

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter explains data analysis and findings to address the two issues proposed in chapter 1, they are to find the types of idioms in the tenth grade students' textbook, to find the dominant types of idioms in the tenth grade students' textbook, also address the description of the research object. In order to support this analysis, the researcher employed Makkai's Idiom theory. Makkai state that there are 6 types of Idioms, they are Phrasal Verb, Tournure Idiom, Irreversible Binomial Idiom, Phrasal Compound idiom, Incorporating Idiom, and Pseudo idiom. This book has 2 chapters, namely Unit 5 "The Art", and Unit 6 "The Story". The researcher chose two chapters and focused on the reading text to analyse the types of idioms contained in them.

### A. Description of Research Object

In this research, the researcher used the 10th grade textbook by R. Widjaja as a research object, This book consist of two units, namely Unit 5 "The Art" and Unit 6 "The Stories". This book was written by Robertus Widjaja, S.S. His address is Jl. Merapi Raya No. 17, RT.06/RW.09. Mojosongo, Surakarta, Jawa Tengah. He studied at Sana Dharma University, Yogyakarta, majoring in bachelor degree of English literature. He has published many learning 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', etc<sup>1</sup>. The editor of this book is Citraningrum Azhari Nurul Aini, S.S. She studied at University of Sebelas Maret, Surakarta majoring in bachelor degree of English Literature.

This book also has a consultant, Hefy Sulistyawati. S.S., M.Pd. She studied at University of Sebelas Maret, Surakarta majoring in bachelor degree of English Literature. She also studied at University of Sebelas Maret, Surakarta majoring in magister of English Education. This book definitely has reviewer, the reviewer is Sumarsih, S.Pd. She studied at Widya Dharma University majoring in bachelor degree of English Education. This book consists of 2 units where each unit provide 4 English language skills, namely writing, reading, listening, and speaking. However, each unit

---

<sup>1</sup> 'Online Public Access Catalog Perpustakaan Nasional RI'.

provides more reading skills because there is a lot of reading text both in daily task and in summative assessment.

**B. Research Result**

Below are some of the findings that researchers have made regarding the types of idioms and the dominant idioms found in the tenth grade students’ textbook by R. Widjaja.

**1. Findings of Types Idiom Expression in the tenth grade students’ textbook by R. Widjaja.**

In this chapter, the data findings are presented by the researcher based on idioms found in the reading text of the book for each unit. The researcher employed documentation as a method of data collecting. The conversation or reading passage in the textbook provided the information. The data obtained from reading passage and conversations in the book. Thus, the researcher found 6 types of idioms according to Makkai’s theory such as phrasal verb idiom, tournure idiom, irreversible binomial idiom, phrasal compound idiom, incorporating idiom, and pseudo idiom.

a. Phrasal Verb Idiom

**Table 4. 1 Phrasal Verb in All Unit**

<b>No.</b>	<b>Findings</b>	<b>Sentence</b>	<b>Source</b>
1.	Taken out	Musician now must be complaining about how the development is a joke since virtual instrument have <b>taken out</b> the production on a bigger scale.	Unit 5 “The Art”. Page 7
2.	Break down	Music has the power to <b>break down</b> social barriers and overcome prejudice.	Unit 5 “The Art”. Page 21
3.	Take away	Because if you <b>take away</b> imagination and creativity...	Unit 5 “The Art”. Page 30
4.	Speeding up and down	... skaters <b>speeding up and down</b> the footpaths	Unit 5 “The Art”. Page 32

5.	Knocked down	... old ladies can be <b>knocked down</b> as they struggle home carrying their cat food...	Unit 5 "The Art". Page 32
6.	So to speak	... by "editing" it, <b>so to speak</b> , but doing it during the creation process	Unit 5 "The Art". Page 34
7.	If on cue	And <b>if on cue</b> , she died that second	Unit 6 "The Stories". Page 38
8.	Croaked out	Then, Cindy <b>croaked out</b> a whisper	Unit 6 "The Stories". Page 43
9.	Sneaked out	Snow white had turned into young lady, desire to explore the kingdom, and <b>sneaked out</b>	Unit 6 "The Stories". Page 45
10.	Ran out	I <b>ran out</b> of sugar	Unit 6 "The Stories". Page 51
11.	Shake on it	"well then we'll settle this Saturday, <b>shake on it</b> ?"	Unit 6 "The Stories". Page 55
12.	Holding out	"well then we'll settle this Saturday, shake on it?" Steven said <b>holding out</b> his hand	Unit 6 "The Stories". Page 55
13.	Looked out	When the princess looked out of the castle window...	Unit 6 "The Stories". Page 60
14.	Rained down on	Sparkles rained down on Cinderella	Unit 6 "The Stories". Page 41

1 5.	Decked out	He rubbed and out popped a beautiful girl, <b>decked out</b> in ballroom pants...	Unit 6 "The Stories". Page 63
1 6.	Hit it off	Aurora met Prince Philip, who was wandering in the forest, they immediately <b>hit it off</b>	Unit 6 "The Stories". Page 65
1 7	Figured out	Till now, Mrs DeManda has never <b>figured out</b> where she is	Unit 6 "The Stories". Page 66

