTER II: The Types of Idiomatic Expressions**

This chapter consists of the theoretical background that describes the related variable used in this study. It consists of idiom expressions and a textbook.

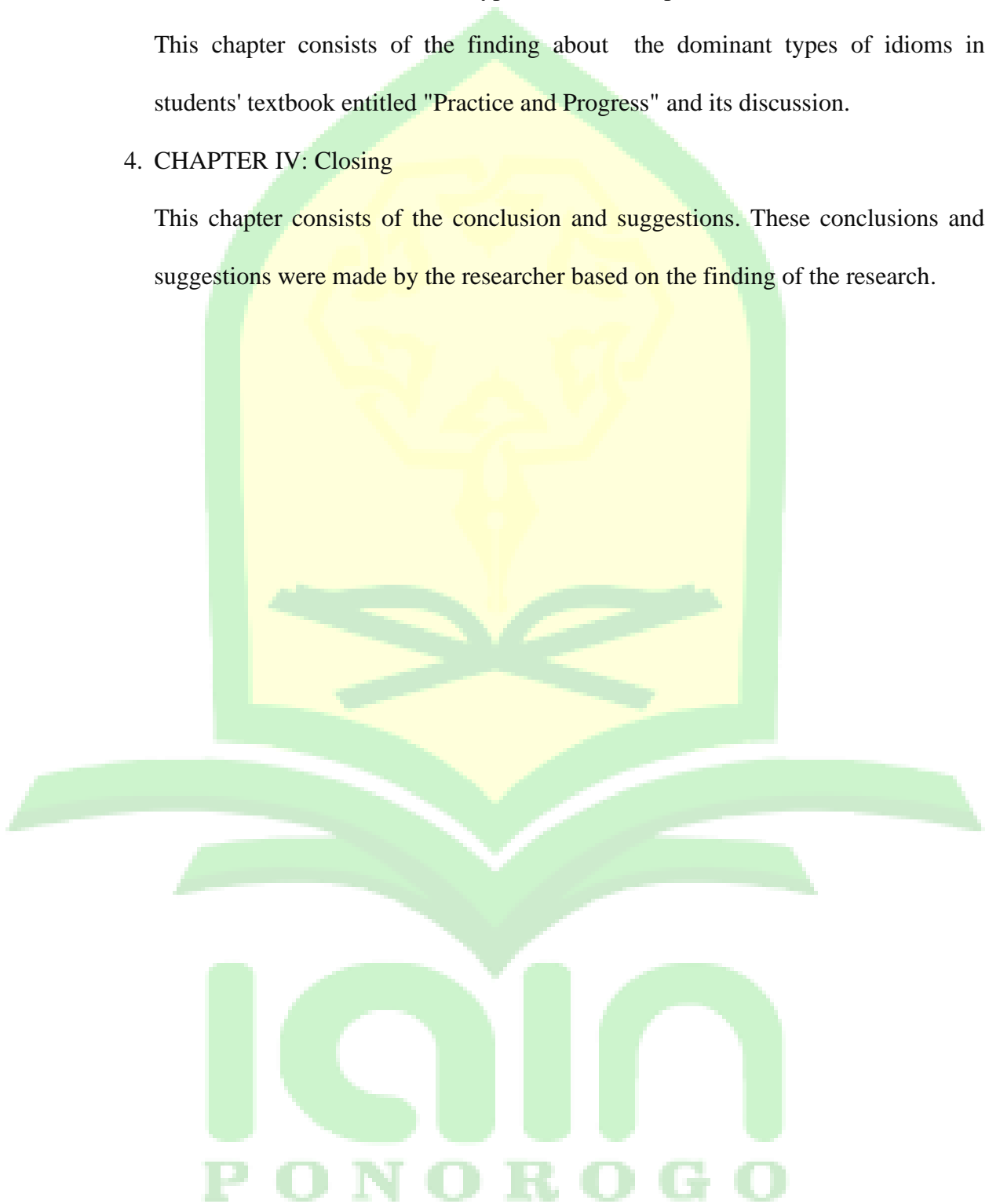
Besides, it also consists the findings about the types of idiom sin students' textbook "Practice and Progress" by L.G Alexander and its' discussions.

### 3. CHAPTER III: The Dominant Types of Idioms Expression

This chapter consists of the finding about the dominant types of idioms in students' textbook entitled "Practice and Progress" and its discussion.

### 4. CHAPTER IV: Closing

This chapter consists of the conclusion and suggestions. These conclusions and suggestions were made by the researcher based on the finding of the research.



## CHAPTER II

### THE TYPES OF IDIOMATIC EXPRESSIONS

#### A. Theoretical Background

##### 1. Idiom

###### a. The Definition of Idiom

According to Oxford Advanced Learner's Dictionary, "An idiom is a phrase whose meaning is difficult or sometimes impossible to guess by looking at the meaning of each word it contains"<sup>21</sup>. According to Cyssco, an idiom is a phrase whose meaning cannot be inferred from the words used to perform it.<sup>22</sup> Furthermore, Idioms are expressions that have a sense distinct from the importance of each of their parts, according to Dixson<sup>23</sup>. From these opinions, Idioms are expressions whose meaning cannot be deduced from words.

Idioms are utterances with an implicit meaning. An idiom cannot be translated literally or conventionally based on its constituent terms. Idioms are figurative expressions with hidden meanings that cannot be determined from the term word<sup>24</sup>. Nonetheless, idioms can be understood by a group. Idioms, in other words, can be regarded as a culture. There will undoubtedly be idioms of the language when studying a language, just as information regarding idioms would indeed exist when learning English.

People who are unfamiliar with idioms are frequently perplexed because idioms cannot be determined from the grammar rules<sup>25</sup>. Furthermore,

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<sup>21</sup> Mabruroh, "An Analysis of Idioms and Their Problems Found in The Novel the Adventures of Tom Sawyer by Mark Twain," 8.

<sup>22</sup> Dhany R Cyssco, *Kamus Lengkap Idiom Inggris-Indonesia* (Jakarta: Simplex, 2001).

<sup>23</sup> Desmanita, "Analysis of Idiom Expression in the Comic Doraemon Volume 4 & 6," 15.

<sup>24</sup> Chris, "The 7 Types of Idiom in the English Language," April 7, 2021, 1, <https://symbolismandmetaphor.com/types-of-idiom/>.

<sup>25</sup> Nirmana Hasibuan, "An Analysis of Idiomatic Expressions Found in 'A Dog's Journey' (2019) Movie Script," 2.

idioms are commonly utilized in sentences, both written and spoken, because idioms contain qualities that help to refine the language.

To determine if a word is an idiom or not, connect the sentence presented with the topic of conversation. If there is a term in the statement that is not linked or unusual, it is an idiom. Particularly if it cannot be interpreted word for word; of course, in order to understand idioms, we must first study and expand our idiom vocabulary.

Not all idioms have predictable meanings. It means the idioms have nonliteral meanings. Idioms are best understood by looking at the context in which they are used<sup>26</sup>. Some sayings, for example, have a known origin. In other words, the easiest approach to learning the meaning of an idiom is to read it or directly ask the person who said it or other people who are familiar with it.

It is evident from the quotation mentioned above that an idiom is a phrase that cannot be understood simply by looking at the literal meaning of the words it contains because it has a specific purpose that must be learned. Idioms vary in importance depending on the context; some have literal meanings, and others have idiomatic meanings. Common idioms are self-explanatory phrases that are understood as part of everyday vocabulary.

#### **b. The types of idioms**

Makkai divides idioms into two categories in his book entitled 'Idiom in Structure in English'; those are<sup>27</sup> Idioms of Encoding (identifiable). Idioms of encoding are those idiosyncratic lexical combinations with transparent meanings encompassing collocational preferences and

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<sup>26</sup> Nirmana Hasibuan, 2.

