

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Definition of Textbook

Textbook is one of the important media when we learn something. Nowadays, there are a lot of tools that we can use such as, smartphone, tablet, or laptop. We can search any kind of information through internet using those tools. However, book is still useful for English learner and teachers to provide the material. Textbooks are the most commonly used form of published printed material teaching and learning media in schools or any educational institution<sup>1</sup>. As a teacher, we can use textbook as a learning resource in class. Textbook is the most frequently used learning resources in the learning process<sup>2</sup>.

According to Cambridge Dictionary, textbook is a book that contains detailed information about a subject for people who are studying that subject<sup>3</sup>. Furthermore, textbooks are book that contain detailed information about subjects that students must complete during the academic year<sup>4</sup>. Textbook is helpful for students and teacher. It can be a guide to the syllabus material they will study throughout the school year. Textbooks help teachers in developing teaching materials and ensure a smooth running of the teaching and learning process. It can be a rich teaching resource to support teachers and students in the teaching and learning process. Textbooks are an important means of meeting various emerging needs in the classroom and wider context<sup>5</sup>.

Textbook can be defined as a printed material that contains detailed information about subject, exercise, and

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<sup>1</sup> Nevada Shofi Avelina, 'The Use of Idiom in English Textbook for Senior High School Students "Pathway English"' (IAIN Ponorogo, 2022).

<sup>2</sup> Rini Dwi Susanti, 'Studi Analisis Materi Ajar "buku Teks Pelajaran "pada Mata Pelajaran Bahasa Arab Di Kelas Tinggi Madrasah Ibtidaiyah', *Arabia: Jurnal Pendidikan Bahasa Arab*, 5.2 (2016).

<sup>3</sup> Cambridge Dictionary, '(Accessed on November 19th, 2023)'.

<sup>4</sup> Muhammad Syamsuddin, 'An Analysis of Idioms Expression in Students' Textbook" Practice and Progress" by LG Alexander' (Iain Ponorogo, 2023).

<sup>5</sup> Tom Hutchinson and Eunice Torres, 'The Textbook as Agent of Change', 1994.

references as a guide for teachers and students in teaching learning process. Although the material is available in textbooks, teachers still have to be more active, creative, and communicative in presenting the material. In this way, the material will be conveyed well because basically textbooks are only a learning medium that serves as a guide for teachers and students in the learning process. Whether or not the teaching and learning process runs smoothly depends on the teacher.

## 2. The Role of Textbook

English is a foreign language, not a second language in Indonesia. Therefore, teachers are given the main source in learning and explaining English. Using textbooks can save time, make things easier, guide the teaching and learning process, and provide direction to the learning process. Textbooks are designed to give students the information, language skills, and knowledge they need to communicate with individuals from other countries and cultures. Textbooks typically combine contemporary and traditional approach in teaching languages<sup>6</sup>. Textbook provides the content of each material, the skills that need to be taught, and the type of language exercise that students should engage in. In order for teachers and students to participate in certain educational practices, a textbook must offer guidelines for the teaching and learning process. For students, textbooks are the main source of language practice input provided by teachers. Lathif (2015) explained that a good textbook must present several important aspects<sup>7</sup>:

- a) The completeness of the material includes short interpersonal texts, transactional texts and functional texts.
- b) Depth of material, involving exposure, retention, and production.
- c) The development of life skills includes social, academic, vocational, and personal skills.

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<sup>6</sup> Biljana Radić-Bojanić and Jagoda Topalov, 'Textbooks in the EFL Classroom: Defining, Assessing and Analyzing', *Zbornik Radova Filozofskog Fakulteta u Pristini*, 46-4, 2016, 137-53 <<https://doi.org/10.5937/zrffp46-12094>>.

<sup>7</sup> Masyhudi Lathif, 'An Evaluation of English Textbooks for the Eight Graders of Junior Highschool', *English Unpublished Thesis. Surakarta, Universitas Yogyakarta*, 2015.

According to Cunningsworth (1995, p. 7), the role of textbooks are as follow<sup>8</sup>:

- a) A source for presentation content (spoken and written)
- b) A supply of exercises for students to practice communicating with each other.
- c) A source of information for learners regarding grammar, vocabulary, pronunciation, etc.
- d) An inspiration source for language-learning activities in the classroom.
- e) A syllabus.
- f) A support for educators with little experience who are still developing their confidence.

