

**AN ANALYSIS OF IDIOMATIC EXPRESSION USE BY
STUDENT (IN CLASSROOM STUDY) AT THE SECOND
GRADE OF MA DINIYAH PUTRI ISLAMIC
BOARDING SCHOOL LAMPUNG**

Thesis

**By:
Tisa Ananda
NPM: 1911040504**



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2024 M/1445 H**

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Study Program : English Education

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ABSTRACT

The use of idioms at MA Diniyyah Putri has become the background for this research. An idiom is an expression (such as a term or phrase) whose meaning cannot be derived from a direct definition and arrangement of its parts, but rather has an indirect meaning that is only known through general use. The habit of using English and Arabic that has been carried out at MA Diniyyah Putri in the dormitory and in daily life such as at school provides the phenomenon of the use of idioms as well as the existence of different types of idioms used by students.

This research uses a qualitative approach which aims to find the meaning and types of idioms used by students at MA Diniyyah Putri. This research has used idioms and types of idioms by Glucksberg and Russell's theory of meaning. Using class 2K2 as a sample, MA Diniyyah Putri as the research location, monologue as the method and documentation as the instrument.

The conclusion of analysis, this research is the discovery of the use of idiom expressions when performing monologues by MA Diniyyah Putri students, namely in the form of transparent idioms, metaphor idioms and opaque idioms. Of the 21 idioms found, there were 6 idiom sentences that had a real or denotative meaning and 15 idiom sentences that did not have a real meaning or had a connotative meaning.

Keywords: Connotative, Dennotative, Idiomatic Expression, Monologue

DECLARATION

The researcher's identity, the undersigned below :

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Department : English Department
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Student (In Classroom Study) At The Second Grade
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Lampung

here by declared that the thesis entitled “An Analysis Of Idiomatic Expression Use By Student (In Classroom Study) At The Second Grade Of Ma Diniyyah Putri Islamic Boarding School Lampung” is truly the researcher's own original work. The researcher was fully responsible for the publication of the thesis. The sources and structure of writings in this research have complied with the provisions and ethical standards.

Bandar Lampung, January 3 2024

Declared by,



Tisa Ananda

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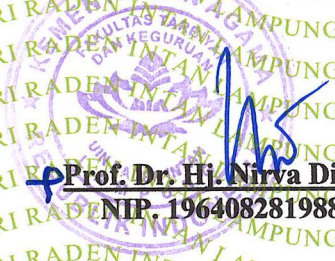
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship [will be] ease.

Q.S. Al-Insyirah, 5.



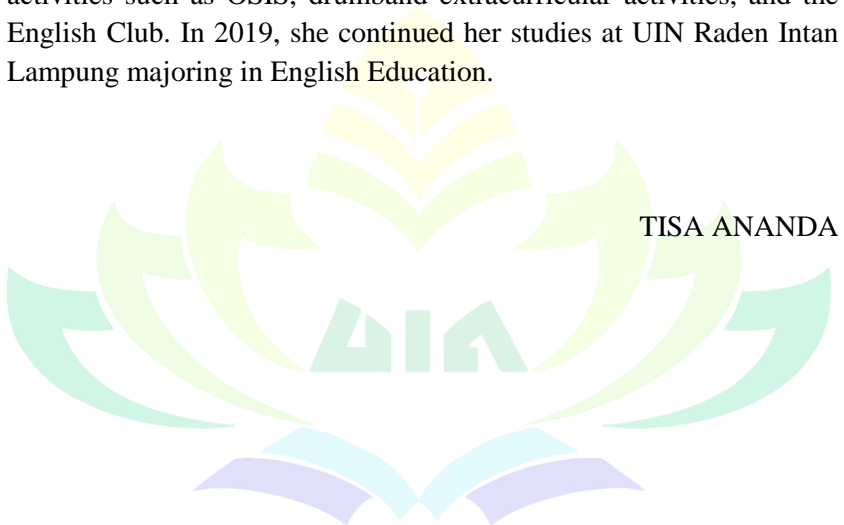
DEDICATION

Praise and gratitude to Allah the almighty for his blessing me, and with my deep heart and great love. This thesis is dedicated to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Eko and Ms. Purwanti who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life I am thankful for having by my side.
3. My beloved sisters and brother, Mailal Husna, Najwa Lyra and M Khalifa Husen, were very supportive, caring, and generous during many difficult stages of my study in the University.
4. All beloved lecturers, fellow classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.

CURRICULUM VITAE

Tisa ananda was born on 14 December 1999. Tisa is the first of three children of Mr. Eko and Ms. Purwanti. Tisa was born and raised in Lampung Province. Tisa has one sister and one brother. Tisa first sister named Mailal Husna, then the brother named M Khalifah Husen. In 2012 Tisa completed her education at SDN 2 Ngarip Ulubelu Tanggamus elementary school. After that in 2014 she graduated her education at SMP Islam 1 Kalirejo. After three years of studying at SMP Islam 1 Kalirejo, Tisa continued her studies at MA Diniyyah Putri Lampung. In high school she was active in school activities such as OSIS, drumband extracurricular activities, and the English Club. In 2019, she continued her studies at UIN Raden Intan Lampung majoring in English Education.



ACKNOWLEDGEMENT

Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who was sent to us to enlighten the path of humanity and divine salvation.

Secondly, my study in Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and support from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are:

1. Prof. Dr. Nirva Diana, M.Pd, the dekan of the faculty of Tarbiyah and Teacher Training State Islamic University Of Raden Intan Lampung.
2. Ridho Kholid, S.S, M.Pd, as the head of the English Education Department.
3. Prof.Dr.Moh.Muhassin,M.Hum as the advisor who gave time to guide until this thesis completed.
4. Agus Hidayat M.Pd as the co-advisor who gave time to guide until this thesis completed.
5. The students of 2k1 and the teachers at MA Diniyyah Putri Lampung for their willingness to be the participants of this research.
6. All the lectures and staff of the English Department have given a lot of precious knowledge and experience during the entire semester.
7. All fellow students in the Department of English Education, of Raden Intan State Islamic University of Lampung, especially all members of Class C, whom I cannot mention all their names here, but who are always in my thoughts and daily prayers: I am thankful for supports and for our friendship.
8. All friends of KKN and PPL 2019 of Raden Intan State Islamic University Lampung.

Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, November 2023
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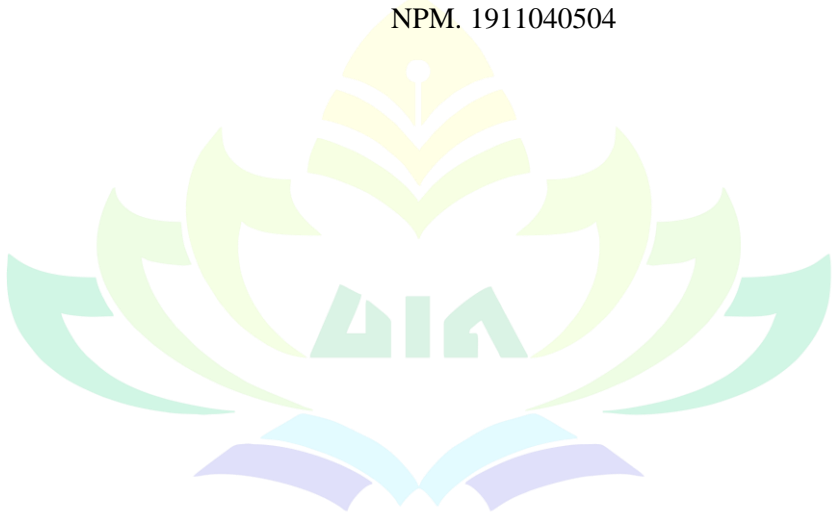


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CHAPTER I INTRODUCTION

In this chapter, the researcher discusses and elaborates some points related to the study. The discussion focuses on title confirmation, background of research, formulation of research problem, research objective, significance of research, scope and limitation of research, definition of key terms, and organization of research.