<sup>27</sup> Khofiana Mabruh, "An Analysis of Idioms and Their Problems Found in the Novel the Adventures of Tom Sawyer by Mark Twain," 2015, 2.

restrictions, for example, the word 'at' in 'he drove at 70 mph'. And Idioms of Decoding (non-identifiable) Idioms of decoding are non-identifiable and misleading lexical expressions whose interpretations cannot be understood using only learned linguistic conventions. In other words, decoding idioms does not have a predictable meaning. Expressions such as 'beat about the bush' and 'fly off the handle' are examples of this type of idiom<sup>28</sup>.

Makkai divides decoding idioms into two types. These are lexemic and sememic idioms.<sup>29</sup> Lexemic idioms are idioms that collate with familiar parts of speech (verbs, nouns, adjectives, and prepositions) and are composed of more than one minimal free form, each lexicon of which can occur in other contexts as the realization of a monolexic lexeme. There are six types of lexemic idioms, and there are several:<sup>30</sup>

- 1) Phrasal Verb Idioms: A phrasal verb is a verb that includes two types of words. The first word of these phrases is a verb, and the second is a particle. The particle can be a preposition/adverb (up, in, out), an article (a, an, the), or an affix (un-, in-, -ness, -ly). For example, "take off" means "leave the ground".
- 2) Tournure Idioms: Tournure idioms are the most common lexemic idioms, with at least three words that are mostly verbs. A tournures idiom is mostly used in sentences. Tournures idioms are classified into the following categories based on their structure: the form includes the required definite article, the form includes the required indefinite article, the preposition introduces an irreversible binomial into the form, the primary verb is followed by a direct object, and additional possible

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<sup>28</sup> Mabruroh, 3.

<sup>29</sup> Adam Makkai, *Idiom Structure in English*, Reprint 2013 (Berlin: De Gruyter Mouton, 2013).

<sup>30</sup> Makkai.135

modifiers and the preposition plus a noun, or nothing follows the leading verb rather than the direct object, for example 'to dance on the air' means to get hanged.

- 3) Irreversible Binomial idioms: Irreversible binomial idioms comprise two words separated by a conjunction. In this structure, the word orders are fixed, such as 'high and dry' (lack of resources) and 'Romeo and Juliet' (institutionalized symbols of ideal love or symbol of true love).
- 4) Phrasal Compound Idioms: phrasal compound idioms primarily contain nominals composed of an adjective plus noun, noun plus noun, or adverb plus preposition. For example, 'blackmail' refers to any payment obtained through intimidation, and 'bookworm' refers to someone who is devoted to reading or studying.
- 5) Incorporating Verb Idioms: There are four types of incorporating verb idioms. Those are noun-noun, noun-verb, adjective-verb, and adjective-noun; for example, 'blackmail' means 'the crime of demanding money from a person by treating to tell somebody else a secret about them'.
- 6) Pseudo-Idioms: Pseudo-idioms can mislead or misinform an unwary listener. For example, cranberry is a bright red acid berry produced by any plant of the genus *Ox coccus*, according to the Oxford Dictionary.

The phrase "make a cranberry face" means "the face becomes red".

'Sememic idioms usually convey pragmatic meanings related to a specific culture,' according to Makkai<sup>31</sup>, they include:

- 1) Proverbs: for example, a bird in the hand is worth two in the bush.
- 2) Familiar quotations: for example, 'not a mouse stirring'.

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<sup>31</sup> Mabruroh, "An Analysis of Idioms and Their Problems Found in the Novel the Adventures of Tom Sawyer by Mark Twain," 4.

- 3) First base idioms relating to a national sport, such as baseball. For example, 'have two strikes against one', 'never to get to first base'.
- 4) Idioms of institutionalized politeness: for example, such as 'May I .....?'
- 5) Idioms of institutionalized greeting: for example, 'How do you do? So long.
- 6) Idioms of institutionalized understatement: for example, 'I wasn't too crazy about him'.
- 7) Idioms of institutionalized hyperbole: for example, 'He won't even lift a finger'.

Sememic idioms include proverbs and other sentence-length structures, which are less interesting in our context. The lexemic idioms consist of multiple minimal free forms. Additionally, they must be able to mislead an uninformed audience member<sup>32</sup>.

## 2. Textbook

### a. Definition of textbook

According to Richards, the use of textbooks in language programs "varies".<sup>33</sup> According to Ross, classic books that contain lessons in particular fields of study are known as textbooks.<sup>34</sup> Textbooks are used in language programs to provide lessons in specific areas. It is created with appropriate teaching tools and used in schools and colleges for educational purposes so that students can easily understand it.

<sup>32</sup> Mabrurroh, 4.

<sup>33</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001).

<sup>34</sup> E. Wayne Ross, *The Social Studies Curriculum: Purposes, Problems, and Possibilities*, 3rd ed (Albany: State University of New York Press, 2006).



Furthermore, a textbook is a book that includes detailed information about a course or subject that a student will require to complete during the academic year. A textbook is commonly a book with some materials from issues that learners use in their learning.<sup>35</sup> This program includes a set of chapters, question-answers, and exercises to help students enhance their learning levels.

Textbooks are helpful not only for students but also for new teachers in their training courses. It serves as a guide for the syllabus material that they will cover throughout the academic year. Textbooks assist teachers in developing teaching materials and ensuring a smooth teaching and learning experience. It can be a wealth of instructional resources to support teachers and students in the teaching-learning process. Also, help teachers maintain consistency in teaching standards throughout classrooms.

Almost all textbooks are now available in both print and digital formats. Previously, textbooks were utilized by professors, tutors, and self-study students. However, textbooks are now more of a guideline for instructors to understand and plan the curriculum for an academic year. More than simply textbook knowledge is required of teachers. They should also have adequate teaching skills to ensure optimal learning.

Therefore, it can be concluded that a textbook is crucial for the teaching and learning process to support the teacher's provision of materials. Furthermore, textbooks allow students to comprehend and review the topics covered in class. A good textbook improves the learning process. As a result, the teacher must select the best textbook based on the requirements of the students.

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<sup>35</sup> Péter Bagoly-Simó and Zuzana Sikorová, *Textbooks and Educational Media: Perspectives from Subject Education Proceedings of the 13th IARTEM Conference 2015, Berlin* (Cham: Springer, 2021).

## b. Advantages and disadvantages of textbook

To choose a textbook, teachers pay attention to the book's content in accordance with the class learning material and the weaknesses and advantages of using textbooks in the class they teach. Textbooks provide several advantages in the classroom:<sup>36</sup>

- 1) Textbooks are beneficial for new teachers. The topics to be covered and the layout of each lesson are meticulously detailed.
- 2) Textbooks give well-organized work components. A textbook contains all the materials and lessons required to cover a topic thoroughly.
- 3) A textbook series presents content in a balanced, chronological order.
- 4) Textbooks contain a complete sequence of teaching processes that instruct you on what to do and when to do it. There are no surprises—everything is clearly stated.
- 5) Textbooks give administrators and teachers a comprehensive program. Typically, the series is based on the most recent research and instructional practices.
- 6) Good textbooks are excellent teaching tools. They are useful to both teachers and students.

Textbooks provide several disadvantages in the classroom:

- 1) The textbook is intended to be the sole source of information.
- 2) The textbook is out of date.
- 3) Textbook questions are typically low-level or fact-based.
- 4) The textbook does not take into consideration the students' prior knowledge.
- 5) The textbook's reading level is too difficult.

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<sup>36</sup> Richards, *Curriculum Development in Language Teaching*.

6) The textbook contains answers to all the questions.