The first type of Idiom according to Makkai’s theory is Phrasal Verb. In this type there are 17 idioms found in both of chapter, namely Unit 5 “The Art” and Unit 6 “The Story”

- 1) The first idiom is **“taken out”**. This idiom found in Unit 5 page 7. The sentence is ‘*Since virtual instrument have **taken out** the production on a bigger scale*’. The phrase **taken out** actually comes from the phrase **take out**. In Indonesian take out/taken out means ‘mengambil/mengeluarkan’. But in this idiom taken out means “telah melakukan”. Taken out here has a different meaning from the actual meaning because it follows the context of the sentence.
- 2) The second idiom is **“break down”**. This idiom found in Unit 5 page 21. The sentence is ‘*Music has the power to **break down** social barriers and overcome prejudice*’. According to Cambridge Dictionary, break down means divided something into smaller parts<sup>2</sup>. In Indonesian break down means ‘rusak/merobohkan’. “Break down” is included in the type of phrasal verb idiom because there is verb that combined with preposition. “Break” is verb followed by “down” preposition.

---

<sup>2</sup> ‘Meaning of Break down in English’, *Cambridge Dictionary*  
 <<https://dictionary.cambridge.org/dictionary/english/break-down>>  
 [accessed 14 May 2024].

- 3) This idiom found in Unit 5 page 30, the idiom is “**take away**”. The sentence is ‘*Because if you **take away** imagination and creativity, life would be rather boring and colourless*’. Take away means remove something. In Indonesian take away means ‘mengambil/membawa’. But in that sentence, ‘take away’ could mean ‘dihilangkan/menghilangkan’. ‘Take away’ is phrasal verb that is verb combined with adverb. ‘take’ is verb followed by ‘away’ adverb.
- 4) “**speeding up and down**” is included in the phrasal verb because ‘speed’ is verb followed by ‘up and down’ preposition. This idiom found in Unit 5 page 32. The complete sentence is ‘*just watch a local street for a short while and note the steady stream of skaters **speeding up and down** the foothpaths*’. If we translate it word-byword, it means that the skater can make the speed up and down. But it actually means that the skater was going fast/speeding (melaju kencang).
- 5) The fifth idiom is “**knocked down**”. This idiom found in Unit 5 page 32. The sentence is ‘... *old ladies can be **knocked down** as they struggle home carrying their cat food from supermarket*’. In this sentence ‘knocked down’ means fall over (terjatuh), old ladies **fall over**. Knocked down is phrasal verb with ‘knocked’ is verb followed by ‘down’ preposition.
- 6) The idiom “**so to speak**” has found in Unit 5 page 34. ‘So to speak’ used to explain something that not to be understood exactly as stated. The sentence is ‘... *by “editing” it, **so to speak**, but doing it during the creation process*’. In Indonesian, it can be understood by “dapat dikatakan”.
- 7) “**if on cue**” is categorized as types of phrasal verb idiom. This idiom found in Unit 6 page 38. The sentence is ‘*And **if on cue**, she died that second*’. If we translate it just by the word, ‘if on cue’ in Indonesian means ‘jika diberi isyarat’. But according to the context of this sentence, ‘if on cue’ means that something was expected to happen or just at the right time. So, the sentence means that the death of Cinderella’s mother was expected to happen because she got sicker by the day.

- 8) The eighth idiom is “**croaked out**” that found in Unit 6 page 43. The complete sentence is ‘*then, Cindy croaked out a whisper*’. ‘croaked out’ means that try to say something in a low or gruff voice. It also can understood by make a deep harsh sound or in Indonesian it means “serak”. So the meaning of the sentence is Cindy whispered in a deep harsh sound. This idiom categorized as type of phrasal verb idiom because there are ‘croaked’ verb followed by ‘out’ preposition.
- 9) The idiom “**sneaked out**” has found in Unit 6 page 45. This idiom is found in the sentence ‘*Snow white had turned into young lady, desire to explore the kingdom, and sneaked out*’. “sneaked out” means to leave a place secretly or in Indonesian it means ‘menyelinap keluar’. So the meaning of the sentence is Snow white wants to leave the castle secretly. This idiom is included in the phrasal verb type because it contains the word ‘sneaked’ which is a verb followed by ‘out’ which is a preposition.
- 10) The idiom “**ran out**” is categorized into phrasal verb idiom type because there are verb that followed by preposition also has a different meaning from the actual word. The sentence is ‘*I ran out of sugar*’. This sentence found in Unit 6 page 51. In this sentence, ‘ran out’ does not mean running out (berlari keluar). But ‘ran out’ actually means that used something until it is nothing left or Indonesian means ‘habis’. So, the meaning of the sentence is ‘I do not have any more sugar’.
- 11) The idiom “**shake on it**” does not mean literally shaking on something. In the sentence ‘*well then we’ll settle this Saturday, shake on it?*’ means that he wanted to show agreement or the deal with something. This idiom has found in Unit 6 page 55.
- 12) The idiom “**holding out**” means that he wanted to shake his hands or to lead another person by the hand. It makes sense because the sentence is ‘*well then we’ll settle this Saturday, shake on it?*” Steven said **holding out his hand**’. If we look into the context of the sentence, Steven makes an agreement or a deal and