A. Title Confirmation

The title of this research, " An Analysis of Idiomatic Expression Use by Student (In Classroom Study) at the second grade of MA Diniyyah Putri Islamic Boarding School Lampung".

Before the author describes the problems that will be raised in this thesis, the first step the author takes is to provide an affirmation and understanding contained in the title of this thesis in order to avoid errors and misinterpretations for the readers as well as understanding the meaning contained in it. Therefore, I will put forward the following important terms:

Analysis is an activity that examines or investigates an event using data to explore the actual situation. Analysis is often performed as part of research or data processing. It is hoped that the results of the analysis can help improve understanding and encourage decision making. Based on the large Indonesian Dictionary, analysis is to investigate an event (trial, action, etc.) to find out the actual situation (cause, problem situation, etc.).

Idiomatic expression is part of figurative language that has ambiguous linguistic elements that the learners exposed to during their process of learning a new language ¹. Idiom is not literally translated as it is a part of socio-cultural aspect, and it demands language users to involve the target language's cultural background understanding. Therefore, it could be said

¹ Daulay, Tiany, Umami, Antoni Rivi, "Idiomatic Expression Found in Avril Lavignes's Song Lyrics Album Let Go 2002, International Journal of Multidisciplinary Research and Development, Vol. XI, No.12, (February 2015): 102.

that in comprehending idioms, one should understand the cultural background of the language that is being learned in order not to lead to misinterpretation ².

B. Background of the Research

One universal element of human culture is language. Humans create languages to be able to communicate with each other. According to Kridalaksana “Language is an arbitrary sound symbol system, which is used by members of a community to work together, interact, and identify themselves”. Changing of language also shows society’s hierarchy. These show that language is very important for humans as social beings in daily activities, such as communicating with others.

English is an important thing for everyone. English has four skills, those are writing, speaking, reading, and listening. English language is particularly rich in idiomatic expressions or idioms those modes of expression peculiar to a language (or dialect) that frequently defy logical and grammatical rules. Without idiomatic expressions, English would lose much of its variety and humor both in speech and writing ³.

Despite that, words are important in learning a language, and many teachers of English do not realize it. Most English teachers concentrate on teaching how to read and explain much about the content of reading text rather than vocabulary, whereas probably vocabulary is a very important aspect of teaching English⁴.

Language as a communication system made up of written and sound symbols that people use for writing or talking. It has become a social commodity inside communities, important in building human connection either writtenly or orally and use to convey informations and arguments to others.

² Shakouri, M., dan Nafissi, Z. A developmental study of L1 idiom comprehension in Farsi Language. L1 Educational Studies in Language and Literature, 2019.

³ Eliana. The Advantages and Importance of Learning and Using Idioms in English. Cuadernos de Lingüística Hispánica. pp. 199-136.2009.

⁴ Ernida, Hamid. Students’ Ability to Comprehend English Idiom. Al-Lughawiyat. 2(2): 49-55.2021.

It roles as intimate part of social identity, can not separated from culture cause it represent its nation and also form the basic of human life. There are plenty of ways to express our feelings, ideas and opinions through language such as by novel, song, or poem. Sharing informations and ideas in the same language is an easy matter. Language involves both the ability to comprehend written and spoken words and create communication in the real time. It also allows us to acess existing knowledge, draw conclusion, set and accomplish goals and understand complex social relationship. Sometimes a word or group of words in certain language may not have an equivalent form or meaning in other languages. As one of the media to express feeling, song seems to be interesting to analyze since it is a unique way to express our feeling cause it provides various combination of vocabulary and unique set of wordings that have their own functions. Knowing a language obviously means knowing the morphemes, simple words, compound words and their meaning but in addition there are fixed phrase, consisting of more than one word with one meaning that can not be inferred by knowing the mmeanings of the individual word. These kinds of word expression are called by idioms.⁵

Translating idioms has always been considered a challenging decision-making process for translators, which requires a lot of experience and creativity. Even acknowledged and experienced translators, who ideally have a well-founded knowledge of the target language and its cultural aspects, cannot match the ability of native speakers in deciding when meaning in what text type or context certain idioms would or would not be appropriate. A thorough knowledge of the source and target language is indispensable in this process, which also requires creativity and the skill, willingness, and perseverance to search for the best equivalent. Along their studies and the subsequent years of experience, translators usually develop

⁵ Etika Ariyani, "Types and Meanings of Idiomatic Expression Used in Bruno Mars Song," *Linguistics and ELT Journal* 9, no. 1 (2021): 37–43.

consciously or instinctively different strategies and solutions regarding the translation of idioms. Another important factor contributing to efficient translations is that translators should ideally translate into their native language and not into a second language. It is well known that they possess a more profound knowledge of the linguistic and cultural aspects of their mother tongue than of a second language studied at school or university. Hervey and Higgins point out that translator trainings usually focus on translations into the native language because this way higher quality works can be achieved as compared to translating into a second language. Baker also believes that translators should try to work mostly into their native language, one of her supporting arguments being that foreign language speakers' competence in using idioms almost never equals that of native speakers'. Therefore, those who translate into a foreign language can never achieve the sensitivity of a native speaker in judging how and when an idiom should be used. Reiss highlights that translators should make it possible for the target-language readers to understand and see the text in the terms of their own cultural context. However, because of the increasing market demands for translations, translators often have to translate into a second language. In these circumstances, it becomes even more imperative to concentrate on culture-specific elements in translator training and the different strategies that can be applied in dealing with their translation.⁶

However, in everyday conversation, to communicate across culture, it is not enough to only have common knowledge of two or more languages. A variation in native language and foreign language is needed to give additional nuances in communication. One of the variation is the idiom. Thyab emphasizes the importance of understanding idioms to communicate in English as a part of language competence. When someone could master idioms of two languages, it is

⁶ Gabriella Kovács, "About the Definition, Classification, and Translation Strategies of Idioms," *Acta Universitatis Sapientiae, Philologica* 8, no. 3 (2016): 85–101, <https://doi.org/10.1515/ausp-2016-0033>.

assumed that communication will be more successful. One of the characteristics of language is unique. This means, there are some features in certain languages that cannot be seen in other languages. Cruse states that “Idiom is an expression whose meaning cannot be accounted for as a compositional function of the meanings when they are not parts of idioms”. That means even though people understand every single word, it will not be that easy to catch what exactly the sentence means. A person cannot translate it directly into their native language because expressions in foreign languages can have different meanings which cause misunderstanding. Furthermore, a person can express matters or circumstances with idioms in his native language well, but not so with foreign languages.

Idiomatic expressions are very important because they are used in everyday English conversation. They are a natural part of language and are used by native speakers not only on special occasions⁷. This is what the writer sees and finds generally in English communication in daily activities of discourses, especially among students, and more particularly among the eleventh graders of Diniyyah Putri Islamic Boarding School Lampung. This is the widespread phenomenon the writer would like to investigate. This phenomenon will certainly block fluency progress, a condition when a native understands you and you understand him or her.

The eleventh graders of Diniyyah Putri Islamic Boarding School Lampung are fond of English. They sometimes communicate in English. In the classroom, when they must present something before class in English, they tend to be active and like to talk in English. The English they use, however, is very limited to some bookish words that sound so awkward.

This encourages the writer to analyse the students, and in this case the ninth graders, mastery of the basic two-word idiomatic expressions and their effect on their speaking skills.