Sources for textbooks can be found in many parts. It could come from media, culture, books, research, or various other sources. Generally, the purpose of textbooks is to give students access to information and materials via printed materials. Textbooks are not necessarily the specific rule in teaching and learning. However, a teacher must also be able to deepen the subject matter that students will study, ensuring their comprehension of the material is deeper and broader.

In the student textbook "Practice and Progress," there are idioms in several chapters. Idioms in English, besides needing to be learned, their use is also rarely heard, especially by students who learn English as a foreign language. By understanding English idioms, students can communicate well and express ideas with more variety.

In this case, the researcher wants to analyze the idiom by Makkai theory. So, the variable that is formulated by the researcher is the textbook, and the second variable is the analysis of idioms. From these explanations, the researcher formulated the title to be an analysis of idioms in the student textbook "Practice and Progress" by L.G Alexander.

## **B. Findings**

In this chapter, the researcher presents data finding based on idioms discovered in each unit's reading text from the book "Practice and Progress" by L.G Alexander. The data collection method used by the researcher was documentation. The data was taken from the dialogue or reading text in the textbook.

As a result, the research found lexemic idioms among them: Phrasal verb idiom, tournure idiom, irreversible binomial idiom, phrasal compound idiom, incorporating idiom and pseudo-idiom in the reading text and dialogue with different text types.

#### 1. Phrasal Verb Idiom

- 1) "The play was very interesting." "I can't hear a word!". (Lesson 1: A Private Conversation) this idiom is categorized as a phrasal verb because the first underline consists of two words and one of them is an article. The underline words mean the conversation of the show, not just hearing a word.
- 2) "I read a few lines, but I did not understand a word." (Lesson 3: Please Send Me a Card). The underline words is categorized as a phrasal verb because it consists of two words, one of which is an article. The underline word means many some sentences in some line not just a word in a line.
- 3) "I have just moved to a house in Bridge Street". (Lesson 6: Percy Button) This idiom is categorized as a phrasal verb because the verb is two words that verb + article and have one meaning. The underline words mean moving the residence in another places.
- 4) "Captain Alison will set out at eight o'clock, so we shall have plenty of time". (Lesson 12: Goodbye and Good Luck) The underlined word is categorized as phrasal

verb idioms because there are two words that are verb + preposition. Word set out mean he will go to somewhere at that time.

- 5) “She often appears on the stage as a young girl” (Lesson 17: Always Young). The underline word is categorized as phrasal verb idioms because there are two words that are verb + preposition. The words mean she looks like something or someone.
- 6) If anyone ever asks her how old she is, she always answers, my dear, it must be *terrible* to be grown up”! (Lesson 17: Always Young). The underline word is categorized as phrasal verb idioms because there are two words that are verb + preposition. The underline word mean will be adult.
- 7) “Aeroplanes are slowly driving me mad”. “Sometimes I think this house will be knocked down by a passing plane”. (Lesson 21: Mad or not) The underline word is categorized as phrasal verb idioms because there are two words that are verb + preposition. The words mean a wind made of airplanes that landing or taking off that makes the house destroyed.
- 8) “Late in the afternoon, the boys put up their tent in the middle of a field”. (Lesson 27: A Wet Night) This idioms are categorized as phrasal verbs because the underline word consists of two words and one of them is an adverb/preposition. The words *put up* means pitching a tent in somewhere.
- 9) “They all leapt out of their sleeping-bags and hurried outside”. (Lesson 27: A Wet Night) These idioms are categorized as phrasal verbs because the first underline consists of two words and one of them is an adverb/preposition. Moreover, the word *leapt out* means removing the sleeping bag that they used.
- 10) “Some children were playing games on the bank, and there were some people rowing on the river” (Lesson 30: Football or Polo?). The second underline is categorized as a phrasal verb idiom because it contains two words, and one of

them is an adverb or preposition. The phrases mean someone wants to go somewhere in a tray boat and row it.

- 11) On arriving at the shore, the girl struggled up the cliff towards the light she had seen” (Lesson 33: Out the Darkness). The underline word is categorized as a phrasal verb because it contains two words than one of them is interjection or adverb.
- 12) “Roy acted quickly and drove the bus straight at the thieves”. (Lesson 35: Stop Thief!) The underline words are categorized as a phrasal verb idiom.
- 13) “He had often dreamed of retiring in England and had planned to settle down in the country”. (Lesson 38: Everything Except the Weather). The underline is categorized as a phrasal verb idiom.
- 14) “Searching out the hole where the tooth had been”. (Lesson 48: Did You Want to Tell Me Something?). The underline word categorized as a phrasal verb idiom.
- 15) “He slept very well for the first two nights, but on the night, a storm blew up” (Lesson 49: The End of a Dream). The underline word is categorized as a phrasal verb idiom.
- 16) “I’ll tell you where to get off, answered the conductor”. (Lesson 50: Taken for a Ride) The underline word is categorized as a phrasal verb idiom.
- 17) “You’ll have to get off here, the conductor said”. (Lesson 50: Taken for a Ride) This underline is categorized as a phrasal verb idiom.
- 18) “I forgot to put you off”. (Lesson 50: Taken for a Ride) This underline is categorized as a phrasal verb idiom.
- 19) “I’ll get off here”. (Lesson 50: Taken for a Ride) The underline word is categorized as a phrasal verb idiom.

- 20) "First of all, he wrote out a long list of all the foods which were forbidden".  
(Lesson 51: Reward for Virtue) This underline is categorized as a phrasal verb idiom.
- 21) "Since then, they have been trying to find out how the fire began" (Lesson 53: Hot Snake). The underline word is categorized as a phrasal verb idiom.
- 22) "At last I hang up the receiver". (Lesson 54: Sticky Fingers) The underline word is categorized as phrasal verb idioms.
- 23) "Armed with the new machine, A search party went into the cave hoping to find buried treasure". (Lesson 55: Not a Gold Mine) The underline word categorized as phrasal verb idioms.
- 24) "Many of the cars broke down more time under their cars than in them!". (Lesson Father than Sound!) The underline word is categorized as a phrasal verb.
- 25) "It sped downhill at the end of the race and its driver had a lot of trouble trying to stop it". (Lesson 56: Father than Sound!). The underline word is categorized as Phrasal verb idiom.
- 26) The vicar has been asked to have the tree cut down, but so he has refused".  
(Lesson 58: A Blessing in Disguise?) The underline word are categorized as phrasal verb idioms.
- 27) "So far, not one of them has been struck down by sudden death!". (Lesson 58: A Blessing in Disguise?). The underlines word are categorized as phrasal verb idioms.
- 28) "Our dog, used to sit outside our front gate and bark". (Lesson 59: In or out?) The underline word is categorized as a phrasal verb.
- 29) Now, smoke still rose up from the warm ground over the desolate hills. ". (Lesson 62: After the Fire) The underline word are categorized as phrasal verb idioms.

- 30) Winter was coming on and the hills threatened the surrounding villages with destruction". (Lesson 62: After the Fire) The underline word are categorized as phrasal verb idioms.
- 31) "When the fire had at last been put out ". (Lesson 62: After the Fire) The underline word are categorized as phrasal verb idioms
- 32) The forest authorities ordered several tons of a special type of grass a seed which would grow quickly" (Lesson 62: After the Fire) The underline word are categorized as phrasal verb idioms
- 33) "As Jumbo holding up the traffic". (Lesson 65: Jumbo VS the Police) The underline word are categorized as phrasal verb idioms.
- 34) "Fifteen policemen had to push very hard to get him off the main street". (Lesson 65: Jumbo VS the Police). The underline word are categorized as phrasal verb idioms.
- 35) "Dressed up as Father Christmas and accompanied by a guard of honour of six pretty girl". (Lesson 65: Jumbo VS the Police) The underline word is categorized as phrasal verb idioms.
- 36) "He set off down the main street of the city riding a baby elephant called jumbo". (Lesson 65: Jumbo VS the Police) The underline word are categorized as phrasal verb idioms.
- 37) "The Hatfiet Puffin is a modern airplane, but its designer, Mr. John Wimpenney, is finding it difficult to get it off the ground". (Lesson 66: Suit as Honey!) The underline word is categorized as phrasal verb idioms.
- 38) "After Mr. Whimpenney had the plane built, it was tested thoroughly". (Lesson 66: Suit as Honey!) The underline word categorized as phrasal verb idioms.