- wanted to shake his hand as a symbol that they have agreed. This idiom has found in Unit 6 page 55.
- 13) The idiom **“looked out”** has found in Unit 6 page 60. The sentence is *‘When the princess looked out of the castle window...’*. The meaning of the sentence is the Princess wants to see something from out of castle window. This idiom categorized as a phrasal verb idiom type because there are ‘looked’ verb followed by ‘out’ preposition.
- 14) This idiom has found in Unit 6 page 41, the idiom is **“rained down on”**. ‘rained down on’ means that to pour or fall down something in a shower from above. From the sentence *‘Sparkles rained down on Cinderella’*, we can know that the sparkles is pour down like a shower on Cinderella.
- 15) The idiom **“decked out”** has found in unit 6 page 63. This idiom means that someone is decorated with something, or dressed in something special<sup>3</sup>. Based on the sentence *‘He rubbed and out popped a beautiful girl, decked out in ballroom pants...’* it can be see that a girl wearing ballroom pants. Because ballroom pants are rarely worn by people, that is why the girl are called decked out (dressed something special).
- 16) The **“hit it off”** idiom has meaning when two people meet for the first time they immediately become friends<sup>4</sup>. If we look at the sentence *‘Aurora met Prince Philip, who was wandering in the forest, they immediately hit it off’* it means that Aurora become friendly immediately with Prince Philip even though they had just met for the first time. This idiom has found in unit 6 page 65.
- 17) This idiom has found in unit 6 page 66. The **“figured out”** idioms means that finally understand something

---

<sup>3</sup> ‘Meaning of Be Decked Out’, *Cambridge Dictionary* <<https://dictionary.cambridge.org/dictionary/learner-english/be-decked-out>> [accessed 26 May 2024].

<sup>4</sup> ‘Hit It Off’, *Wikipedia, Ensiklopedia Bebas* <[https://id.wikipedia.org/wiki/Hit\\_it\\_off](https://id.wikipedia.org/wiki/Hit_it_off)> [accessed 26 May 2024].

or someone, or find the solution to a problem after a lot of thought<sup>5</sup>. In the sentence ‘Till now, Mrs DeManda has never **figured out** where she is’ it can be interpreted that Mrs DeManda never found her (Rapunzel). Another example from this phrase is ‘can you figure out the answer to questions 5?’

b. Tournure Idiom

**Table 4. 2 Tournure Idiom in All Unit**

No.	Findings	Sentence	Source
1.	A work of art	Graffiti can transform a mundane wall or building into a <b>work of art</b>	Unit 5 “The Art”. Page 6
2.	Drew a sword	The king <b>drew a sword</b>	Unit 6 “The Stories”. Page 64

In this type there are only two idioms that found in both unit, namely Unit 5 “The Art” and Unit 6 “The Stories”, the idioms are:

- 1) “a work of art” has found in Unit 6 page 6. This idiom categorized as tournure idiom because it consists of three or more lexemes and there is an article ‘a’. the idiom ‘work of art’ means an object created by a highly skilled artist, especially a painting, drawing, or sculpture.
- 2) This idiom has found in unit 6 page 64 in a reading text entitled ‘Alladin’s Lamp’. The idiom “**drew a sword**” does not mean that someone draw a sword on a paper. But it actually means that someone take out a sword. This idiom included in tournure idiom because in this phrase there is an article ‘a’. So, this idiom means that

---

<sup>5</sup> ‘Meaning of Figure Something/Someone out in English’, Cambridge Dictionary  
 <<https://dictionary.cambridge.org/dictionary/english/figure-out>>  
 [accessed 26 May 2024].



the king take out his sword. In Indonesian it can say as “menghunuskan pedang”.

c. Irreversible Binomial Idiom

In this irreversible binomial type of idiom no idioms are found. In this book there are two chapters where each chapter contains a lot of reading passages. However, no idioms were found in either unit 5 or unit 6.



d. Phrasal Compound Idiom

**Table 4. 3 Phrasal Compound Idiom in All Unit**

No.	Findings	Sentence	Source
1.	Wipe the floor with	I will <b>wipe the floor with</b> you	Unit 6 “The Stories”. Page 55
2.	Bunch of baloney	That’s a <b>bunch of baloney</b>	Unit 6 “The Stories”. Page 55
3.	Ask for her hand	None of the young men of the kingdom ever came to <b>ask for her hand</b>	Unit 6 “The Stories”. Page 70
4.	Bottomless pit	I seem to be in a <b>bottomless pit</b>	Unit 6 “The Stories”. Page 63
5.	Drew breaths	The genies <b>drew breaths</b>	Unit 6 “The Stories”. Page 64

The fourth type of Idiom according to Makkai’s theory is phrasal compound idiom. In this type there are 5 idioms found in only one chapter, namely Unit 6 “The Story”.