⁷ Seran, Yanuarius. The Ability in Using Idiomatic Expression by Students of Nusa Cendana University. *Jurnal Pendidikan Bahasa Inggris*. 8(2): 84-91.2020

Based on the pre-observation, the speaking inability of students comes from several factors, those are: First, the students afraid of making mistakes in speaking English, which indicates the students have limited vocabulary. When they are about to explain something, they have a short break by saying “eeee” in order to think about the next vocabulary that they want to say. Second, they lack self-confidence. It can be seen and shown when they get a chance to come forward in order to explain something in English, they are reluctant to do it. And third, they lack of idea to speak, it means that students are often reluctant to speak because they do not have any opinion through to say express themselves⁸.

From pre-survey was conducted by researchers in class XI of MA Diniyyah Putri Lampung that the application of idiomatic expressions is optimal. This is based on the daily activities of students who apply the idiomatic two words. Idiomatic expressions are given every day by educators in the classroom and student organizations in the language section, called CLI (Central Language Improvement) under the auspices of PKM (Association of Kulliyatul Mu'alimat). And some idiomatic examples are given like "I'm six and seven" which explains if someone is having a very bad headache and other examples like "cut it out" which means to stop working. Nazhwa as a leader of CLI said that “we provide idiomatic expression vocabulary that must be applied in communicating with each other so that it is more slang and contemporary. Many say that the Student are not updated, but we can prove that we use slang which is usually used by children outside the cottage environment with idiomatic expressions”⁹.

In addition to conducting interviews with language administrators, the researcher also conducted an interview with one of the students, Intan Aulia, on Tuesday, October 18, 2022 at Pondok Pesantren Diniyyah Putri Lampung, "It's fun being

⁸ Al-kadi, A. M. T. Towards idiomatic competence of Yemeni EFL undergraduates. *Journal of Language Teaching and Research*, 6(3), 513-523. (2015).

⁹ Nazhwa. K. Student MA Diniyyah Putri Lampung Kelas XI, Wawancara, Pukul 13.00, Oktober 18, 2022.

able to apply idiom expressions in daily conversation. But sometimes we forget a bit, sis, especially idiom expressions are not words that are interpreted one by one, so sometimes if we forget to say “what do we say?”¹⁰.

Gadis said most of Indonesian English learners find words or vocabularies to be their main hindrance. It is not surprising because the English language is still a foreign language in Indonesia and it is one of the fastest and most vivid languages in the world. It is made up of over 1.5 million words. Over and above that, the same word can have a variety of different meanings depending on the context it is put in two (or more) words can have the exact same spelling but are pronounced differently, depending on their meanings. Common or general words are hard to learn, what to say idiomatic expressions whose meanings cannot be inferred from the meanings of the words that make it up. Despite its hardness, idiomatic expressions are very important because they are used in everyday English conversation. They are a natural part of language and are used by native speakers not only on special occasions but in every and each occasion.¹¹

Based on the problems above, the researcher was interested in conducted the reserch entitled **AN ANALYSIS THE FACTORS OF IDIOMATIC EXPRESSION USE BY STUDENT (IN CLASSROOM STUDY) AT THE SECOND GRADE OF MA DINIYYAH PUTRI ISLAMIC BOARDING SCHOOL LAMPUNG.**

C. Focus and Sub-Focus of the Research

The focus and sub-focus of this research is to find out the type and the meaning of idiomatic expressions used by students.

¹⁰ Intan, A. Student MA Diniyyah Putri Lampung Kelas XI, Wawancara, Pukul 13.00, Oktober 18, 2022

¹¹ Gadis Rizky Aulia, The Students' Ability Of Using Idiomatic Expression In Speaking Skills, “Skripsi”, UIN Syarif Hidayatullah. (2016)

D. Formulation of Research Problem

Based on the background of study, the researcher formulated the research problems of this study are:

1. What type of idiomatic expression are used by student at the second grade of MA Diniyyah Putri Lampung?
2. What the meaning of idiomatic expression are used by student at the second grade of MA Diniyyah Putri Lampung?

E. Objective of the Research

The objective of the research was to find out an analysis type and the meaning of idiomatic expression are used by student at the second grade of MA Diniyyah Putri Lampung. Possible answers expected in this study and to find out:

1. To find out type of idiomatic expression are used by student at the second grade of MA Diniyyah Putri Lampung
2. To know the meaning of idiomatic expression are used by student at the second grade of MA Diniyyah Putri Lampung

F. Significances of the Research

Any purposeful research is expected to have benefits on the audience of the research. It is also expected to benefit the writer or researcher herself. Accordingly, the writer wishes this to be significant from both theoretical and practical point of view.

This research is expected to be useful for the developing English learning for both individuals and institutions, it is expected that this research is useful for:

1. For teachers
 - Sources of information about idiom expression analysis used by students.
2. For students
 - For information for students that they use several types of idiomatic expression in the classroom
3. For school
 - Schools can design programs to increase the use of idioms and provide more information about English.

G. Relevant Previous Research

Based on the searches that have been carried out by the researchers, various research results that are relevant to this study were obtained, including the following:

1. Nadia Mahdiyah, the title is “Understanding English Idiomatic Expressions Through Cartoons”. The result of the test showed that the mean score of the test had a significant improvement (from 60.84 to 93.36). It also can be seen from the t score was higher than t table ($13.008 > 1.68$). Based on the finding above, the researcher can conclude that the hypothesis of researcher was accepted or cartoon picture improved idiomatic expression mastery of the first grade students of MAN Model Banda Aceh. It is supported by previous research conducted by Saleh, & Zakaria who stated that it is effective to teach EFL learners English idioms when they are provided with various activities to practice and utilize English idioms in different contexts. Wyk also added that the interaction with the cartoon stimulate learners, they are refining their own learning and understanding while at the same time be encouraged to develop critical higher order cognitive skills.¹²
2. Gadis, the title is “The Students’ Ability of Using Idiomatic Expression In Speaking Skills”. The results of this research expose that students with the best idiomatic mastery and best speaking skill are 13.89% students within the predicate very good, the second best are 77.78% students within the predicate good, the third are 8.33% of the fair predicate or fair. The conclusion can be drawn is the students who master more idiomatic expressions speak natural English better than those who master less¹³.
3. Ernida, the title is “Students’ Ability to Comprehend English Idioms”. The results of this study showed that the ability of the third-year students of language department to

¹²<https://repository.ar-raniry.ac.id/23561/1/Skripsi%20Nadia%20Mahdiyah.pdf>

¹³ Gadis Rizky Aulia, The Students’ Ability Of Using Idiomatic Expression In Speaking Skills, “Skripsi”, UIN Syarif Hidayatullah. (2016)

comprehend English idioms and to use in sentences is categorized into insufficient ability. At average the mean of the students' marks is 4, and the factors which tend to influence the ability of the third-year students of language department included students' internal and external factors. The students' internal factor is students' perception on English in general and on English idioms in particular. The students' external factors are teacher and unavailability of books of English idioms¹⁴.