### 3. Definition of Idiom

Idioms are language-specific expression that in most cases, have a nonliteral meaning that is very different from the literal meaning. All languages have idiomatic terms, which are extensively employed in spoken and written communication in both professional and informal contexts. Idiomatic expressions are created when we employ idioms in regular speech. Idioms are defined in different ways. Chalker and Weiner stated that idiom is A series of (more or less) fixed words that have a meaning that cannot be deduced from the meaning of each word<sup>9</sup>. Put otherwise, an idiom is a series of words that cannot be concluded based on the meaning of the word.

Besides, Davies defines that idiom is a phrase with a conventional meaning that is different from the literal meaning on which it is constructed<sup>10</sup>. A similar definition is also mentioned by Halawachy argued that idioms are sentences or words whose meaning cannot be deduced from their grammatical structure<sup>11</sup>. Knowing and learning idioms cannot be separated with learning English. Idioms are included in one form of semantic study. According to Cacciari and Tabossi, Idioms are characterized as a series of

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<sup>8</sup> Alan Cunningsworth, *Choosing Your Coursebook* (Macmillan, 1995).

<sup>9</sup> Sylvia Chalker, Edmund S C Weiner, and Bas Aarts, *The Oxford Dictionary of English Grammar* (BCA, 1997).

<sup>10</sup> Martin Davies, 'Idiom and Metaphor', in *Proceedings of the Aristotelian Society* (JSTOR, 1982), LXXXIII, 67–85.

<sup>11</sup> Huda Halawachy, "'Spill the Beans of Idioms" –A Corpus-Based Linguistic Investigation of English Idioms' (*Jurnal of Education and Science* , Vol.(20), No.(3), 2013).

words whose semantic interpretation cannot be derived compositionally from the interpretation of its parts<sup>12</sup>.

Based on the definitions above, we may deduce that an idiom is a static form of a phrase, word construction, or expression that employs figurative language to create an unpredictable meaning. In other word, Idioms are collections of words (phrases or sentences) in a certain order with a meaning that differs from the meanings of the individual words that make up the group as well as from the group's lexical and grammatical patterns.

#### 4. Characteristic of Idioms

An idiom has a meaning that is different from the literal meaning of its component words. If we are just learning a language, we will definitely have difficulty identifying idioms. This is because idiom in source language may have words and meanings that are literally different compared to the target language. Therefore, knowing the characteristics of idioms can help us identify and understand an idiom. According to Nurakhir (2006, p. 14-19) as cited in Awaliyah (2019, p. 15-16) has listed idiom characteristics into five as follows<sup>13</sup>:

a) Idioms consist of two or more words.

Idioms usually consist of two or more words put together into a phrase or sentence. Idioms usually consist of two or more words put together into a phrase or sentence. Some of them may consist of two words, such as *to get along* (to do, to succeed), *to look up* (to search for a word), *to look over* (to examine). but there are also idioms that consist of more than two words such as *to kick the bucket* (to die), *pass the buck* (refuse to accept responsibility for something), and (to do nothing).

b) The meaning of idiom is not obvious through knowledge of the individual meanings of the constituent words.

A foreign language learner whose knows all the literal meaning does not guarantee that they will

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<sup>12</sup> Cristina Cacciari and Patrizia Tabossi, 'The Comprehension of Idioms', *Journal of Memory and Language*, 27.6 (1988), 668–83.

<sup>13</sup> Fitria Awaliyah, 'Form and Meaning of The Idiomatic Expressions Found In the Movie Script of Diary of A Wimpy Kid', 2019, 17–18.

understand the meaning of idiom. Therefore, they should not make any prediction of the idiom expression meaning. For example, idiom *hold one's tongue* (to keep quiet), and *ups and downs* (good times and bad times).

- c) The meaning of and idiom cannot be predicted from each word.

This characteristic shows that the meaning of an idiom cannot be inferred from literal meaning. Therefore, we have to understand all the words that make up the idiom as a whole. So, for foreign students, when they encounter an idiom, they shouldn't interpret idioms literally the way they are written. This is because the literal meaning of the word does not match the idiomatic meaning.