- 1) The first idiom is “**wipe the floor with**”. This idiom does not mean literally clean the floor using broom. But it means to defeat the opponents easily. According to the sentence *‘I will **wipe the floor with** you’*, it means that he/she will defeat easily his/her opponent. This idiom categorized as phrasal compound idiom because the phrase consists of two lexemes with the combination of verb + noun. The verb is ‘wipe’ + the noun is ‘floor’. This idiom has found in unit 6 page 55.
- 2) The second idiom is “**bunch of baloney**”. This idiom used when someone said something nonsense or ridiculous. In Indonesian it is usually called ‘omong kosong’. Based on the sentence *‘That’s a **bunch of baloney**’*, can be understood with ‘that is such a nonsense’. This idiom has found in unit 6 page 55 and

- included in the phrasal compound idiom because there a combination of ‘bunch’ is noun + ‘baloney’ is noun.
- 3) The third idiom is “**ask for her hand**” that has found in unit 6 page 70. The complete sentence is ‘*None of the young men of the kingdom ever came to **ask for her hand***’. Based on the context of the sentence, ‘ask for her hand’ does not literally mean ask hands or ask for help. It actually means ‘ask her to marry’. This idiom included in a phrasal compound idiom because there are ‘ask’ which is noun + ‘hand’ is also noun.
  - 4) The fourth idiom is “**bottomless pit**” that has found in unit 6 page 63. According to Cambridge Dictionary, ‘bottomless pit’ means something that seems to have no limits<sup>6</sup>. If we look at the sentence ‘I seem to be in a **bottomless pit**’ it can be understood that the speaker feels like he is in an endless abyss. This idiom categorized as a phrasal compound idiom because there are ‘bottomless’ which is adjective + ‘pit’ which is noun.
  - 5) The fourth idiom is “**drew breaths**”. This idiom has found in unit 6 page 64 in a reading text entitled ‘Alladin’s lamp’. This idiom has several meaning. It can be to pause a short time between doing one thing and the next, or it can be to pause for a moment to take a breath or breath more slowly<sup>7</sup>. If we look at the sentence ‘The genies **drew breaths**’, it can means both. So, we have to look at the previous sentence. The previous sentence is ‘the king drew a sword’. So, the sentence ‘The genies **drew breaths**’ It can be interpreted that the genies were pause for a moment and breathing more slowly because they saw the king draw his sword.

---

<sup>6</sup> ‘Meaning of Bottomless Pit in English’, *Cambridge Dictionary* <<https://dictionary.cambridge.org/dictionary/english/bottomless-pit>> [accessed 26 May 2024].

<sup>7</sup> ‘Meaning of Draw Breath in English’, *Cambridge Dictionary* <<https://dictionary.cambridge.org/dictionary/english/draw-breath>> [accessed 26 May 2024].

e. Incorporating Idioms

**Table 4. 4 Incorporating Idiom in All Unit**

No.	Findings	Sentence	Source
1.	Big-budget	The modern orchestra is still used to record Hans Zimmer composition for <b>big-budget</b> film	Unit 5 “The Art”. Page 7
2.	In-depth	Learning an instrument requires a more <b>in-depth</b> approach ...	Unit 5 “The Art”. Page 21
3.	Jam-packed	The shop was <b>jam-packed</b> with recent inhabitants of the lamp	Unit 6 “The Stories”. Page 64
4.	Pint-sized	The lamp was a sort of a <b>pint-sized</b> condominium complex	Unit 6 “The Stories”. Page 64

The fifth type of Idiom according to Makkai’s theory is incorporating idiom. In this type there are 4 idioms found in both chapter, namely Unit 5 “The Art” and Unit 6 “The Stories”.

- 1) The first idiom is “**big-budget**”. This idiom has found in Unit 5 page 7. This idiom included in incorporating idioms type because the characteristic of this type is usually separated with (-) and the first lexeme is noun or adjective. We can see that in “big-budget” there are ‘big’ which is adjective separated with (-) and followed by noun ‘budget’.
- 2) The second idiom is “**in-depth**”. This idiom has found in Unit 5 page 21. This idiom categorized as incorporating idiom because it has a characteristic that used (-). Based on the sentence ‘*Learning an instrument requires a more **in-depth** approach to listening to...*’, the phrase ‘in-depth means that to learning an instrument need a serious and comprehensive way. In Indonesian it is usually called “mendalam”.
- 3) The idiom “**jam-packed**” has found in unit 6 page 64. This idiom does not mean something was filled with

jam. But it actually means that something or somewhere is full of people or things that there is no room for any more<sup>8</sup>. If we look at the sentence ‘The shop was **jam-packed** with recent inhabitants of the lamp’, it means that the shop was full of occupants in the lamp.