Analysis of the Students' Ability in the use of Idiomatic Expressions in Writing Recount Text reported that she had found that the students' ability was good. Furthermore, in detail she showed that there was 25% of the sample thrived at using idioms to write recount text, and 35% of the students managed to pass their writing test. Meanwhile, there were two students with a percentage of 10% in a fairly good predicate, and four students were labeled as poor because of their inability to use idioms.¹⁵

Idioms is classified as a part of figurative language that has ambiguous linguistic elements that the learners exposed to during their process of learning a new language. Al-kadi argued that idiom is not literally translated as it is a part of socio-cultural aspect, and it demands language users to involve the target language's cultural background understanding. Therefore, it could be said that in comprehending idioms, one should understand the cultural background of the language that is being learned in order not to lead to misinterpretation.¹⁶

¹⁴ Ernida Hamid, Students' Ability to Comprehend English Idioms, *Jurnal Al-Lughawiyat*, 2(2): 49-55.(2021)

¹⁵ Astuti, W. The Analysis Of The Students' Ability In The Use Of Idiomatic Expressions In Writing Recount Text (A Descriptive Qualitative Study in the Vocabulary Class of The Second Semester Student of English Education Department of IAIN Salatiga in The Academic Year 2016. IAIN Salatiga.(2016)

¹⁶ Al-kadi, A. M. T. Towards idiomatic competence of Yemeni EFL undergraduates. *Journal of Language*

H. Research Method

This section discusses methodological research consisting of a research design, data and data source, the technique of collecting data, technique of analyzing data, and technique of establishing trustworthiness.

a. Research Design

This research is descriptive-qualitative research, which means it is intended to find out the descriptive outcome of the collected data and the interpretation of which as the conclusion. According to Arikunto, the data are the result of documenting a certain activity by a researcher through observing, interviewing, experimenting, and testing. The data of this research were collected from the eleventh-grade students of Diniyyah Putri Islamic Boarding School Lampung.

b. Data Preparation

1. Research Setting and Time

This research took place at Diniyyah Putri Islamic Boarding School, the location is Jl. Raya Negeri Sakti No.KM. 15, Negeri Sakti, Kec. Gedong Tataan, Kabupaten Pesawaran, Lampung. In terms of time, this research was carried out in four meetings in odd semesters, namely February 8, 2023.

2. Subject of the Research

The sample is part of the population studied in a study and the results will be considered to be a picture of the original population, but not the population itself. The sample is considered a representative of the population whose results represent the overall symptoms observed. Size and diversity of samples become a good determinant of whether or not the sample taken. The sample must represent the population to ensure that we can generalize the

findings of the research sample to the population as a whole.¹⁷

In this study, using the 2K2 MA Diniyah Putri class sample with the following population:

Table 1 Population

Class	The number of students
2K1	23
2K2	24
2K3	21
2K4	23

Then, this research used purposive sampling to determine the sample to be used. Purposive sampling is a sampling method in which the researcher selects a sample based on research knowledge about the sample to be selected.¹⁸

This research uses the homogeneous technique, namely a sampling technique that collects a set of samples with very specific characteristics.¹⁹ The characteristic used in this research is the class that has the highest level of attendance in the idiom class. Based on interviews conducted during pre-research, it was found that class 2K2 had the highest attendance rate during idiom classes or English classes taught in boarding schools and schools.

3. Source, Form and Context of the Data

The main source of this research is an analysis type, and the meaning of idiomatic expression are

¹⁷ Natasha Mack et al., *Qualitative Research Method: A Data Collector's Field Guide*, 1st ed. (North Carolina: Family Health International, 2005).

¹⁸ Charles Teddlie and Fen yu, "Mixed Methods Sampling: A Typology With Examples," *Journal of Mixed Methods Research* 1, no. 1 (2007): 77–100, <https://doi.org/10.1177/2345678906292430>.

¹⁹ Sri Endang Kusmaryati, "Improving English Speaking Ability through Classroom Discussion for Students of MA NU Banat Kudus in the Academic Year 2008 / 2009," *Journal Sosbud*, 2008, 1–16, http://eprints.umk.ac.id/145/1/IMPROVING_ENGLISH_SPEAKING_ABILITY.pdf.

used by class 2K2 students at MA Diniyyah Putri Lampung during the learning English.

4. Research Instrument

Creswell points out that data collection procedure in qualitative research involves three basic types: interviews, documents, and visual images.

c. **Technique of Data Collection**

Creswell points out that data collection procedure in qualitative research involves four basic types: interviews, documents, and visual images.²⁰ The writer's chosen instrument of data collections are two methods, those are documentations and interview.

1) Documentations

Document research, also called document analysis, refers to the review of documentary material by researchers. Those can be personal and non-personal documents such as archives, annual reports, policies, policy documents, diaries, and letters. Documentation according to Sugiyono is a method used to obtain data and information in the form of books, archives, documents, written numbers, and pictures in the form of reports as well information that can support research.²¹ This research uses monologue as a data collection tool. Based on Cambridge dictionary, monologue is a long speech by one person due to Oxford dictionary, monologue is a long speech by one person during a conversation that stops other people from speaking or expressing an opinion. In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast

²⁰ Creswell, J. W., *Research Design: Qualitative and Quantitative Approaches*, (London: Sage Publications, 1994), pp.

²¹ Sugiyono. *Understanding Qualitative Research*, Bandung: Alfabeta.(2013)

the hearer must process long stretches of speech without interruption, the stream of speech will go on whether the hearer comprehend or not. Planned, as opposed to unplanned. Planned monologue as speeches and other prewritten material. Unplanned monologue imprompt lectures and long “stories” in conversation for example exhibit more redundancy which makes for ease in comprehension.²² The following is the flow of data collection that has been carried out:

1. Pre-research has been carried out. Before collecting data, pre-research was carried out as an observation effort to find out that MA Dinniyah Putri met the research criteria.
2. A pre-research application has been submitted. Before conducting interviews and searching for in-depth information, permission is required from the school.
3. An interview has been conducted. After the permission is submitted and received, it is continued by conducting an interview session with teachers and students to determine the population, sample, and determine eligibility.
4. A research submission has been made. Once the pre-research is complete, permission is needed to conduct the research.
5. Data collection has been carried out. After the permission is submitted and received, data collection continues. Data collection was carried out during 4 meetings. The

²² Gavin T.L. Brown, *Assessment of Student Achievement*, Assessment of Student Achievement, 2017, <https://doi.org/10.4324/9781315162058>.

first meeting provides self-introduction and provides information about the data that will be taken to students. The second and third meetings held monologue sessions. Students are asked to monologue for 3-5 minutes.

6. Data processing has been carried out. After data collection is carried out. Then after that, the data that has been obtained is processed.
7. Conclusions have been drawn. After that, conclusions are drawn. All activities have been documented in the form of photos and videos (attached).

e. Technique of Data Analysis

Data analysis is an activity to process research results in order to obtain an accurate conclusion. In this study, the data analysis technique will be carried out with qualitative descriptive analysis. Validity is an instrument or a tool to measure the truth in the process study. The measuring tool used for conducting research must be standard and can be used as a guide in measuring data to be researched. If the measurement scale is not valid then it is not useful for researchers because not measure or do what it should have done.²³

Several qualitative research experts propose stages of data analysis techniques with various approaches, models, and various objectives in accordance with scientific disciplines. The stages of data analysis in this study are:

1. Data reduction refers to the data that has been obtained is reduced by merging and grouping similar data into one form of writing according to their respective formats.

²³ Mudrajad Kuncoro, *Metode Riset Untuk Bisnis dan Ekonomi*, (Jakarta: Erlangga, 2013), hal. 172.

2. Data display is semi-finished data then grouped with a clear path and presented in a table or matrix with categorization according to the theme. These themes are then broken down into sub-themes and ends with the coding of the sub-themes in accordance with the observations that have been made before.
3. Conclusion or verification is the conclusions presented must lead to answers to research questions so that findings from the research results are obtained.

f. Trustworthiness data

The data that has been collected is important in a study as material for conclusion withdrawal. Therefore, the validity of data becomes very vital. The validity of data in a study is very important, especially in qualitative research that has the characteristic that truth is not absolute. Triangulation is used to check the validity of the data. Susan Stainback, in Sugiyons' book quoted by Bachtiar²⁴, said that the aim is not to determinate the truth about a same social phenomenon, rather than the purpose of triangulation is to increase one's understanding.