- 39) "While being flown by a champion amateur cyclist in 1963, the plane crashed on an airfield". (Lesson 66: Suit as Honey!) The underline word is categorized as phrasal verb idioms.
- 40) "Tazieff was able to set up his camp very close to the volcano while it was erupting violently". (Lesson 67: Volcanoes) The underline word categorized as phrasal verb idioms.
- 41) "He set up a new world record in September 1935 at Bonneville Salt Flats, Utah". (Lesson 72: A Car Called Blue Bird) The underline word is categorized as phrasal idioms.
- 42) "There he was picked up by a policeman and sent back to England by the local authorities". (Lesson 73: The Record-Holder) The underline word is categorized as phrasal verb idioms.
- 43) "He has surely set up a record for the thousands of boys who dream of evading school". (Lesson 73: The Record-Holder) The underline word is categorized as phrasal verb idioms.
- 44) "An ancient bus stopped a dry river bed (Lesson 74: Out of the Limelight) The underline word categorized as phrasal verb idioms.
- 45) "A party of famous actors and actresses got off". (Lesson 74: Out of the Limelight) The underline word categorized as phrasal verb idioms.
- 46) "She stamped out the letters SOS in the snow". (Lesson 75: SOS) The underline word categorized as phrasal verb idioms.
- 47) "As there were strange marks on the X-ray plates taken of the mummy, doctors have been trying to find out whether the woman died of a rare disease". (Lesson 77: A Successful Operation). This underline is categorized as phrasal verb idioms.

- 48) "I had all the usual symptoms of someone giving up smoking: a bad temper and an enormous appetite Lesson 78: The Last One?). This underline word is categorized as phrasal verb idioms.
- 49) My friends kept on offering me cigarettes and cigars". (Lesson 78: The Last One?) This underline word is categorized as phrasal verb idioms.
- 50) "Anyway, as Brian pointed out, it is the easiest thing in the world to give up smoking (Lesson 78: The Last One?). These underline word are categorized as phrasal verb idioms.
- 51) "It remained one of the most famous buildings in the world until it was burnt down in 1936" (Lesson 80: The Crystal Palace). This underline is categorized as phrasal verb idioms.
- 52) "Then, jumping into the car, he drove off as quickly as he could". (Lesson 81: Escape) The underline word categorized as phrasal verb idioms.
- 53) "Occasionally, unusual creatures are washed to the shore, but they are rarely caught out at sea" (Lesson 82: Monster of Fish). The underline word is categorized as phrasal verb idioms.
- 54) "Busmen have decided to go on strike next week" (Lesson 84: On Strike). The underline word is categorized as phrasal verb idioms.
- 55) "It broke down at fern green station and was taken off the line" (Lesson 87: A Perfect Alibi). The underline word is categorized as phrasal verb idioms.
- 56) "Six men have been trapped in a mine for seventeen hours". (Lesson 88: Trapped in A Mine) This underline words are categorized as phrasal verb.
- 57) "Though they running out of food and drink" (Lesson 88: Trapped in A Mine). This underline words are categorized as phrasal verb.

- 58) He could make out three men in a basket under it and one of them was holding field-glasses". (Lesson 91: Three Men in a Basket) This underline words are categorized as phrasal verb.
- 59) "The police were called in". (Lesson 91: Three Men in a Basket). This underline words are categorized as phrasal verb.
- 60) "I tried to wake up my wife by ringing the door-bell". (Lesson 92: Asking for Trouble) This underline words are categorized as phrasal verb.
- 61) "I looked down and nearly (Lesson 92: Asking for Trouble) These underline words are categorized as phrasal verb.
- 62) "fell off the leader when I saw a policeman" (Lesson 92: Asking for Trouble). This underline words are categorized as phrasal verb.
- 63) The actual figure was made of copper supported by a metal framework which had been especially constructed by Eiffel". (Lesson 93: A Noble Gift). This underline is categorized as phrasal verb idioms.
- 64) "Tricycles are line up on the floor of the pool seven feet under water"(Lesson 94: Future Champions). This underline is categorized as phrasal verb idioms.
- 65) "The fire broke out in the basement" (Lesson 95: A Fantasy. This underline words are categorized as phrasal verb idioms.
- 66) "Specially-made lanterns are home outside each house to help the dad to find their way". (Lesson 96: The Death Return) This underline words are categorized as phrasal verb idioms.
- 67) In the early morning, the food that had been laid out for the dad is thrown into a river or into the sea as it is considered unlucky for anyone living to eat it" (Lesson 96: The Death Return). This underline words are categorized as phrasal verb idioms.

## 2. Tournure Idiom

- 1) "As a boy he used to work in a small shop". (Lesson 31: Success Story) this underlines words categorized as tournure idiom because it consists mostly verb form.
- 2) "During the war Frank used to make spare parts for aeroplanes". (Lesson 31: Success Story). The underline word is categorized as a tournure idiom because it consists of is mostly a verb. The words mean it want to use to make something.
- 3) "Roy Trenton used to drive a taxi". (Lesson 35: Stop Thief!) The underline words are categorized as a tournure idiom.
- 4) Erna intends to take short rests every two hours (Lesson 36: Across the Channel). The underline word is categorized as a tournure idiom.
- 5) "The crowd began to shout, but the drunk was unaware of the danger". (Lesson 70: Rede for Danger) The underline word is categorized as a tournure idiom.

## 3. Irreversible Binomial idiom

- 1) "He started to complain about this wicked world but was interrupted by a knock at the door". (Lesson 24: If Could Be Worse) this underline is categorized as an irreversible binomial idiom because it is separated by a conjunction. The sentence means many human beings are wicked towards him that makes him afraid to live life.
- 2) "At the moment, they cover every inch of floor space, and I actually have to walk on them to get in or out of the room" Lesson 52: A Pretty Carpet). The underline word categorized as as an irreversible binomial idiom.
- 3) "Now, dressed in a blue uniform and with a rifle over his shoulder, the prisoner marched boldly up and down in front of the camp". (Lesson 81: Escape) The underline word is categorized as irreversible binominal idioms.

#### 4. Phrasal Compound Idiom

- 1) "He told me that the firm could not afford to pay such large salaries". "Mr Harmsworth, I said in a weak voice". (Lesson 15: Good News) These underlined words included phrasal compound idioms because they contain nominals consisting of adjectives + nouns. The words a weak voice means the voice cannot hear to someone because it is so low.
- 2) "Once he laid on the roof of a block of flats, and on another occasion, he landed in a deserted car park". (Lesson 29: Taxi!) The underlined word is categorized as a phrasal compound idiom because it consists adjective + noun word. It underlines words mean that no one park their car in that place.
- 3) "A detective recently watched a well-dressed woman who always went into a large store on Monday mornings". (Lesson 32: Shopping Made Easy) The underlined word is underlined as phrasal compound idioms because it consists of two adjectives.
- 4) "There was pastry on my finger, on the telephone, and on the door-knobs". (Lesson 54: Sticky Fingers). The underlined word categorized as phrasal compound idioms.
- 5) "A policeman approached Jimmy and told him he ought to have gone along a side-street". (Lesson 65: Jumbo VS the Police) The underlined word is categorized as phrasal compound idioms.
- 6) The whole village has been working day and night gathering and thrashing this year's crop before the September rains". (Lesson 76: April Fools' Day). The third underlined word is categorized as a phrasal compound idiom.
- 7) "I had all the usual symptoms of someone giving up smoking: a bad temper and an enormous appetite. The third underlined word is categorized as a phrasal compound idiom.