- 4) This idiom also found in unit 6 page 64 in the reading text entitled ‘Alladin’s Lamp’. The idiom “**pint-sized**” means very small<sup>9</sup>. From the sentence ‘The lamp was a sort of a **pint-sized** condominium complex’ it can be understood the size of the lamp is very small. Another example of the use of ‘pint-sized’ is: These pint-sized cars and other vehicles are ready to race!.
- f. Pseudo Idiom

**Table 4. 5 Pseudo idiom in All Unit**

No.	Findings	Sentence	Source
1.	Rings in your ears	Or even Vivaldi’s The Four Seasons <b>rings in your ear</b> while you wait...	Unit 5 “The Art”. Page 7
2.	Turning a bright red	I said <b>turning a bright red</b> from embarrassment and anger	Unit 6 “The Stories”. Page 54
3.	Out of the blue	<b>Out of the blue</b> , a cockatoo flew	Unit 6 “The Stories”. Page 59
4.	Gales of laughter	She broke out into <b>gales of laughter</b>	Unit 6 “The

---

<sup>8</sup> ‘Definition of “Jam-Packed”’, *Collins Dictionary* <<https://www.collinsdictionary.com/dictionary/english/jam-packed>> [accessed 26 May 2024].

<sup>9</sup> ‘Definition of Pint-Sized Adjective from the Oxford Advanced Learner’s Dictionary’, *Oxford Learner’s Dictionaries* <<https://www.oxfordlearnersdictionaries.com/definition/english/pint-sized>> [accessed 26 May 2024].

			Stories”. Page 60
--	--	--	----------------------

The sixth type of Idiom according to Makkai’s theory is pseudo idiom. In this type there are 4 idioms found in both of the chapter, namely Unit 5 “The Art” and Unit 6 “The Stories”.

- 1) The first idiom is “**rings in your ear**”. This idiom has found in Unit 5 page 7. The phrase ‘rings in your ear’ does not mean that a sound literally rings in our ear. But it actually means that a sound remark in our head and we continue to remember it very clearly, exactly as it sounded after it has finished. This idiom included in pseudo idiom because this type of idiom can make someone mislead or misunderstood the meaning.
- 2) The idiom “**turning a bright red**” has found in unit 6 page 54. The meaning of ‘turning a right red’ is when someone face becomes red or it usually called ‘blushing’. From the sentence ‘*I said **turning a bright red** from embarrassment and anger*’, we know that the speaker becomes blushing because the embarrassment and angry.
- 3) The third idiom is “**out of the blue**”. This idiom does not literally mean outside of the color blue. But it actually means that something happens unexpectedly. From the sentence ‘***Out of the blue**, a cockatoo flew*’, it actually the beginning of the song from the reading passage in unit 6 page 59.
- 4) The fourth idiom is “**gales of laughter**”. This idiom has found in unit 6 page 60. The idiom ‘gales of laughter’ has the meaning of a sudden loud sound of laughter. From the sentence ‘She broke out into **gales of laughter**’, we know that the narrator tells the reader that she suddenly burst of laughter.

2. **The Dominant Types of Idiom Expression**

a. Phrasal Verb Idiom

The researcher collected data in the form of phrasal verb idioms in each unit, the percentages are:

**Table 4. 6 The Percentage of Phrasal Verb Idiom in All Unit**

No.	Unit	Total	Percentage
-----	------	-------	------------

1.	Unit 5	6	35,3%
2.	Unit 6	11	64,7%
Total	2	17	100%

Based on the data above, there is a percentage of phrasal verb idioms in both units. From the two unit, namely unit 5 and 6 there are a total of 17 phrasal verb idioms. Unit 5 has a total of 6 phrasal verb idioms. Then, the researcher has found 11 phrasal verbs idiom in unit 6. The next stage is to finding the percentage of phrasal verb idioms in each unit. The calculation method is by using the number of types idioms per unit are divided by the total number of idiom types across all units and then multiplied by one hundred percent. In unit 5,  $6 / 17 \times 100\% = 35,3\%$ . However, in unit 6 the percentage is higher than the unit 5, the calculation is  $11 / 17 \times 100\% = 64,7\%$ . It can be concluded that the percentage of phrasal verbs found is higher in unit 6 with a percentage of 64,7% than in unit 5 with a percentage 35,3%.

b. Tournure Idiom

The researcher collected data in the form of tournure idioms in each unit, the percentages are:

**Table 4. 7 The Percentage of Tournure Idiom in All Idiom**

No.	Unit	Total	Percentage
1.	Unit 5	1	50%
2.	Unit 6	1	50%
Total	2	2	100%

As we can see in the table above, in this book there are 2 units, namely unit 5 and unit 6. in the tournure idiom type, each unit has one idiom. The next stage is to finding the percentage of phrasal verb idioms in each unit. To find out the percentage, the calculation is by using the number of types idioms per unit are divided by the total number of idiom types across all units and then multiplied by one hundred percent: in unit 5 there is one idiom has found,  $1 / 2 \times 100\% = 50\%$ . Meanwhile in unit 6 there is also one idiom has found. So, the percentage is  $1 / 2 \times 100\% = 50\%$ . In this case, the percentage of

turnure idioms that often appear is in unit 5 is same with unit 6. Because each unit has one idiom, so the percentage of both units is 50%.

c. Irreversible binomial idiom

The researcher collected data in the form of irreversible binomial idioms in each unit, the percentages are:

**Table 4. 8 The Percentage of Irreversible Idiom in All Unit**

No.	Unit	Total	Percentage
1.	Unit 5	0	0%
2.	Unit 6	0	0%
Total	2	0	0%

In irreversible binomial idiom, not a single idiom was found in both units. As we can see at the table above, the percentage of unit 5 is 0% because there is no idiom found in unit 5. Likewise for unit 6, the percentage is 0% because no irreversible binomial idioms were found. So, the total idiom that has found is 0%.

d. Phrasal Compound Idiom

The researcher collected data in the form of phrasal compound idioms in each unit, the percentages are:

**Table 4. 9 The Percentage of Phrasal Compound Idiom in All Unit**

No.	Unit	Total	Percentage
1.	Unit 5	0	0%
2.	Unit 6	5	100%
Total	2	5	100%

The table above states that the total of idiom that found in both unit is 5. In unit 5 there is no phrasal compound idiom has found. Meanwhile, in unit 6 there are 5 phrasal compound idioms has found. The next step is to finding the percentage of phrasal verb idioms in each unit. In order to know the percentage of each unit, the



calculation is by using the number of types idioms per unit are divided by the total number of idiom types across all units and then multiplied by one hundred percent: in unit 5 not a single phrasal compound idiom was found, so the percentage is 0%. In unit 6 there are 5 idioms,  $5 / 5 \times 100\% = 100\%$ . So, the most frequently appearing phrasal compound idioms are in unit 6 with a percentage of 100%.

e. Incorporating Idiom

The researcher collected data in the form of incorporating idioms in each unit, the percentages are:

**Table 4. 10 The Percentage of Incorporating idiom in All Unit**

No.	Unit	Total	Percentage
1.	Unit 5	2	50%
2.	Unit 6	2	50%
Total	2	4	100%

Different from phrasal compound idiom, in this incorporating idiom there are two idioms found in unit 5 and unit 6. The next stage is to finding the percentage of phrasal verb idioms in each unit. To determine the percentage, the calculation is by using the number of types idioms per unit are divided by the total number of idiom types across all units and then multiplied by one hundred percent: in unit 5 there are 2 incorporating idioms,  $2 / 4 \times 100\% = 50\%$ . In unit 6 also two idiom were found, so the percentage is  $2 / 4 \times 100\% = 50\%$ . It can be concluded that incorporating idioms appear in both units. Then the percentage for unit 5 is 50%, also for unit 6 is 50%

f. Pseudo Idiom

The researcher collected data in the form of phrasal verb idioms in each unit, the percentages are:

**Table 4. 11 The Percentage of Pseudo Idiom in All Unit**

No.	Unit	Total	Percentage
1.	Unit 5	1	25%
2.	Unit 6	3	75%
Total	2	4	100%

In this type of idiom, there are a total of 4 pseudo idioms found in both units. In unit 5 only 1 pseudo idiom was found. Whereas more pseudo idioms were found, there are 3 idioms. The next stage is to finding the percentage of phrasal verb idioms in each unit. To determine the percentage, the calculation is by using the number of types idioms per unit are divided by the total number of idiom types across all units and then multiplied by one hundred percent: in unit 5 there is 1 idiom,  $1 / 4 \times 100\% = 25\%$ . Meanwhile, in unit 6 there are 3 idioms,  $3 / 4 \times 100\% = 75\%$ . Thus, with a rate of 75%, it can be said that pseudo idioms are prevalent in unit 6. nevertheless only 25% in unit 5.

### C. Analysis Data

Below are several analyse carried out by researcher regarding the types of idioms and the dominant idioms found in the Tenth Grade Students' Textbook by R. Widjaja.

#### 1. Findings of Types Idiom Expression in the Tenth Grade Students' Textbook by R. Widjaja

As written in Chapter 3, this research data analysis technique used theories from Louis Cohen, Lawrence and Keith. According to Louis Cohen, there are 5 stages in data analysis<sup>10</sup>. The first is defining the research question. In this study there are 2 research questions. The first question is what idiom expressions are used and found in the tenth grade students' English textbook by R. Widjaja. There are types of idiom expressions according to Makkai's theory, namely phrasal verb idiom, tournure idiom, irreversible idiom, phrasal compound idiom, incorporating idiom, and pseudo idiom. Researcher examined 10th grade students' textbooks. The researcher chose this book because this book only has two chapters where each chapter has a lot of reading text. Reading enhances students' vocabulary, pronunciation skills, and

---

<sup>10</sup> Cohen, Manion, and Morrison.

comprehension of textual content<sup>11</sup>. With this, the researcher thinks that this book is suitable to be used as a research object. In this book, researcher read all the reading text to look for types of idiomatic expressions that are in accordance with Makkai's theory. According to Makkai, there are 6 types of idiom<sup>12</sup>. The result is there are total 32 idiom expressions from all types of idiom expressions.