According to Miles & Huberman, triangulation is supposed to support a finding by showing the independent measures of it agree with it, or at least, do not contradict it. moreover, Miles also explain that triangulation can be identified as follows: Data triangulation, theoretical triangulation, investigator triangulation, Methodological tringulation.²⁵

In the qualitative research, the researcher reveals the data as the real life of the subject. This qualitative research use some methodologies to keep the validity of

²⁴ S. Bahri Bachtiar, "Meyakinkan Validitas Data Melalui Tringulasi pada Penelitian Kualitatif", Jurnal Teknologi Pendidikan, Vol. 10 No.1 April 2010, p.55(2010)

²⁵ J. Hung & D. Yang. The Validation of an Instrument for Evaluating the Effectiveness of Professional Development Program on Teaching Online, Journal of Educational Technology Development and Exchange, Volume 8, No.1, December, 2015. p.19(2015)

the data in order to have more accurate conclusion. To make the data valid triangulation is employed. Qualitative validity means that the researcher was checked for the accuracy of founding by employing certain procedures. The technique used to improve the validity of data in qualitative research was triangulation, there were six kinds of triangulation there are as follows:

1. Triangulation of time, triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal. data collection carried out from the same group with different time.
2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
3. Triangulation of theory. In triangulation of theory, data collection is collected based on different theories or by analyzing the same data with different theories.
4. Triangulation of method. In triangulation of methods the researcher uses different methods for collecting similar data.
5. Researcher triangulation. In researcher triangulation, for collecting the same data, it will be done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so, the researcher collect both of data from those approach.²⁶

Long as quoted by Crocker & Algina, stated that usually there are three major validity types related to assessment or instrument validation: construct, content, and criterion-related validities. Validity is the extent of the test measure what it is meant to measure. The validity of

²⁶ Ag. Bambang Setiyadi, Op.Cit., pp 346-347

the measuring instrument is not compromised. The American Education Research Association (AERA), distinguishes validity into three types, that is content validity, the validity associated with the criteria (criterion-related validity), and construct validity.²⁷

1. Content Validity

Content validity is focused validity on what elements are in a measure, so analysis Rationale is the primary process that is carried out in content validity analysis.²⁸

2. Criterion-related Validity

The validity of the criterion is related to measuring instruments with other measuring instruments as criteria, whether measuring tool that can be explained the results correlation with the criteria based on existing theory.²⁹

3. Construct Validity

Construct validity is also known as concept validity. Benchmarks to assess construct validity. This is a concept/theoretical construct background for the preparation of the test/the relevant instrument. The validity testing process construct is a link-measuring tool it with other measuring instruments that have concept similarity or with measuring tools or other measures that are theoretically related to it.³⁰

I. Systematics of the Discussion

The research will concern in three chapters. They consist of different discussions in each chapter.

Chapter I will be introduction that discuss about background of the problem, formulation of research problem, objective of the

²⁷ Suryabrata, S. Pengembangan Alat Ukur Psikologis. Yogyakarta: Penerbit Andi.(2005)

²⁸ Coaley, K. An Introduction to Psychological Assessment and Psychometrics. London: Sage.(2010)

²⁹ Devellis, R. F. Scale Development. London: Sage Publications.(2003)

³⁰ Murphy, K. R., & Davidshofer, C. O. Psychological Testing: Principles and Applications. New Jersey: Prentice Hall.(1991)

research, significances of the research, scope and limitation of the research, relevant previous research, research method and systematics of the discussion.

Chapter II will describe literally review and theoretical framework.

Chapter III will discuss the description of the research object, this chapter contains general description of the object and fact and data display.

CHAPTER IV will discuss the data that has been found and discuss it

CHAPTER V will present conclusions and suggestions



CHAPTER II

LITERATURE REVIEW

A. Definition of Idiomatic

The first problem would be related to their definition, which, as Cacciari states, is a difficult and controversial task, along with the description of their acquirement and understanding. She mentions several factors which are responsible for these difficulties as, for instance, the fact that idiomatization is a process, meaning that structures acquire their idiomaticity gradually; or the fact that they are analysable and holistic at the same time, meaning that they are built of more constituent words, but their global meaning cannot be reduced to the meaning of these words; and the fact that there are different types of idioms, some of them retaining the original meaning of their constituent words, others having a completely different meaning.

However, in Longman dictionary of language teaching and applied linguistics, the term idiom is defined simply as “an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For example: She washed her hands of the matter means She refused to have anything more to do with the matter”.

A similar definition is given by Seidl and McMordie, who say that “an idiom can be defined as a number of words which, when taken together, have a different meaning from the individual meanings of each word”. Brenner believes that native English speakers simply use idioms without being aware what constitutes them. He points out that in dictionaries certain confusion and disagreement can be observed regarding the definition of idioms.

However, the most common one is “two or more words together that, as a unit, have a special meaning that is different from the literal meaning of the words separately”. These units sometimes are not only different in meaning from what the words would mean separately but they are also considered more effective or gripping in certain contexts. Baker considers it important to distinguish idioms from collocations. She does this based on the transparency of meaning and flexibility of patterning. According

to her, while collocations allow variations in form and are more flexible patterns of language (e.g. deliver a letter, a letter has been delivered, delivery of a letter), idioms are “frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components”. She also adds that there are certain things which under normal circumstances (except jokes or play on words) cannot be done to an idiom: changes in word order, deletion of words from it, adding other words to it, replacement of a word with another, or changes in its grammatical structure.¹

Glucksberg said that idiom is necessary to describe some of those features which can be responsible for the difficulties in their translation. The first problem would be related to their definition, which, as Glucksberg states, is a difficult and controversial task, along with the description of their acquirement and understanding.²

Idioms are expressions that help us describe an exact situation in a creative way. It used daily and repeatedly by native speakers of English, they share cultural and historical information and broaden people understanding of a language. Idioms build up some distinctive features which can differ from a language to another and reflect certain cultural traditions and personalities. It is almost impossible for a non-native speaker who is unfamiliar with the idiom to imagine that such an idiom used to describe any event which involves rewards and threats. Nonnative speakers find it difficult to understand it fully. Realizing the image that the idiom is based on the nature of the idiom can help create the figurative language of that particular idiom. Learning idiomatic expression helps non native speakers of a language become more fluent and more native like. It increases vocabulary and lexicon of English language learners. Idiomatic expression are groups of words with an established meaning unrelated to the meanings of the individual words. It is a sequence of words that operates as a single semantic unit and like many multi word verbs of meaning

¹ Kovács, “About the Definition, Classification, and Translation Strategies of Idioms.”

² Kovács.

of the whole can not be deduced from an understanding of the parts or can be said as a group of words with a meaning of its own that is different from the meanings of each individual word in the group. It is a type of informal language that have a meaning which different from the meaning of the words in the expression. Idioms in fact, evolve the language , building blocks a language and civilization. They also have great intensity to make a language interesting and dynamic. Idioms bring a spectacular illustration to everyday speech. They provide interesting insight into the use of words, languages and the thought processes of their speakers.

English is a foreign language which is considered very important to absurd science, technology, art, culture and develops interaction among nations. Language used to deliver information, expression, and feeling to others. In learning English, idiomatic expressions are used spontaneously and naturally by native speakers in their daily activities. Idiomatic expression carry arbitrary meanings in Linguistics. Idiomatic expression in linguistics are carry the meanings that they do randomly. It used in both formal and informal communications. They are part of the standard business, media and life, talking about spoken and written English.