8) "Immediately, of course, and the fool, horst, I made a fire-extinguisher at me". (Lesson 95: A Fantas). The underline word is categorized as phrasal compound idioms.

#### 5. Incorporating Verb Idiom

1) It was stolen twenty years ago when Ted was a boy of fifteen!". (Lesson 34: Quick Work) The words underline is categorized as incorporating verb idiom.

2) After he was arrested, the man admitted hiding in the box before the plane left London. (Lesson 46: Expensive and Uncomfortable) The underlined categories incorporate verb idioms.

3) "They were also quite sure that a cigarette end did not start the fire" Lesson 53: Hot Snake). The underline word categorized as incorporating verb idiom. The third underline is categorized as pseudo-idiom.

4) "For heavy rain would not only wash away the soil but would cause serious floods as well. (Lesson 62: After the Fire) The underline words is categorized as incorporating verb idioms.

5) "The tunnel would be well ventilated if tall chimneys were built above sea-level". (Lesson 64: The Channel Tunnel) The underline word categorized as incorporating verb idiom.

6) "Haroun Tazieff, the Polish scientist, has spent his life-time studying active volcanoes and deep caves in all parts of the world". (Lesson 67: Volcanoes) The underline word is categorized as incorporating verb idioms.

7) " Following his father's foot-steps many years later, sir Malcom's son, Donald, also set up a world record". (Lesson 72: A Car Called Blue Bird) The underline word categorized as incorporating verb idioms.

8) "From there, he hitch-hiked to Paris in a lorry". (Lesson 73: The Record-Holder) The underline word is categorized as incorporating verb idioms.

- 9) "When it grew dark, she turned a suit-case into a bed and put the children inside it, covering them with all the clothes she could find " (Lesson 75: SOS) The underline word is categorized as incorporating verb idioms.
- 10) "Here you can see two workers who, between them, have just finished cutting three cart-loads of golden brown macaroni stalks" (Lesson 76: April Fools' Day) The first underline is categorized as an incorporating verb idiom.
- 11) Meanwhile, a number of university students have volunteered to drive buses while the strike lasts". (Lesson 84: On Strike). The underline word categorized as incorporating verb idioms.
- 12) "As the man tried to swing the speed-boat round, the steering-wheel came away in his hands" (Lesson 86: Out of Control). The underline word categorized as incorporating verb idioms.
- 13) "It's wide roads, which can take fourteen lanes of traffic, have been kept away from living areas". (Lesson 90: What's for Supper?). This underline word is categorized as incorporating verb idiom.
- 14) "He said that someone might be spying on the station and the pilot was ordered to keep track of the strange object" (Lesson 91: Three Men in a Basket). This underline word is categorized as incorporating verb idiom.
- 15) He could make out three men in a basket under it and one of them was holding field-glasses" (Lesson 91: Three Men in a Basket). This underline word is categorized as incorporating verb idiom.
6. Pseudo-Idiom
- 1) "It's none of your business". (Lesson 1: A Private Conversation) The underline is categorized as pseudo-idiom because it will give misinformation when the listeners don't carefully read the texts. It underlines words mean affair some people conversation not business in working or job.

- 2) "Postcards always spoil my holidays". (Lesson 3: Please Send Me a Card) The first underline is categorized as pseudo-idiom because it misinforms unwary listeners when reading it. The underline means he must write a piece of paper for postcard.
- 3) "He will fly to the Perth". (Lesson 4: An Exciting Trip) This idiom is categorized as a pseudo-idiom that provides misinformation to unwary listeners. It underlines word means he will go to the Perth by plane.
- 4) "Yesterday, a pigeon carried the first message from Pinehurst to Silbury". "The bird covered the distance in three minutes". (Lesson 5: No Wrong Numbers) The first and the second underline are categorized as pseudo idioms because they give misinformation to unwary listeners when reading them. A pigeon carried means send the first message.
- 5) "The plane was late, and the detectives were waiting at the airport all morning". (Lesson 7: Too Late) The underline words are categorized as pseudo-idiom because it provides misinformation to unwary listeners. It words means that the landing of plane not on schedule.
- 6) "Every year, I enter for garden competition too, and I always win a little prize for the worst garden in the town". (Lesson 8: The Best and The Worst) this underlines words categorized as pseudo-idiom. It words mean joining the competition in his city.
- 7) "It would strike twelve in twenty minutes' time". "Fifteen minutes passed, and then at five to twelve, the clock stopped". "The clock has stopped!". "The big clock refused to welcome the New Year" (Lesson 9: A Cold Welcome). These underlined words included pseudo-idiom because it provides misinformation to unwary listeners. The first words and the second means the clock broke so was



stopped. Then refused means the needle of the clock haven't working yet so it makes all people late to celebrate the New Years.

- 8) “She often appears on the stage as a young girl” (Lesson 17: Always Young). The word underline is categorized as pseudo-idiom because it gives misinformation to unwary listeners when reading it. The words mean that's she still teenager.
- 9) “My dog had taken it into the garden. He often does this”. (Lesson 18: He Often Does This!) These underlined words included pseudo-idiom because it provides misinformation to unwary listeners. The underline phrases mean the dog bite the thing that bring it.
- 10) “The play may begin at any moment, I said”. (Lesson 19: Sold out) This underlines words included These underlined words included pseudo-idiom because it provides misinformation to unwary listeners. The words mean it will start at that time.
- 11) “Aeroplanes are slowly driving me mad”. “Sometimes I think this house will be knocked down by a passing plane”. (Lesson 21: Mad or not) underline word is categorized as pseudo-idiom because it provides misinformation to unwary listeners. The underlines mean that the plane when landing or taking off.
- 12) “They always tell you what a picture is about”. (Lesson 26: The Best Art Critics) The underline is categorized as pseudo-idiom because it will give misinformation when the listeners don't carefully read the texts. The words mean that the picture has a describing meaning of itself.
- 13) “This wonderful plane can carry seven passengers”. “Once he lai-ded on the roof of a block of flats, and on another occasion, he landed in a deserted car park”. (Lesson 29: Taxi!) The underline word is categorized as pseudo-idiom because it will give misinformation when the listeners don't carefully read the texts. The

sentence means the person gives poor marks with sarcasm that exaggerates the high level of quality but cannot accommodate low quantity.

- 14) “The Wayle is a small river that cuts across the park near my home” (Lesson 30: Football or Polo?). The underline word is categorized as pseudo-idiom because it will give misinformation when the listeners don’t carefully read the texts. The word means the river is so full of water that it flows into the garden where there are no plants that cannot absorb the water and can cut through the garden.
- 15) “Suddenly, one of the children kicked a ball very hard, and it went towards a passing boat”. (Lesson 30: Football or Polo?). The underline word is categorized as pseudo-idiom because it will give misinformation when the listeners don’t carefully read the texts. The underlines mean something heading in the direction of the boat.
- 16) Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man” (Lesson 31: Success Story). The underline word is categorized as pseudo-idiom because it will give misinformation when the listeners don’t carefully read the texts. The phrases mean when he was young, he had the exact same experience as what just happened.
- 17) “The temptation to steal is greater than ever before, especially in large shops” (Lesson 32: Shopping Made Easy). The underline word is categorized as pseudo-idiom because it will give misinformation when the listeners don’t carefully read the texts.
- 18) “Towards evening, the boat struck a rock, and the girl jumped into the sea. (Lesson 33: Out the Darkness) The underline word is categorized as pseudo-idiom because it will give wrong information.