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

There are several idioms that have different patterns than usual sentence patterns. The words that are formed do not follow grammatical rules. The examples are:

- Trip the light fantastic (to dance)
- Blow someone to kingdom come (to kill, to destroy)
- Put paid to (to make the previous opinion finished)
- The powers that be (the people who control; an organization, a country, etc.)
- By and large (normally, basically)
- The world and his wife (everyone, a large number of people)

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

The idioms like *bury the hatchet* (to become friendly again after a disagreement or a quarrel) and *the long and the short of it* (the basic fact of the situation), are such idioms that allow no variation in form under normal condition. Those idioms remain in their forms.

According to Nunberg, Ivan and Wasow (1994, p. 492-493) as cited in Ad'hani (2022, p. 27-28) the characteristic of idioms in six ways as follows<sup>14</sup>:

- 1) Conventioanality: Its meaning or use cannot be predicted, or at least completely predicted, based on knowledge of the independent conventions that determine the use of its constituents when they arise independently of other conventions.
- 2) Inflexibility: Idioms usually appear only in a limited number of frames or syntactic constructions, unlike freely composed expressions (*the breeze was shot*).
- 3) Figuration: idioms usually involve metaphors (*take the bull by the horns*), metonymies (*lend a hand*), hyperboles (*not worth the paper it is printed on*) or other kinds of figuration.
- 4) Proverbially: Idioms are usually used to describe and implicitly, to explains recurring situations of particular social importance (*becoming restless*).
- 5) Informality: like other proverbial expressions, idioms usually associated with relatively informal or colloquial register and with popular and oral speech culture.
- 6) Affect: Idioms are usually used to imply the evaluation of a certain affective attitude towards the things to which one contributes. A language rarely uses idioms to describe situations that are considered neutral such as buying tickets, or reading a book. Although of course one can imagine these activities are sufficiently charged with social meaning that they are worthy of being used as idiom references

## 5. Types of Idiom

The theory that used in this research is Makkai (1972) idiom classification. According to Makkai, there are six types of idioms<sup>15</sup>. These are:

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<sup>14</sup> Nurma Zuhri Ana Ad'hani, 'An Analysis of Idiomatic Expressions Found in Raya and the Last Dragon Movie', 2022  
<[https://eprints.walisongo.ac.id/id/eprint/18648/1/Skripsi\\_1703046107\\_Nurma\\_Zuhri\\_Ana\\_Ad\\_Hani.pdf](https://eprints.walisongo.ac.id/id/eprint/18648/1/Skripsi_1703046107_Nurma_Zuhri_Ana_Ad_Hani.pdf)>.

<sup>15</sup> Adam Makkai, *Idiom Structure in English* (Walter de Gruyter, 2013), XLVIII.

a) Phrasal Verb Idiom

Phrasal verb idioms are idioms that contain a verb combined with an adverb or preposition such as ‘on’, ‘down’, ‘up’, ‘out’. For example: grown up, appears on, put up, knocked down. One may refer to the structure as the preposition's object. It can be the structure verb + adverb1 + adverb2 like ‘come up with’, ‘talk down to’, and ‘look up to’.

b) Tournure Idiom

Tournure idioms are idioms that consist of three or more lexemes and contain an article ‘the’, ‘a’, ‘an’. For instance, ‘to kick the bucket’, ‘bite the dust’. This idiom does not always start with a verb, but can also start with a preposition, such as ‘through thick and thin’, ‘to all intents and purposes’.

c) Irreversible Binomial Idiom

The irreversible binomial idiom is expressed as idioms that cannot be changed in position and structure, and separated by conjunction ‘and’, ‘or’. For instance, ‘now or never’, ‘kith and kin’.

d) Phrasal Compound Idiom

Phrasal Compound Idiom is an idiom that consist of two lexemes and several words mixed together although the meaning is not determined by each part. The main form in this category can be adjective + noun, noun + noun, or verb + noun. For example: ‘White House’, ‘black market’.

e) Incorporating Idioms

Incorporating Idioms are described as complex lexemes whose first lexeme is a noun or adjective, this type is usually separated by (-). For example, sight-see, job-hunt, brown-nose.

f) Pseudo Idiom

A pseudo-idiom is the kind of idiom that could mislead or confuse an unwary listener. For instance, your business, my tongue was busy, the face gets red.