As stated in chapter 3, in establishing the data, researchers used content analysis. Content analysis is research that is discussion in nature in-depth analysis of the content of information contained in a mass media (content analysis of the object is mainly mass media). All objects studied will be mapped in written/symbol form and then interpreted one by one<sup>13</sup>. In this research, researchers used primary research, namely a tenth grade English textbook by R. Widjaja. Primary data collection involves gathering data on your own for study purposes, with no access to the data until it is published. This might be qualitative or quantitative<sup>14</sup>. The result is the first idiom is phrasal verb idiom. Phrasal verb idiom is idiom that has verb combined with adverb or preposition (up, on, down, and out). In this book there are total 17 phrasal verb idioms from both units. In unit 5, there are six phrasal verb idioms. The phrase is like 'take away', 'taken out', 'break down', etc. But

---

**11** Sarjaniah Zur, Hestiana Hestiana, and Zulkifli M, 'Students' Interest in Reading English Texts', *KnE Social Sciences*, 2022, 148–57 <<https://doi.org/10.18502/kss.v7i8.10733>>.

**12** Makkai, XLVIII.

**13** Gusti Yasser Arafat, 'Membongkar Isi Pesan Dan Media Dengan Content Analysis', *Jurnal Alhadrah*, 17.33 (2018), 32–48 <<https://jurnal.uin-antasari.ac.id>>.

**14** Hamed Taherdoost, 'Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects', *International Journal of Academic Research in Management (IJARM)*, 10.1 (2021), 10–38 <<https://hal.science/hal-03741847>>.

in unit 6 there are more phrasal idioms found. Eleven phrasal verb idioms have been found in this book. An example of the phrase is like ‘sneaked out’, ‘shake on it’, ‘ran out’, ‘rained down’, etc.

The second idiom is tournure idiom. Tournure idiom is a type of idiom that consists of three or more lexemes with an article ‘a’, ‘an’, ‘the’. In this book, the researcher only found 2 tournure idiom. The idiom is ‘a work of art’ in unit 5 and ‘drew a sword’ in unit 6. Meanwhile in the third of idiom type, that is irreversible binomial idiom, not a single idiom has found. Beside that, in the fourth type of idiom, namely phrasal compound idioms, five idioms were found. These five idioms are in unit 6 “The Stories”. The example of the idiom is ‘wipe the floor with’, ‘bunch of baloney’, ‘ask for her hand’, ‘bottomless pit’, ‘drew breaths’.

The fifth idiom is incorporating idiom. Incorporating idiom is idiom that usually separated with (-). In this book, the researcher found four idioms. In unit 5 there are 2 idioms, also in unit 6 there are 2 idioms. The example of the idioms is ‘big-budget’, ‘in-depth’, ‘jam-packed’, ‘pint-sized’. While in the last types of idioms, that is pseudo idioms, there are total 4 idioms found. Pseudo idiom is idiom that usually can mislead or misinform an unwary listener. In unit 5, the researcher only found 1 pseudo idiom. The idiom is ‘rings in your ear’. But in unit 6 the researcher found 4 pseudo idioms. The idiom is ‘turning a bright red’, ‘out of the blue’, ‘gales of laughter’.

## 2. The Percentage of Idiom Expressions Types

The first stage of data analysis technique in this study according to Louis Cohen, Lawrence and Keith is defining the research question<sup>15</sup>. In this study there are 2 research questions. The first question is what idiom expressions are used and found in the tenth grade students’ English textbook by R. Widjaja. The second is how the percentage of idiom expressions types used in the tenth grade students’ English textbook by R. Widjaja. The data collected was based on Makkai’s theory which differentiates idioms into 6 types<sup>16</sup>. Data on the sorts of idioms that were found in each unit and

---

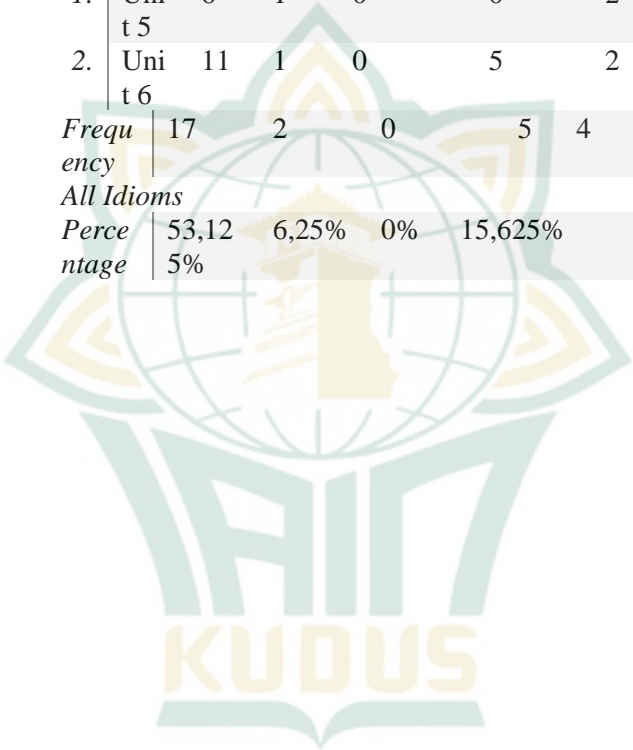
<sup>15</sup> Cohen, Manion, and Morrison.

<sup>16</sup> Makkai, XLVIII.