- 19) "At the station, he was told by a smiling policeman that his bicycle had been found. (Lesson 34: Quick Work) The words underline is categorized as pseudo-idiom.
- 20) "While the battered car was moving away, Roy stopped his bus and the telephoned the police". (Lesson 35: Stop Thief!). The underline words is categorized as pseudo-idiom.
- 21) Everybody will be watching anxiously as the new buildings go up". (Lesson 37: The Olympic Games) The underline is categorized as pseudo-idiom.
- 22) The following day, the patient asked for a beside telephone". (Lesson 39: Am I All Right?) The underline categorized as pseudo-idiom.
- 23) My wife was wearing a hat that looked like a lighthouse! (Lesson 41: Do You Call That a Hat?) The underline categorized as pseudo-idiom.
- 24) The whole village soon learnt that a large sum of money had been lost. (Lesson 45: A Clear Conscience) The underline categorized as pseudo-idiom.
- 25) Meanwhile, my tongue was busy". (Lesson 48: Did You Want to Tell Me Something?) The underline word is categorized as pseudo-idiom.
- 26) A gust of wind swept the bed off the roof and sent it crashing into the courtyard below (Lesson 49: The End of a Dream) The underline word categorized as pseudo-idiom.
- 27) "You can sit here in your spare time and read the carpet!". (Lesson 52: A Pretty Carpet) The second underline categorized as pseudo-idiom.
- 28) "Dreams on finding lost treasure almost came true recently". (Lesson 55: Not a Gold Mine) The underline word is categorized as pseudo-idioms.
- 29) "Very excited, the party dug a hole two feet deep". (Lesson 55: Not a Gold Mine) The underline word is categorized as pseudo-idioms.

- 30) One of the most handsome cars was a Roll-Royce Silver Ghost". (Lesson 56: Father than Sound!) The first and the second underlines are categorized as pseudo-idiom. The underlines word is categorized as pseudo-idiom.
- 31) "Many villagers believe that the tree has already claimed a number of victims. (Lesson 58: A Blessing in Disguise?) The underline word is categorized as pseudo-idiom.
- 32) " Yesterday, my husband removed the gate and Rex got so annoyed we have not seen him since". (Lesson 59: In or out?) The underline word categorized as pseudo-idioms.
- 33) "A short time before, great trees had covered the countryside for miles around. ". (Lesson 62: After the Fire) The first underline is categorized as pseudo-idioms
- 34) " The planes had been planting a seed for nearly a month when it began to rain. ". (Lesson 62: After the Fire) The underline word are categorized as pseudo-idiom.
- 35) By then, however, in many places the grass had already taken root". (Lesson 62: After the Fire) The underlines word are categorized as pseudo-idiom.
- 36) "This platform would serve as a port and a railway station." (Lesson 64: The Channel Tunnel) The underline word is categorized as a pseudo-idiom.
- 37) In 1961, it was the first man-powered aircraft to fly a mile". (Lesson 66: Suit as Honey!) The underline word is categorized as pseudo-idioms.
- 38) "The bull was busy with the matador at the time, but it suddenly caught sight of the drunk who was shouting rude remarks and waving a red cap". (Lesson 70: Rede for Danger) The underline word categorized as pseudo-idiom.
- 39) An ancient bus stopped by a dry river bed and a party of famous actors and actresses got off" (Lesson 74: Out of the Limelight). The underline word categorized as pseudo-idiom.

- 40) The whole village has been working day and night gathering and thrashing this year's crop before the September rains" (Lesson 76: April Fools' Day). The underline word categorized as pseudo-idiom.
- 41) " Though in those days, travelling was not as easy as it is today, steam boats carried thousands of visitors across the Channel from Europe". (Lesson 80: The Crystal Palace) The underline word is categorized as pseudo-idioms.
- 42) "It had a head like a horse". (Lesson 82: Monster of Fish) The underline word is categorized as pseudo-idioms.
- 43) "The petrol had nearly all been used up. Before long, the noise dropped completely and the boat began to drift gently across the water" (Lesson 86: Out of Control). These underline words are categorized as pseudo-idioms.
- 44) "Do you always catch such an early train?". "But I never catch a later train"(Lesson 87: A Perfect Alibi). These underline words are categorized as pseudo-idioms.
- 45) The shouting woke up my wife who opened the window just ask the policeman had started to climb towards me (Lesson 92: Asking for Trouble). This underline word is categorized as phrasal verb idioms. The last underline is categorized as pseudo-idioms.
- 46) "Experiment have proved that children can be instructed in swimming at a very early age" (Lesson 94: Future Champions). The underline word is categorized as pseudo-idiom.
- 47) "University students set the embassy on fire this morning" (Lesson 95: A Fantasy). The underline word is categorized as pseudo-idiom.
- 48) "Thousands of lanterns slowly drift out to sea guiding the dad on their return journey to the other world" (Lesson 96: The Death Return). The underline word is categorized as pseudo-idiom.

## C. Discussion

### 1. Phrasal Verb

From the finding data above, there are 67 idiomatic phrases which are categorized as idiomatic phrasal verbs. Phrasal verbs are often referred to as multi-verbs. According to Makkai, phrasal idioms are a kind of idiom where the verb is combined with an adverb or preposition.<sup>37</sup> These adverbs or prepositions, such as on, down, up, and out. These are often referred to as adverbial particles because they are used to follow verbs. The examples of idiomatic expressions included in the idiom category of phrasal verbs in the textbook such as: grown up, appears on, put up, knocked down, rowing on, and searching out.

### 2. Tournure Idiom

The textbook entitled "Practice and Progress" by L.G. Alexander has 5 idiomatic expressions which are categorized as tournure idioms. tournure idiom i.e. A word-phrase idiom consisting of three lexicons or words and containing a definite or indefinite article. The expression of tournure Idiom has a symbolic connotation. The examples of idiomatic expressions that fall under the tournure idiom category in the text book include: used to make, used to drive, used to work, etc.

### 3. Irreversible Idiom

There are 3 irreversible idiom in the textbook. This textbook has three idiomatic expressions which are categorized as binomial idioms. A type of idiom known as irreversible binomial idiom consists of two words separated by a conjunction. Pattern A or B is present irreversibly. In this

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<sup>37</sup> Makkai, *Idiom Structure in English*.

word, A and B each have a function. A and B complement each other, B being a variation of A, B the opposite of A, and B following on of A.

#### 4. Phrasal Compound Idiom

The textbook entitled "Practice and Progress" by L.G Alexander has 6 idiomatic expressions which are categorized as phrasal compound idioms. In phrasal compound idioms some words are mixed-together even though their meaning is not determined by their individual parts. Principal forms in this category can be adjective + noun, noun + noun, or verb + noun. Examples of idiomatic expressions that fall under the category of phrasal compound idioms include: a weak voice, a side-street, door knobs, etc.

#### 5. Incorporating Verb Idiom

Based on the data finding, the researcher found 16 idiom expressions of incorporating verb idioms. This type is usually separated by (-), there are some forms such as noun verbs and adjectives verb. These idioms are mainly used in formal term. The examples of incorporating verb idioms such as: sea-level, suit-case, cart-loads, life-time, etc.

#### 6. Pseudo-Idiom

Pseudo-idiom is the type of idiom that can mislead or misinform an unwary listener. In this research, the researcher found 59 idiom expressions categorized as pseudo-idiom. The examples of pseudo idioms in the text book entitled "Practice and Progress" by L.G. Alexander, among others: your business, a beside telephone, my tongue was busy, read the carpet, etc.

## CHAPTER III

### THE DOMINANT TYPES OF IDIOM EXPRESSION

#### A. Findings

##### 1. Phrasal Verb

The researcher obtained data on the phrasal verbs found in all units and their percentages, which are explained below.