## B. Review of Previous Study

There are several studies that similar to this study. The following is some previous research that is relevant to this research. The first a thesis that conducted by Muhammad Syamsuddin with title “AN ANALYSIS OF IDIOMS EXPRESSION IN

STUDENTS' TEXTBOOK "PRACTICE AND PROGRESS" BY L.G ALEXANDER"<sup>16</sup>. The aim of this research is to analyze the idiomatic expressions used in the textbook "Practice and Progress" by L.G Alexander and to determine the dominant types of idioms used in the student textbook "Practice and Progress" by L.G Alexander. The researcher used library research and Makkai's theory. The results showed that the researcher found six idioms in each unit. The most dominant idiom in the "Practice and Progress" textbook is a phrasal verb, with a percentage 42.95%. At the same time, the least frequently used idioms are the unchangeable irreversible idioms, with a score of 1.92%. A total of 156 types of idioms appeared. The similarities between the research conducted by Muhammad Syamsuddin and this research are: analyzed idiom expressions in students' textbook and used Makkai's Theory. But it also has difference. The object of this study is students' English textbook by R. Widjaja, meanwhile the object of the research conducted by Muhammad Syamsuddin is students' English textbook "Practice and Progress" by L.G. Alexander.

The second previous study was conducted by Nevada Shofi Avelina with title "THE USE OF IDIOM IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS "PATHWAY ENGLISH"<sup>17</sup>. The aim of this research is to find out the idioms contained in textbooks, because in English textbooks usually use stories for the learning concept also the contextual meaning and the dominant idiom in the textbook. This research used Fernando theory that divided idiom expression into three types: pure idiom, semi idiom, literal idiom. The research is used qualitative document research method. Based on the research results, researcher found 35 idioms, most of which are types of idioms English textbook is Pure Idiom (PI). The results contain classifications Idioms, types of idioms and characteristics of idioms along with the meaning of each data. The research also found contextual meaning in textbooks that contain contextual content person, time context, place context, formality context, and mood context. This research and research conducted by Nevada Shofi Avelina have similarities, namely this research examined idiom expression in student's English textbook. Apart from that, the aim of the research is the same as discussing the idiom contained in the textbook. Beside that, there are also differences between this

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<sup>16</sup> Syamsuddin.

<sup>17</sup> Avelina.



research and the research conducted by Nevada, namely: research conducted by Nevada used English textbook for senior high school “Pathway English” as a research object. Meanwhile this research used tenth grade students’ English textbook by R. Widjaja as a research object. Moreover, this research used Makkai’s theory that divided idiom into 6 types while research conducted by Nevada used Fernando’s theory that divided idiom into 3 types. The research conducted by Nevada examined the contextual meaning in the textbook. Meanwhile this research examined types of idioms used in the textbook and how the percentage of the idiom used.

The third previous study was conducted by Neti Junita with title “AN ANALYSIS OF IDIOM ON THE “MOANA” MOVIE BY RON CLEMENTS, JOHN MUSKER”<sup>18</sup>. The aim of this research is to find out the types of idioms and analyze the meaning of each idiom in the Moana subtitle film written by Ron Clements and John Musker and the contextual meaning of the idiom. The research used McCarthy and O’Dell hypothesis of seven kinds of idioms. The research method used is qualitative research. In analyzing data using textual analysis, because the data is in the form of text or subtitles of the Moana film. The results of this study show that there are 47 idioms in subtitle of the film “Moana” by Ron Clements and John Musker. Then, the most dominant type of idiom is Whole Clause or Sentence 34% with 16 idioms, while other types such as Prepositional Phrase 32% with 15 idioms, Verb + object/complement (and/or adverbial) 17% with 8 idioms, and Compound 17% with 8 idioms. This film prefers to use idioms in the form of clauses or sentences. There are similarities in this research with research conducted by Neti. Both researches examined about idiom expression and used qualitative research method. Also there are some differences between these two researches. Research conducted by Neti examined idiom in movie “Moana” as a research object. Meanwhile, this research used English textbook by R. Widjaja. The research conducted by Neti analyzed the contextual meaning of idiom in the movie and used McCarthy and O’Dell theory that divided idiom into seven types. While, this research only examined types idiom used in the textbook and how the percentage used. Also this research used Makkai’s theory.

