

CHAPTER I INTRODUCTION

A. Research Background

Language is essential for everyday communication. Without language, we cannot interact with other humans. Humans are social beings that require interaction with others. This interaction may take the shape of language. Without language, humans would struggle to communicate and survive. When we learn language, we always find some difficulties. These difficulties are caused by the limited of vocabulary. When we want to translate sentences, words, or phrases, we often find difficulty finding the meaning of words that are have different meaning from the original words. This is because some word or phrases that spoken or written by native speaker cannot be translated word by word. Such terms, both phrases and sentences, do exist a unique meaning that cannot be explained by grammatical theory. In English there is a term called an idiom.

Idioms are a series of words that its meaning cannot be interpreted literally, but represents certain expressions implied in them. Idioms are field of study in semantics. Idioms often used by language speakers in communicating with the general public for saying something indirectly to the person they are talking to outside of that context word are easier for listeners to digest and understand without any perception¹. Idiomatic phrases are commonly employed in both spoken (every day conversation) and written language, including novels, short stories, letters, and poetry. Idioms are figurative terms, words, or phrases that are generally understood by native speakers. People who don't use English as their mother tongue, however, will find it challenging to understand idioms. Idioms should be integrated into the foreign language teaching and learning process. Idioms are extremely important in foreign language instruction, whether EFL (English as a Foreign Language) or ESL (English as a Second Language). Idioms are one of the most complex and interesting features of the English language. Idioms are one of the most challenging topics for English learners to understand.

Idioms are difficult to understand simply by glancing at their words or phrases. Idioms do not necessarily convey the same idea as words. As a result, comprehending idioms requires understanding the

¹ Heppy Atma Pratiwi, 'Idiom Pada Rubrik Berita Nasional Kategori Pendidikan Dalam CNNIndonesia. Com', *Jurnal Pena Literasi*, 1.1 (2018), 1–16.

context of the sentence. When studying idioms, learners should use good media to make them easier to understand². Nowadays, learning something is not as difficult as it once was. We can look for information on the internet. This is the same as studying idioms. We can learn idioms through any media. However, textbooks are the most appropriate media. With textbooks, people of all ages can learn idioms without looking at their phones. Idioms should be learned and understood at a young age, especially by students. Textbooks are the most appropriate media for them.

When learning English, textbooks are the most crucial media for supporting the learning process. Teachers use textbooks as essential resources, instructional activities for students, and a guide for the teaching and learning processes. Many students underestimate textbooks because they believe that reading them is the most uninteresting activity. Compared to novels, students are more interested in reading novels since they provide a variety of stories that appeal to their creativity. However, textbook is essential because it guides the teacher in learning process. Teacher must selectively determine the material in the textbook as one of resource in learning activity. In English textbook, the material that provides idiom expression is hard to find. Therefore, teachers must be careful in choosing appropriate English textbooks so that it is easier for students to understand it. Many teachers currently use textbooks from private publishers rather than official textbooks because they believe students need additional English sources to achieve their learning objectives. However, only a few teachers still utilize it³.

When selecting a book, the specified material must be in accordance with the demands of the student or learner. The selected material must be (a) contribute to the lesson's learning objectives; (b) contain meaningful content for study; (c) be compatible with the teaching approaches to be used; and (d) be suited for the specific set of students who will use it⁴. Books can be thought of as a method for conveying information. So, consequently textbooks and learning materials have the ability to transmit knowledge, develop skills, and

² Liony Fatma Marthafian, 'An Analysis on Idiom Translation Strategies in Jane Austen's Emma' (UNIVERSITAS 17 AGUSTUS 1945, 2018).

³ Agustina Wulandari, A Dahlan Rais, and Ngadiso Ngadiso, 'A Content Analysis of an English Textbook', *English Education*, 4.2 (2016), 175–82.