In everyday English usage, the word “literal “and “figurative” are normally taken to be opposite in meaning. It is an opposition with very ancient roots. Meaning divided into literal and figurative meaning. Literal meaning is according to dictionary meaning and figurative meaning is the opposite of lexical meaning. Figurative meaning is lexeme usage with non literal meaning. Figurative meaning appears from figurative language. Literal usage confers meaning to words, in the sense of the meaning they have by themselves and figurative use of language is the use of words or phrases that implies a non literal meaning which does make sense or that could be true. When a word or phrase described as “literal”, it means that it is being used in its most narrow and concrete form . often you can replace the word literally with actually, genuinely or really. However, when the same word or phrase described as “figurative”, it means that it is

being used in a way that is symbolic. It represents something other than its concrete meaning.

People actually want to know the meaning of the words to be conveyed from a message or a text but unfortunately, not all text or message can be easily understood as what is found idiomatic expression. Idiomatic expression will certainly have meaning and depend on what context it is. It is probably there can be idiomatic expression of the same words or expression but has a different meaning. Many people are often confused when they are listening to a song in English expression. They are want to understand every single word but still grasp what the sentence essentially means those expressions could be idioms. Idioms is expression of at least two words which are not understandable literary and function as a unit semantically. Many people like the song but they often misunderstanding about the meaning lyrics itself. A lyric is not like the words that we used directly. Sometimes, it is delivered with figurative language like a poem . a poem lyric must consist of figures of speech and idioms but song lyrics must not. In showing single song lyric get one or more idioms. Looking the idiom is very important to add knowledge in all of English skill deeply. Without knowing the idiom the listener will not know the meaning that is delivered by speaker.

Since idiom convey meaning quickly and enable language users express themselves more efficient, they should be integrated into the teaching and learning process of second language. As well as English Language Learners either ESL (English as Second Language) or EFL (English as Foreign Language). An idiom defined as a common word or phrase with a culturally understood meaning that differs from what its composite words denotation. Idioms are considered to be one of the hardest and the most interesting parts of the English vocabulary. Even, idioms are one of the greater problems in learning English because idioms present some of the most difficult materials for English language learners. However, idioms should be learned because they have an important role as the part of language . hence, mastery of idioms very needed to facilitate communication and promote an innovative environment of social interaction. The students never know when

other person used it if they do not learn English idioms. Moreover, the use of idioms in a conversation will be more attractive because it is interesting to hear. Non – native speakers should learn idiomatic expressions in order to be able to communicate effectively and efficiently, sound more natural and native like.³

However, in Longman dictionary of language teaching and applied linguistics, the term idiom is defined simply as “an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts.”⁴ People used idioms in expressing their idea because there are no alternatives with the same meaning so the use of the items concerned is unavoidable if the meaning concerned can be expressed at all. Idiom has been around since the antiquity and used in many situations and in variety of senses with more frequently and consistently used. It can be found in any literatures around the world, some of them are provided in magazines, story books, newspaper, educational books even in advertisement. Beside that, idiom also can be found in spoken things such as movies dialogues and song lyrics. An idiom can be defined as a number of word which taken together which have different meaning from the individual meaning of each word (Seidl and McMordie, 1988). Larson (1984) also stated that idiom is a number of words which are joined together which mean something different from the meaning of separate words that make them up. Sometimes idioms take many different forms, they can be very short or rather long. That's why people are hard to understand their meanings. Dixon (2004) described that an idiom is expression that has a meaning which different from the individual meaning of each composed. Idioms are unchanging phrases that imply something other than a literal interpretation of what their particular parts indicate. Idiom is combination of words that seems old or unfamiliar to other people.⁵

³ Ariyani, “Types and Meanings of Idiomatic Expression Used in Bruno Mars Song.”

⁴ Andreas Langlotz, “Idiomatic Creativity. A Cognitive-Linguistic Model of Idiom-Representation and Idiom-Variation in English,” English, 2006, 340.

⁵ Ariyani, *Op.Cit*

Many phraseologists have noticed that it is impossible to capture the linguistic anatomy of idioms without relying on a set of different definitory dimensions. Traditionally, idioms such as *grasp the nettle*, *blow the gaff*, or *trip the light fantastic* have been described as conventional multi-word units that are semantically opaque and structurally fixed. Thus, the internal organization of idiomatic constructions can show striking.

1. Semantic characteristic
2. Structural peculiarities and irregularities and
3. Constraints or restrictions on their lexicogrammatically behavior which cannot be explained by the general grammatical rules of the given language. Nevertheless, idioms are.
4. Conventional expressions that belong to the grammar of a given language and
5. Fulfil specific discourse-communicative functions.

In short, idiomatic constructions can be described as complex symbols with specific formal, semantic, pragmatic, and sociolinguistic characteristics. The following table summarizes these definitory features and patterns them along the semiotic dimensions of form, meaning and grammatical status.⁶

B. Types of Idiomatic Expression

McPherron and Randolph states that the majority of linguists, writers, poets, language teachers, and language learners admit that idioms may help to give vivid descriptions and that they prove to be more effective and powerful than literal, non-idiomatic language. However, they also agree with the fact that idioms cannot be easily classified, and they are definitely a challenge for language teachers.

The difficulties related to their classification are pointed out also by Kövecses, who compares the linguistic expressions called idioms to a “mixed bag” which “involves metaphors (e.g. *spill the beans*), metonymies (e.g. *throw up one’s hands*), pairs of words

⁶ Langlotz, “Idiomatic Creativity. A Cognitive-Linguistic Model of Idiom-Representation and Idiom-Variation in English.”

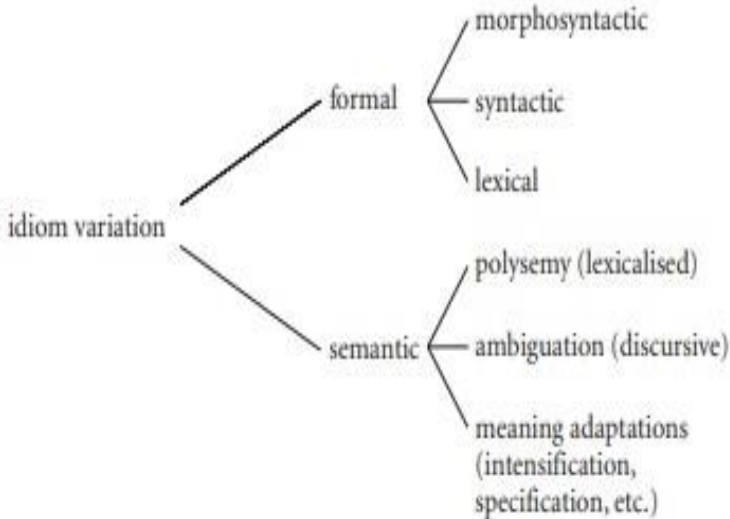
(e.g. cats and dogs), idioms with it (e.g. live it up), similes (e.g. as easy as pie), sayings (e.g. a bird in the hand is worth two in the bush), phrasal verbs (e.g. come up, as in “Christmas is coming up”), grammatical idioms (e.g. let alone), and others”. Consequently, classification is an important issue regarding idioms. If there are different types of idioms, there might be differences regarding the ways they are understood, learned, and translated. There have been several attempts to categorize them. According to Fernando, there are three sub-classes of idioms. Pure idioms are conventionalized, non-literal multiword expressions. They are always nonliteral; they may be either invariable or may have little variation. In addition, these idioms are considered to be opaque (e.g. to spill the beans has nothing to do with the beans). Semi-idioms can have one or more literal constituents and one with non-literal sub-sense. Therefore, this type of idiom is considered partially opaque (e.g. foot the bill, which means ‘pay’). Literal idioms are either invariable or allow little variation. They are considered to be transparent because they can be interpreted based on their parts (e.g. of course, in any case, for certain). Seidl and McMordie point out that idioms can have different (regular, irregular, or even grammatically incorrect) structures and different forms. However, the structure does not determine the clarity of meaning. The three main types according to them are: idioms with irregular form and clear meaning (e.g. give someone to understand, do the dirty on someone); idioms with regular form, but unclear meaning (e.g. cut no ice, bring the house down); and idioms with irregular form and unclear meaning (e.g. be at large, be at daggers drawn). They concluded that most idioms belong to the second group, but even within this group there might be differences regarding the clarity of the idioms.⁷