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<sup>18</sup> Junita Neti, ‘An Analysis of Idiom on the “Moana” Movie by Ron Clements, John Musker.’ (UIN Raden Intan Lampung, 2021).

The fourth previous study was article journal that conducted by Nia Liska Saputri and Irfan Hadi with title “AN ANALYSIS OF IDIOM EXPRESSIONS IN NOVEL “MARY POPPINS” BY P.L. TRAVERS”<sup>19</sup>. The aim of this study is to analyze a novel that focuses on Idiomatic Expressions in the novel Mary Poppin by P.L. Travers by researching Idioms of main and subordinate characters. This study used Lim’s theory that divided idiom into six types. This study used qualitative methods with literature study research techniques. The research results found several types of idioms, 36% phrasal verbs, 22% prepositional phrases, 14% idioms with verbs as keywords, 11% idioms with nouns as keywords, 11% idioms with adjectives as keywords and 6% idiomatic pairs. There are similarities in this research with research conducted by Nia and Irfan. Both researches analyzed idiom expressions and used qualitative method. Also there are some differences between these two researches. Research conducted by Nia and Irfan used novel Mary Poppin by P.L. Travers as a research object and used Lim’s theory. Meanwhile, this research used English textbook by R.Widjaja as a research object and used Makkai’s theory.

The fifth previous study was article journal that conducted by Nguyen Van Thao and Herman with title “An Analysis of Idiomatic Expressions Found in Ed Sheeran’s Selected Lyrics Songs”<sup>20</sup>. The aim of this study is to find out idiomatic expressions used in Ed Sheeran’s albums song entitled Divine. This research was conducted using qualitative research which focuses on content or document analysis and used Makkai’s theory. The research found that there were two idiomatic expressions depicted in the lyrics songs, namely phrasal verb idiom and 4 tournure idiom. Phrasal verb idiom was the most dominant with 6 data (60%) and tournure idiom with 4 data (40%). There are similarities in this research with research conducted by Nguyen and Herman. Both of these two researches analyzed idiom expressions and used Makkai’s theory. Also both studies used qualitative method. Also there are some differences between these two researches. Research conducted by Nguyen and Herman used Ed Sheeran’s lyric songs as a research

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<sup>19</sup> Nia Liska Saputri and Irfan Irfan Hadi, ‘An Analysis of Idiom Expressions in Novel “Mary Poppins” By P.L. Travers’, *Jurnal Lentera Pendidikan Pusat Penelitian Lppm Um Metro*, 6.1 (2021), 14 <<https://doi.org/10.24127/jlpp.v6i1.1615>>.

<sup>20</sup> Nguyen Van Thao, ‘An Analysis of Idiomatic Expressions Found in Ed Sheeran’s Selected Lyrics Songs’, *Central Asian Journal of Literature, Philosophy and Culture*, 2.1 (2021), 12–18.

object. While, this research used English textbook by R. Widjaja as a research object.

From the five previous studies, there are several differences and similarities with this research. The similarities among this study and previous studies are analyze the types of idiomatic expressions. This study also has similarity with thesis that conducted by Muhammad Syamsuddin and Nevada Shofi Avelina. The similarity of these studies was examined idiom expressions in High School Textbook. Meanwhile, what differentiates this study from three other previous studies is: those studies examine idiom expression in movie, novel, and song. Apart from that, this study using Makkai's theory. Meanwhile, those previous studies used different theories such as theory of Moon, McCarthy and O'Dell, Lim.

### **C. Theoretical Framework**

In learning English, we need support to better understand the material. This support can be in the form of textbooks, internet, videos, etc. For students, they definitely use textbooks at school to study English subjects. The book chosen must have material appropriate to the class level. In students' textbooks there must be reading text in the form of stories, which sometimes contain idioms in them. Idiom is one of the literature subject that more difficult to understand. Idioms must be understood in the context of the sentence which is sometimes related to culture. Sometimes English learning textbooks for students contain idioms that are quite difficult for tenth grade students to understand. Moreover, not all teachers will explain the meaning of these idioms. Based on the concept above, researchers are interested in carrying out a study on idiom analysis in tenth grade textbooks. By knowing what types of idioms and what idioms are dominant, it can help students and teachers understand more about idioms and choose textbooks whose material is appropriate to the level of difficulty.

**Table 2.1**  
**Theoretical Framework**