⁴ Melya Herdalosari, 'Analyze the Textbook According to Jeremy Harmer'.

impact how students interact with the environment⁵. Therefore, teachers or parents must be selective in choosing textbooks for studying English, especially in studying idioms. There must be material in student learning textbooks that illustrates reading texts that may include idioms. A good textbook must have idioms suited for the grade level. Teachers or parents must also be able to clearly explain any idioms they come across so that students or learners can grasp them.

Idiom expression and textbook becomes an interesting research subject. Some researchers have conducted research on analysis of idiom expression and textbook. The research that conducted by Sekar, et al, state that Idiomatic expressions are not an easy process to translate since the translation must deal with the challenge of cultural variance between the source and target language to transmit equal meaning⁶. This is in line with what Anisa Putri Juniawan states in her thesis. In this thesis, it said that Idiomatic terms are figurative meanings whose everyday explanations do not always correlate to what they express, but indicate deeper implications⁷. Idioms also often appear in learning textbooks. As a result, books with content that is appropriate for students or learners are required. According to Anisa Novita Sari in her thesis, the textbook was a collection of learning tools that included knowledge, skills, values, attitudes, and activities to help learners reach their educational goals⁸. It can be said that idioms frequently exist in student or learner's textbook, where idioms are expressions that are difficult for beginners to grasp, thus appropriate books are required to include idioms according to class level so that they are understandable.

Today's textbooks, particularly those published by global commercial publishers, typically resemble magazines: they have a glossy cover, are full of photos and other visuals, and usually feature

⁵ Education Sector, 'A Comprehensive Strategy for Textbooks and Learning Materials', *France: The United Nations Scientific and Cultural Education*, 2005.

⁶ Sekar Satiti Suci Adianti, Evert H Hilman, and Maftuchah Dwi Agustina, 'Translation Analysis of Idiomatic Expressions in Novel to All The Boys I've Loved Before', *PROJECT (Professional Journal of English Education)*, 5.3 (2022), 575–83.

⁷ Putri Juniawan Anisa, 'An Analysis of Idiomatic Expression in Joji's Song Lyrics' (UIN RADEN INTAN LAMPUNG, 2024).

⁸ ANISA NOVITA SARI, 'An Analysis of Textbook Entitled "Headline English" Published by Srikandi Empat of Seventh Grade of Junior High School' (UIN Raden Intan Lampung, 2019).

current information, popular culture issues, and genres such as movies, blogs, and travel. The designs of these textbooks are appealing to both students and teachers. They provide a systematic introduction to language use and a variety of extra materials, including audiovisual, online, and digital supplemental sources⁹. In Indonesia, the process of English Language Teaching especially using textbook, in particular, frequently include content that is inappropriate for the school level. Many students do not comprehend idioms. If an idiom appears in a textbook, teachers rarely explain its meaning in detail depending on the context of the reading. The teacher just asks students to read and interpret the text, without explaining the existing idioms. The textbook selection is effective in achieving learning goals and reaching learning needs¹⁰.

Based on the problem above, the aim of this research is to find out how the types of idioms according to Makkai's theory are applied in reading texts, and what types are dominantly used by book authors. The researcher used textbook for tenth grade by R. Widjaja as a research object. Robertus Widjaja is a writer who often writes English learning textbooks for middle school to high school levels. He is a graduate of Sanata Dharma University, Yogyakarta, majoring in English Literature. He has published many books such as 'Bahasa dan Sastra Inggris Peminatan: Untuk kelas X, XII', '**Bahasa Inggris untuk SMP/MTS kelas VII, VIII, IX semester 2**', '**Bahasa Inggris: Wajib**', etc¹¹. **Apart from that, this book was published by CV. Putra Nugraha located in Surakarta City. Putra Nugraha is a publishing and printing place that has been running for 19 years and has published many books, one of them is the Tenth Grade Students' Textbook by R. Widjaja**¹². Putra Nugraha publishing and printing not only publishes English books, but also religious education or general book. Even CV. Putra Nugraha was directly supervised by the Ministry of Religion regarding religious education

⁹ Csilla Weninger, 'Textbook Analysis', *The Encyclopedia of Applied Linguistics*, 2018, 2–10.