Irrespective of the underlying linguistic motivation for and the communicative effect resulting from a given idiom variant, it is possible to describe and categorize the formal and semantic changes reflected by any variant. Taking all possible

⁷ Kovács, “About the Definition, Classification, and Translation Strategies of Idioms.”

types and subtypes of formal and semantic variation into account, one can propose the following scheme for the technical classification of idiom variation phenomena:

Figure 1 Idiom Variations



In the following sections these classes and subclasses will be characterized more explicitly. In doing so, only highlight those alterations that are of direct or indirect interest for the present study. More comprehensive and meticulous analyses of formal and semantic variation are offered.

1. Formal Variation

- a. Morphosyntactic variation covers inflectional variants of one (or several) idiom constituents, including verb inflection, noun inflection (pluralisation) and the flexible use of determiners and quantifiers.
- b. Syntactic variation: Syntactic variation involves changes in the constructional organisation of the base-form.

- c. Lexical substitution: This variation-type refers to general alterations of an idiom's lexical constituents. While it is possible to classify lexical substitutions according to word class, it is more interesting to focus on the semantic relationship between the alternating elements and the meaning adaptations that result from the substitution.
2. Semantic variation

In most cases, changes in the formal structure of an idiom are not semantically neutral, but trigger adaptations of the idiom's meaning. While changes that lead to ambiguity are quite radical, other alterations create more subtle meaning adaptations.

- a. Polysemous idioms: Polysemous idioms include expressions such as *come a cropper*, which have a lexically invariant form but two conventional meanings ('fall' and 'fail'). Idiomatic polysemy reflects the creation of an institutionalised pattern of meaning extension based on a figurative construction.
- b. Ambiguation: Unlike polysemous idioms, semantic variation through ambiguation is not conventionalised, but an occasional meaning adaptation. Ambiguation is the generic term for the creative process of playing with the semantic potential of idioms (Burger et al. 1982:29).³⁵ By the process of ambiguation both levels of meaning – the idiomatic meaning and a potential literal meaning – have their own reference in the usage-context.
- c. Meaning adaptations: In many lexicalized and occasional variants, the idiomatic meaning is modified in combination with corresponding lexicogrammatically alterations. Such meaning

adaptations comprise intensifications, specifications, antonymy and perspectivizations.⁸

According to Glucksberg, another possibility to classify idioms is based on their degree of transparency, the extent to which the meaning of an idiom can be deduced from the meanings of its constituents. He distinguishes opaque and transparent compositional idioms.

In compositional-opaque idioms, the relations between an idiom's constituents and its meaning may be opaque, but the meanings of individual words can nevertheless constrain both interpretation and use. For the idiom *kick the bucket*, the semantics of the verb *to kick* can constrain interpretation. Kicking is a discrete act, and so one could not say he kicked the bucket all week, even though one could say he lay dying all week.

Another idiom type is compositional and transparent idioms, "there are one-to-one semantic relations between the idiom's constituents and components of the idiom's meaning. In the idiom *break the ice*, for example, the word *break* corresponds to the idiomatic sense of abruptly changing an uncomfortable social situation, and the word *ice* corresponds to the idiomatic sense of social or interpersonal tension". Besides non-compositional, compositional-opaque, and compositional-transparent idioms, there is also the quasi-metaphorical type. Such idioms, according to Glucksberg, convey meaning through their allusional content, calling in one's mind prototypes or stereotypes referring to certain situations, actions, or people: "they can

⁸ Katja. Mäntylä, *Idioms and Language Users The Effect of the Characteristics of Idioms on Their Recognition and Interpretation by Native and Non-Native Speakers of English*, 2004.

simultaneously refer to an ideal exemplar of a concept and characterize some event or situation as an instance of that concept. For the concept of doing something prematurely, for example, one might use the metaphorical idiom “crossing one’s bridges before coming to them”. According to Glucksberg and Tabossi, these quasi-metaphorical idioms are based on similar communication strategy as metaphors in contexts such as “my lawyer is a shark” or “my job was a jail”. Here shark refers to merciless, ruthless people, while jail alludes to unpleasant circumstances. Quasi-metaphorical idioms work in a similar way.

A fourth type of idiom, the quasi-metaphorical, has already been mentioned. These idioms convey meaning via their allusional content. They call to mind a prototypical or stereotypical instance of an entire category of people, events, situations, or actions. These idioms exploit the same communicative strategy as do the metaphor vehicles in nominal metaphors such as my lawyer was a shark, or my job is a jail. In these expressions, vehicles such as shark and jail allude to ideal exemplars of their metaphorical attributive category’s cutthroat predators and confining situations, respectively and simultaneously serve as names for those categories.⁹

C. Definition of Idiomatic Expression

All languages have phrases that can't be comprehended literally and, along these lines, can't be used with certainty. They opaque or changeable since they don't have predicted, literal meaning. Regardless of whether you know the significance of the

⁹ Sam Glucksberg, *Understanding Figurative Language: From Metaphor to Idioms*, *Understanding Figurative Language: From Metaphor to Idioms*, 2008, <https://doi.org/10.1093/acprof:oso/9780195111095.001.0001>.

considerable number of words in expression and see all the sentence structure of the state total, the importance of the expression may still be confusing. An expression or sentence of this type is said to be an idiom. according to O'dell and McCharity define "Idiom is fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word". From that statement, we know it's hard for knowing the meaning of the idiom, its need a device for searching the real meaning of the idiom, then the researcher uses a dictionary of idiom for knowing the real meaning of the idiom. The dictionary will demonstrate helpful for the researcher who is searching for synonymous colloquial expressions. The researcher can discover the vast majority of what they need by looking into words speaking to enter thoughts in the document and following the references to phrases in the vocabulary itself.¹⁰

D. Types of Meaning

Russell means that in English almost all the words can be used denotatively and connotatively. The denotation refers to the most basic or specific meaning of a word. On the other hand, a connotation is an idea that is suggested by or associated with a word. In literature, connotation paves way for creativity by using figures of speech like metaphor, simile, symbolism, personification etc. words can be used for positive or negative connotations depending on the contextual situation. The usage of words may be good or bad sense, impression, experience, feeling, etc. for example, politicians and advertisers may prefer words with positive connotations in view of expressing their message attractively. In case of unpleasant feeling, a word with negative connotations may be used to describe them.¹¹

¹⁰ Elham Alzoubi, *Idioms and Idiomatic Expressions in Levantine Arabic, Idioms and Idiomatic Expressions in Levantine Arabic* (Routledge, 2020), <https://doi.org/10.4324/9780367817503>.

¹¹ V Chandra Sekhar Rao, "A Brief Study of Words Used in Denotation and Connotation," Issue 1 1, no. May (2017), <http://www.jrjspelt.com>.

a. Denotation

Denotation is the true, straightforward and objective meaning of words. Denotation refers to the basic meaning of a word according to what the word shows.

The characteristics of denotation include:

- 1) The meaning of the word is straightforward and objective
- 2) The true meaning of the word and what it is
- 3) General meaning of words
- 4) Denotation has an explicit meaning, no connotation, and no double meaning.

b. Connotation

Different from denotation, connotation is the meaning of words that contain a sense value or figurative meaning. Connotation refers to the additional meaning contained in a word.