*Table 3.1 Phrasal Verb in All Unit*

Phrasal Verb			
No	Unit	Total	Percentage
1	Unit 1	7	10,5%
2	Unit 2	7	10,5%
3	Unit 3	26	38,8%
4	Unit 4	27	40,2%
Total	4	67	100%

The table above states the number of phrasal verbs in all units. The total number of phrasal verbs found in unit one is seven. Then, the total number of phrasal verbs found in unit two is same as unit one that is seven. In unit three, the researcher found 26 phrasal verbs. Lastly, the total number of phrasal verbs found in unit four is 27. The next step is to find the percentage of the number of phrasal verbs from each unit. The calculation method is by using the formula for the number of types of idioms per unit divided by the total types of idioms for all units and then multiplied by one hundred percent. Unit 1:  $7 / 67 \times 100\% = 10,5$  (10,5%). In the unit 1, the percentage obtained is quite low that is 10, 5%. Unit 2:  $7 / 67 \times 100\% = 10,5\%$ . In the unit 2, the percentage obtained is equally low with the unit one that is 10,5%. Unit 3:  $26 / 67 \times 100\% = 38,8\%$ . In unit 3, the percentage obtained is 38.8%. It shows that



there are many phrasal verbs in unit 3. Unit 4:  $27/67 \times 100\% = 40,2\%$ . Lastly, in unit 4 there were the most phrasal verbs found with the highest percentage of 40.2%.

In this case, the percentage of phrasal verbs that appear the most is in unit one, that is 40.2%. Then the phrasal verb that appears the least is in unit 1 and unit 2 with the same percentage of 10,5%.

## 2. Tournure Idiom

The researcher obtained data on the tournure idiom found in all units and their percentages, which are explained below.

*Table 3.2 Tournure Idiom in All Unit*

Tournure Idiom			
No	Unit	Total	Percentage
1	Unit 1	1	20%
2	Unit 2	3	60%
3	Unit 3	1	20%
4	Unit 4	-	0%
Total	4	5	100%

The table above states the number of tournure idiom in all units. The total number of tournure idiom found in unit one is only one idiom. Then, the total number of tournure idiom found in unit two is three. In unit three, the researcher only found one tournure idiom. Lastly, there is no tournure idiom found in unit four. The next step is to find the percentage of the number of tournure idiom from each unit. The calculation method is by using the formula for the number of types of idioms per unit divided by the total types of idioms for all units and then multiplied by one hundred percent. Unit 1:  $1/5 \times 100\% = 20\%$ . In the unit 1, the percentage obtained is quite low that is 10, 5%. Unit 2:  $3/5 \times 100\% = 60\%$ . In the unit 2, there were the most tournure

idiom found with the highest percentage of 60%. Unit 3:  $1/5 \times 100\% = 20\%$ . In unit 3, the percentage obtained is equally low with the unit one that is 20%.

In this case, the percentage of tournure idiom that appear the most is in unit two, that is 60%. Then the tournure idiom that appears the least is in unit 1 and unit 3 with the same percentage of 20%.

### 3. Irreversible Binominal

The researcher obtained data on the irreversible binominal idiom found in all units and their percentages, which are explained below.

*Table 3.3 Irreversible Binominal Idiom*

Irreversible Binominal Idiom			
No	Unit	Total	Percentage
1	Unit 1	1	33,33%
2	Unit 2	-	0%
3	Unit 3	1	33,33%
4	Unit 4	1	33,33%
Total	4	3	100%

The table above states the number of irreversible binominal idiom in all units. The total number of irreversible binominal idiom found in unit one, three and four is only one idiom. There is no irreversible binominal idiom found in unit two. The next step is to find the percentage of the number of irreversible binominal idiom from each unit. The calculation method is by using the formula for the number of types of idioms per unit divided by the total types of idioms for all units and then multiplied by one hundred percent. Unit 1, 3, and 4:  $1/3 \times 100\% = 33,33\%$ .

In this case, the percentage of irreversible binomial idioms only appears once in units 1, 3, and 4, that is 33.33%.

#### 4. Phrasal Compound Idiomatic

The researcher obtained data on the phrasal compound idiom found in all units and their percentages, which are explained below.

*Table 3.4 Phrasal Compound Idiom in all units*

Phrasal Compound Idiom			
No	Unit	Total	Percentage
1	Unit 1	1	16,67%
2	Unit 2	2	33,33%
3	Unit 3	2	33,33%
4	Unit 4	1	16,67%
Total	4	6	100%

The table above states the number of phrasal compound idiom in all units. The total number of phrasal compound idiom found in unit one is only one idiom. Then, the total number of phrasal compound idiom found in unit two is 2. In unit three, the total number of phrasal compound idiom is same as unit one that is 2. Lastly, one phrasal compound idiom is found. The next step is to find the percentage of the number of tournure idiom from each unit. The calculation method is by using the formula for the number of types of idioms per unit divided by the total types of idioms for all units and then multiplied by one hundred percent. Unit 1:  $1/6 \times 100\% = 16,7\%$ . In the unit 1, the percentage obtained is quite low that is 16, 7%. Unit 2 and 3:  $2/6 \times 100\% = 33,33\%$ . In the unit 2 and 3, there were the most phrasal compound idiom found with the highest percentage of 33,33%. Unit 4:  $1/6 \times 100\% = 16,7\%$ . In unit 3, the percentage obtained is equally low with the unit one that is 16,7%.

In this case, the percentage of phrasal compound idiom that appear the most is in unit two and three, that is 33,33%. Then the phrasal compound idiom that appears the least is in unit 1 and unit 4 with the same percentage of 16,7%.

#### 5. Incorporating Verb Idiom

The researcher obtained data on the incorporating verb idiom found in all units and their percentages, which are explained below

*Table 3.5 Incorporating Verb Idiom in All Units*

Incorporating Verb Idiom			
No	Unit	Total	Percentage
1	Unit 1	-	0%
2	Unit 2	3	18,75%
3	Unit 3	4	25%
4	Unit 4	9	56,25%
Total	4	16	100%

The table above states the number of incorporating verb idiom in all units. In unit 1, incorporating verb idiom is not found. Then, the total number of incorporating verb idiom found in unit two is 3. In unit three, the researcher found 4 incorporating verb idiom. Lastly, the total number of phrasal verbs found in unit four is 9. The next step is to find the percentage of the number of incorporating verb idiom from each unit. The calculation method is by using the formula for the number of types of idioms per unit divided by the total types of idioms for all units and then multiplied by one hundred percent. In the unit 1, the percentage obtained is 0%. Unit 2:  $3/16 \times 100\% = 18,75\%$ . In the unit 2, the percentage obtained is equally low that is 18,75%. Unit 3:  $4/16 \times 100\% = 25\%$ . In unit 3, the percentage obtained is 25%. It shows that quite number of incorporating verb idiom found in unit 3. Unit 4:  $9/16 \times 100\% =$

56,25%. Lastly, in unit 4 there were the most incorporating verb idiom found with the highest percentage of 56,25%.

In this case, the percentage of incorporating verb idiom that appear the most is in unit 4 with the total number 56,25%. Then the incorporating verb idiom that appears the least is in unit 1 that is 0%.