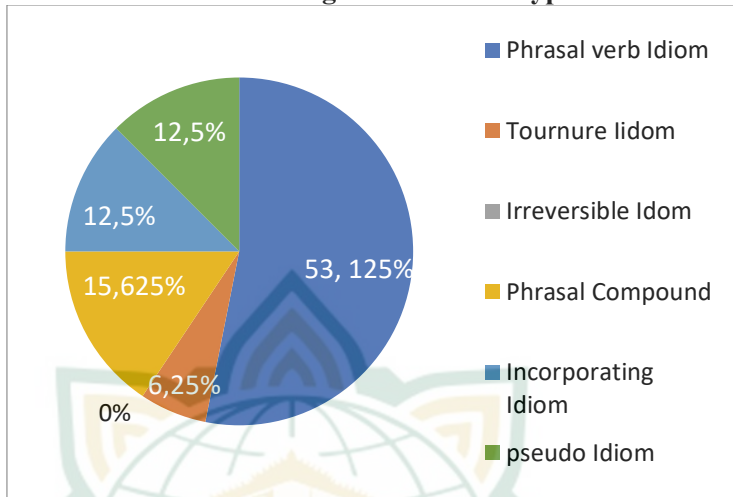
their percentage were gathered by the researcher, and these are detailed below.

**Table 4. 12 The Percentage of All Idiom Types in All Unit**

	<i>N</i>	<i>Unit</i>	<i>Phrasal Verb</i>	<i>Tourism</i>	<i>Irreversible idiom</i>	<i>Phrasal compound</i>	<i>Incorporated idiom</i>	<i>Psuedo idiom</i>
1.	Unit 5	6	1	0	0	2	1	
2.	Unit 6	11	1	0	5	2	3	
<i>Frequency</i>		17	2	0	5	4	4	
<i>All Idioms</i>							32	
<i>Percentage</i>		53,125%	6,25%	0%	15,625%	12,5%	12,5%	



**Chart 4. 1 The Percentage of All Idiom Types in All Unit**



Based on the table and chart above, we can see the percentage of each type of idioms from both units. The total of all types of idioms from both units is 32. The total of phrasal verb idiom from both units is 17 with a percentage of 53,125%. While the total of tournure idiom from both unit is only 2 with a percentage of 6,25%. Different from that, there is no single irreversible idiom has found, so the percentage is 0%. In phrasal compound idiom, the total idiom from both units is 5, so the percentage is 15,625%. In incorporating idiom, the total idiom from both units is 4, so the percentage is 12,5%. Besides that, the total of pseudo idiom from both units is also 4 with the percentage 12,5%. To calculate the total percentage of each type, divide the total of each type by the total of all idiom types and then multiply by 100%. The calculation is, for phrasal verb idiom  $17/32 \times 100\% = 53,125\%$ . While the calculation for tournure idiom is  $2/32 \times 100\% = 6,25\%$ . Different from that, the percentage of irreversible idiom is 0% because there is no idiom has found from both units. The calculation for phrasal compound idiom is  $5/32 \times 100\% = 15,625\%$ . Then, the calculation for incorporating idiom is  $4/32 \times 100\% = 12,5\%$ . The last types id pseudo idioms, the calculation is  $4/32 \times 100\% = 12,5\%$ .

From the percentage above it can be concluded that the dominant type of idiom is phrasal verb with a percentage of 53,125%. Phrasal verbs are the easiest type of idiom, idioms that are often found, and easy for students to understand.

Therefore, this type of idiom is widely used in tenth grade students' textbooks. The second most dominant type of idiom is phrasal compound idiom with a percentage of 15,625%. So, in this case the teacher can provide more understanding regarding phrasal verb idioms, because in this textbook, the type of idiom that often appears is the phrasal verb idiom. Apart from that, teachers must also provide knowledge and examples of other types of idioms such as tournure idiom, irreversible idiom, phrasal compound idiom, incorporating idiom, and pseudo idioms which appear less dominantly in this book. After knowing the percentage of those 6 types of idiom expression, teachers and parents can choose textbook that giving clearly explanation and example about idiom expression as cited in journal conducted by Testiana and Dian, said that textbook must giving brief and easy explanation about the meaning of idiomatic expressions also giving example along with the suitable situation<sup>17</sup>. It might be a good idea to investigate the full books and the idioms found other than simply in the vocabulary lists; it may give some additional information on the idioms<sup>18</sup>. Employing idioms in the classroom is crucial for efficient English teaching and learning. Teachers can use idiom-based activities to facilitate and challenge students' learning<sup>19</sup>.

---

<sup>17</sup> Testiana Deni Wijayatiningih and Dian Paramita Ayuningtyas, 'An Evaluation Analysis on a Textbook Entitled "Cambridge English Idiom in Use Advanced"', *Jurnal Ilmiah Lingua Idea*, 9.1 (2018).

<sup>18</sup> Henna Ikonen, 'Idioms in Textbooks', 2021.

<sup>19</sup> Eliana Edith Roberto De Caro, 'The Advantages and Importance of Learning and Using Idioms in English', *Cuadernos de Lingüística Hispánica*, 14 (2009), 121–36 <<http://www.redalyc.org/articulo.oa?id=322227520009>>.