Connotation characteristics:

- 1) The meaning of words that contain a sense value or figurative meaning
- 2) The meaning of words is not true or not straightforward
- 3) The meaning of words is subjective
- 4) Connotations have indirect meanings, double meanings, and are influenced by certain points of view.

c. Difference between Denotation and Connotation

- 1) Denotation is the straightforward and objective meaning of words, while connotation is the meaning of words that contain a sense value or figurative meaning.
- 2) Denotation is the true meaning of words and what they are, while connotation is the meaning of words that are not true or straightforward.
- 3) Denotation is the general meaning of words, while connotation is the subjective meaning of words.
- 4) Denotation is straightforward, objective and general.
- 5) Connotations are figurative, subjective, and not actual.

- 6) Both are important in understanding the meaning of language comprehensively. Denotation shows explicit meaning, connotation shows additional meaning.¹²

E. Strategies Used in the Translation Idioms

1. Using an idiom of similar meaning and form

This strategy might seem to be the ideal solution, but other aspects, such as register, style, or rhetorical effect, must be considered as well. Baker agrees with Fernando and Flavell in their warning against the urge that most translators feel to search for an idiom in the target language, risking using even inappropriate ones. Using an idiom of similar meaning and form means to use an idiom in the target language which has approximately the same meaning as the source language idiom, and it contains equivalent lexical items. However, such ideal matches can rarely be achieved.

2. Using an idiom of similar meaning but dissimilar form

This strategy is based on the possibility to find an idiom in the target language with a similar meaning to that of the source idiom or expression but containing different lexical items.

3. Translation by paraphrase

According to Baker, this can be considered the most common way of translating idioms when it is inappropriate to use idiomatic expressions in the target text because of differences in stylistic preferences or when no match can be found in the target language.

4. Translation by omission

In certain situations, idioms may be omitted from the target text. The reason for this may be that they cannot be easily paraphrased, they do not have a close match in the target language, or because of stylistic considerations

5. Strategy of compensation

This is a strategy which Baker does not try to illustrate because it would take up too much space. “Briefly

¹² Bertrand Russel, “On Denoting” 14, no. 56 (2016): 479–93.

this means that one may either omit or play down a feature such as idiomaticity at the point where it occurs in the source text and introduce it elsewhere in the target text”. Baker concludes that the use of the typical phraseology of the target language, including its own natural fixed and semi-fixed expressions, the right level of idiomaticity can seriously influence the readability of a translation. If a translator manages to deal with these issues successfully, it means that his or her target text will feel less ‘foreign’.¹³

F. Monologue

Based on Karpovich monologue is an individual oral work of students with the purpose of practicing all fields of the language system, enhancing both the language skills and the student’s self-confidence. It can be concluded that a monologue is a form of individual work practicing speaking because students don’t need a partner to communicate since they have to deliver a speech related to a particular topic.

Speaking can have two main forms: dialogue and monologue. In a dialogue, the speaker needs to speak in turn to communicate, while in a monologue, the speaker is the single character that has a speech to deliver and there is no need for a partner. A monologue is defined as the individual oral work of students with the aim of practicing all the areas of the language system, which enhances both the language skills and the student’s self-confidence. They require a clear task and time for preparation, which is followed by the performance. Oral production in the form of a monologue can be of several types: “sustained monologue: describing experience”, “sustained monologue: putting a case”, and “sustained monologue: giving information”. In this research, a sustained monologue describing experience was used as a type of a monologue speaking task. It focuses mainly on descriptions and narratives and includes described aspects from simple everyday information, through classic functions (for example, describe plans

¹³ Kovács, “About the Definition, Classification, and Translation Strategies of Idioms.”

and arrangements, habits and routines, past activities and personal experiences) and a wide range of subjects related to fields of interest, to detailed descriptions of complex subjects. The complexity of discourse ranges from simple words/signs, formulaic expressions, and simple sentences or short paragraphs, through relating as a sequence of points, to integrating sub-themes and developing particular points in a smoothly flowing description.

By a monologue speaking task the authors understand a process of making meaning in the form of a sustained monologue that includes receiving information, processing it, and finally producing and delivering your thoughts orally in a logical and coherent way. According to Doe, the initial phase involves transforming a conceptualized utterance into speech by converting a message into linguistic material (transformation into language by applying lexical, grammatical, and phonological rules in serial order). The appropriate vocabulary is selected and grammatical and phonological rules are applied to create a speech plan, which is further converted into spoken language. Such activities as a monologue speaking task develop thinking and improve the practical use of the language in communicative situations.

The present-day actualisation of the use of monologue speaking tasks requires the development of technology for the formation of speaking skills. The classic approach to teaching how to get ready with monologue speaking tasks is based on instructing students and sometimes providing them with a sample. This approach applies to different types of topics for monologues. Students achieve progress steadily, and it requires significant time expenditures. The competence approach, which is fundamental in the modern system of higher education, involves the formation of universal competencies in the framework of teaching foreign languages. Partial withdrawal of foreign language teaching to the level of independent work comprises the universal competence of self-organisation and self-development. The ability to independently organise work with language material and, ultimately, create a monologue is achieved through detailed methodological recommendations and the formation of an up-to-date list of key vocabulary for each monologue. These

requirements and the need to work independently cause the most considerable difficulty for first-year students. It is closely connected to the formation of universal competence, which involves the development of systematic and critical thinking, requiring the creation of conditions for the analysis of the monologue speaking tasks as a product of language activity in the course of the educational process. In the context of working on the monologue, a systematic approach can lead to high results in a short time, due to the elimination of the problems of academic adaptation, which are frequently expressed by such states as fear, shyness, anxiety, lack of self-confidence, and motivation. Authors state that students tend to view speaking as important and they are willing to deal with the necessities to master it. However, many of them avoid speaking due to their fear of being criticised or laughed at. Thus, the fear of mistakes becomes one of the main factors in students' reluctance to speak English in the classroom. To eliminate adverse effects, students should be provided with extensive instructions on how to get ready with certain types of educational assignments. The detailed information on the requirements to the monologue speaking tasks was introduced in the form of the interactive lecture. Together, with the explanation of some relevant concepts, the teacher encouraged a mini-discussion on parameters and criteria. We believe that this form of communication can increase the effectiveness of teaching and enhance the first-year students' educational performance in the process of working with monologue speaking tasks in the course of the discipline "Basic course of the Foreign language".¹⁴

Types of Monologues:

- a. Direct Interior Monologue: This type of interior monologue is straightforward and is presented by the author himself, often for narrating hero's thoughts. It is a form of introduction or

¹⁴ Irina Karpovich et al., "The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills," *Education Sciences* 11, no. 6 (2021), <https://doi.org/10.3390/educsci11060298>.

objective description that guide's readers into understanding the hero's mind.

- b. Two levels of Narration: As portrayed, it could be used in third person narration by second person talking to a character's mind which in turn is being replied by the internal mind of a character. It also depicts the component of space where character remains stable at one space and 'consciousness' flows freely in time. All experiences happen in the inner realm of a hero.
- c. Mind Level of Narration: In this type of interior monologue, protagonist's thoughts flow beyond time frame. Moreover, a character floats into altogether different frames of time without being interrupted by present constraints of time. Everything happens in logical sequence but events are interconnected in present, past and future.¹⁵



¹⁵ Nisrhin Pathan, "A Study in Narrative Technique of Interior Monologue in Khaled Hosseini's Lyrical Novel, 'A Thousand Splendid Suns' Nisrhin Pathan and P.J.Dave," n.d.

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