#### 6. Pseudo Idiom

The researcher obtained data on the irreversible pseudo idiom found in all units and their percentages, which are explained below

*Table 3.6 Pseudo Idiom in All Units*

Pseudo Idiom			
No	Unit	Total	Percentage
1	Unit 1	14	23,73%
2	Unit 2	14	23,73%
3	Unit 3	15	25,43%
4	Unit 4	16	27,11%
Total	4	59	100%

The table above states the number of pseudo idiom in all units. In unit 1, the total number of pseudo idiom is 14 idioms. Then, the total number of pseudo idiom found in unit two same as unit one that is 14. In unit three, the researcher found 15 pseudo idioms. Lastly, the total number of pseudo idiom found in unit four is 16. The next step is to find the percentage of the number of pseudo idiom from each unit. The calculation method is by using the formula for the number of types of idioms per unit divided by the total types of idioms for all units and then multiplied by one hundred percent. Unit 1:  $14/59 \times 100\% = 23,73\%$ . Unit 2:  $14/59 \times 100\% = 23,73\%$ . In the unit 2, the percentage obtained is equally low that is 23,73,75%. Unit 3:  $15/59 \times 100\% =$

25,43%. In unit 3, the percentage obtained is 25,43%. It shows that quite number of pseudo idiom found in unit 3. Unit 4:  $16/59 \times 100\% = 27,11\%$ . Lastly, in unit 4 there is the most pseudo idiom found with the highest percentage of 27,11%.

In this case, the percentage of pseudo idiom that appear the most is in unit 4 with the total number 27,11%. Then the pseudo idiom that appears the least is in unit 1 that is 23,73%.

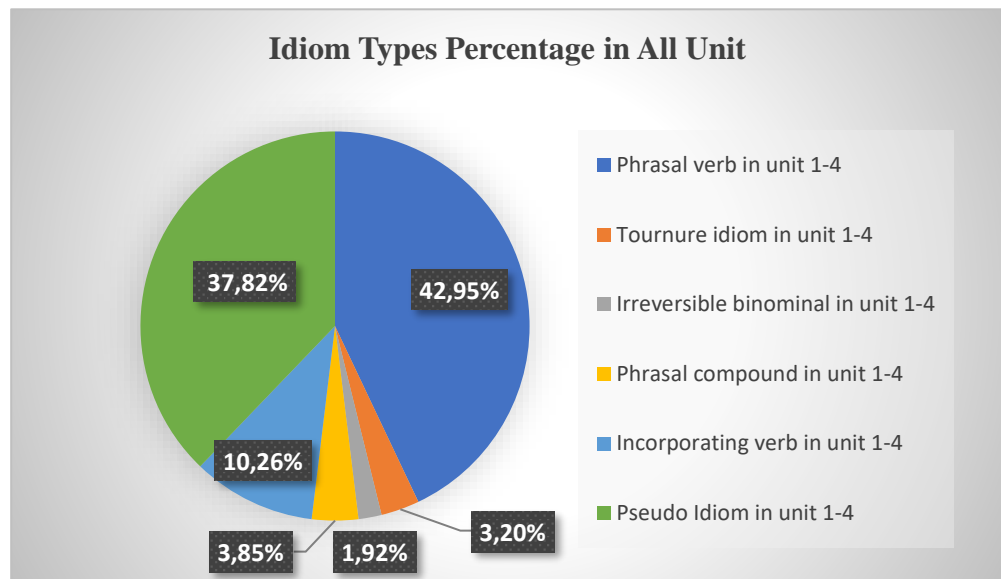
## B. Discussion

The researcher obtained data on the types of idioms found in all units and their percentage, which discussed below.

*Table 3.7 Idiom Types Percentage in All Units*

No	Unit	Phrasal	Tournure	Irreversible	Phrasal	Incorporating	Pseudo	
		Verb I	Idiom	Binominal I	Compound I	Verb I	Idiom	
1	Unit 1	7	1	1	1	-	14	
2	Unit 2	7	3	-	2	3	14	
3	Unit 3	26	1	1	2	4	15	
4	Unit 4	27	-	1	1	9	16	
Frequency		67	5	3	6	16	59	
All idioms		156						
Percentage		42,95%	3,20%	1,92%	3,85%	10,26%	37,82%	

**Chart 4.5 Idiom Types Percentage in All Unit**



From the table and chart previously that the number of each type of idiom in unit 1-4 are 67 for the phrasal verb, 5 for the tournure, 3 for the irreversible binominal, 6 for the phrasal compound, 16 for incorporating verb, and 59 for the pseudo idiom. The total number of idioms found in unit 1-4 are 156. To count the percentage is the number of each type of idiom in units 1-4 / total number of idioms found in units 1-4 x 100%. So, the percentage Phrasal Verb in units 1-4:  $(67/156) \times 100\% = 42,95\%$ . Tournure in unit 1-4  $(5/156) \times 100\% = 3,20\%$ . Irreversible Binominal Idiom in unit 1-4:  $(3 / 156) \times 100\% = 1,92\%$ . Phrasal Compound Idiom in unit 1-4:  $(6/156) \times 100\% = 3,85\%$ . Incorporating Verb Idiom in unit 1-4:  $(16/156) \times 100\% = 10,26\%$ , Pseudo Idiom in unit 1-4:  $(59/156) \times 100\% = 37,82\%$ .

The explanation above is that the most dominant idiom in the "Practice and Progress" textbook is a phrasal verb with a percentage of 42,95%. At the same time, the least used idiom is the irreversible binominal idiom, with a score of 1,92%. The total number of six types of idioms that appear is 156 idioms.

As is known in the students' textbook entitled "Practice and Progress" by L.G Alexander, many idioms are listed according to Makkai's theory. There are about six idioms in the textbook. So, in this case, the teacher can provide knowledge about the types and examples of idioms. Because there are still many students who do not know about idioms and types of idioms. In addition, the researcher recommends this book as a student book because many examples of sentences follow basic grammatical. Moreover, the language used in the textbook is easy to understand, and students can enrich their vocabulary.





## CHAPTER IV

### CLOSING

#### A. Conclusion

After the process of analyzing idioms in the textbook entitled "Practice and Progress" by L.G Alexander, which is divided into four units and ninety-six lessons, the researcher can draw conclusions.

1. The researcher found various types of idioms according to the Makkai theory in all units. The idioms consist of phrasal verb idiom with the total number 67 idioms, tournure idiom with the total number 5 idioms, irreversible binominal idiom with the total number 3 idioms, phrasal compound idiom with the total number 6 idioms, incorporating verb idiom with the total number 16 idioms, and pseudo-idiom 59 idioms.
2. Related to the dominant idiom, the researcher finds the percentage of phrasal verb idiom with the percentage 42,95%, tournure idiom with the percentage 3,20%, irreversible binominal idiom with the percentage 1,92%, phrasal compound idiom 3,85%, incorporating verb idiom with the percentage 10,26%, and pseudo-idiom with the percentage 37,82%. From these percentages, the researcher concluded that the phrasal verb idiom is widely used in textbooks. At the same time, the least type of idiom used in textbooks is the irreversible binominal idiom.

The student's textbook entitled "Practice and Progress" by L.G Alexander lists six idioms according to Makkai's theory. This book is recommended as a student book at school because many examples of sentences follow basic grammar, and the language is easy to understand. It also provides knowledge about the types and models of idioms. The researcher hopes that this book will not only be used as an English textbook but also used by other schools in preparation for the intermediate level.

## **B. Recommendation**

The findings of this study are used to provide recommendations to textbook authors, English teachers, and upcoming researchers who are interested in conducting similar research.

### **1. Textbook author**

Textbook authors need to pay more attention to the guidelines in designing textbooks, such as in terms of sentence structure or grammar, because the textbooks still contain several errors. Thus, students not only understand idioms but also can understand sentence structures that are in accordance with the provisions of English writing.

### **2. English teachers**

Because the explanation of idioms is not explicitly explained in the textbook, a teacher, in addition to explaining how to read and memorize text, should also explain the idioms in the textbook. Thus, students can know broad knowledge related to English.

### **3. Upcoming researchers**

The suggestion for the upcoming researcher is to conduct further study on the analysis of the grammar mistakes in the English textbook practice and progress. Besides, the researcher suggests analyzing idioms in the other English textbook published by L.G Alexander, such as "First Things First" for beginners, "Developing Skills" for intermediate students, and "Fluency in English" for advanced students.

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