¹⁰ Bernard Richard Nainggolan and Yanty Wirza, 'Evaluation of an English Textbook', *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 2021, 51–59.

¹¹ 'Online Public Access Catalog Perpustakaan Nasional RI', *Perpusnas.Go.Id*
<[https://opac.perpusnas.go.id/ResultListOpac.aspx?pDataItem=Robertus Wijaya&pType=Author&pLembarkerja=-1&pPilihan=Author](https://opac.perpusnas.go.id/ResultListOpac.aspx?pDataItem=Robertus+Wijaya&pType=Author&pLembarkerja=-1&pPilihan=Author)> [accessed 26 May 2024].

¹² 'Putra Nugraha' <<https://putranugraha.com/>> [accessed 26 May 2024].

book material¹³. Besides that, this book has 2 units in which there are lots of reading texts. This book is also accompanied by HOTS questions, and contains material on listening, speaking, reading and writing

Therefore, research on analysis idiom in textbook has been carried out several previous researchers. This research examined idiom expressions in textbooks by R. Widjaja where no previous research has examined textbook by R. Widjaja. Regarding the importance of choosing textbooks as a learning resource, teachers must know the quality of the textbook they use. As a result, it will improve student learning outcomes, especially regarding idioms. In this study, the researcher interested in analyzing and interprets the material related to idioms expression in an English Textbook for Tenth Grade by R. Widjaja, because it is crucial for them to learn and many students do not know what idioms are in English.

B. Research Focus and Scope

The scope of this research is an analysis of material related to idioms expression. Researcher only limited this research to student textbooks for Tenth Grade by R. Widjaja to be more focused. The textbook contains 2 units, and the researcher analyzed using Makkai's theory and only analyzed idioms from the reading text, question sentence, answer sentence, and conversation.

C. Research Questions

1. What idiom expressions are used and found in the tenth grade students' English textbook by R. Widjaja?
2. How the percentage of idiom expressions types used in the tenth grade students' English textbook by R. Widjaja?

¹³ Dewi Indah Ayu, 'Kemenag Kawal Materi Buku Pendidikan Agama Di 48 Penerbit', *Kementrian Agama Republik Indonesia*, 2023 <<https://kemenag.go.id/nasional/kemenag-kawal-materi-buku-pendidikan-agama-di-48-penerbit-S15a8>> [accessed 26 May 2024].

D. Research Objective

1. To find the idiom expressions used in the tenth grade students' English textbook by R. Widjaja.
2. To find the percentage of idiom expressions types used in the tenth grade students' English textbook by R. Widjaja.

E. Research Significances

It is hoped that the result of this research can provide recommendation for English teacher and students to use appropriate English textbook. More specifically, the significance of this research can be seen both practically and theoretically as follows:

1. For material developer: the finding of this research can contribute more further information and explanations on how to analyze idioms in student textbook.
2. For students: give more information and explanation about idioms in English textbook.
3. For teacher: can help teacher in selecting and providing additional authentic information from other supporting learning sources related to idioms in English textbook, thus preventing miscommunication in language use caused by cultural differences and idioms meaning,

F. Organization of the Study

The researcher divides this research into five chapters:

1. CHAPTER 1: introduction
This chapter describe about background of the study, research focus and scope, research questions, research objectives, and research significant.
2. CHAPTER II: Review of Related Literature
This chapter contains theoretical description that describe related variable; used in this research. It consists of idiom expression and textbook. Besides that, it also consists the findings of previous study, and organization of the study.
3. CHAPTER III: Research Methodology
This chapter explains the methods used in this research. It consists of research method, research subject, data source, instrument of collecting data, technique of collecting data, and data analysis technique.
4. CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION
This chapter contains the results and discussion that were compiled and examined according to the methodology. This

chapter also outlines the answers to the research questions mentioned in chapter 1.

5. **CHAPTER V: CONCLUSION AND RECOMMENDATION**

This chapter contains conclusions and recommendation. Researchers draw this conclusion and make recommendation based on the finding

