CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discuss some important idea and theories related to the topic of the study include general overview of idiomatic expression, movie, idiom, movie and learning idiomatic expression.

A. Idiomatic Expression

Idiomatic expressions are daily expressions that are used by English native speakers. According to O'Brien in her paper (2009), Idiomatic expression is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. Spears (2005) define idiom as number word combination and have different meaning which the meaning of forming each word of idiom, if the words stay alone, the combination of words frequently is weird and illogical. In fact, they often disobey the grammar even though not all combination of word of idiom illogical and compatible to the role of grammar. From those opinions, it can be concluded that the idiom is a phrase that has a pattern which meaning arises from its constituent elements. This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms do not mean exactly what the words say. They have, however, hidden meaning. Idioms are frequently used in formal and informal language. Variations of Idiomatic expressions are often found in the phrase rather than in the word. The meanings of idiomatic expressions also vary based on the context its usage. The idiomatic expression have their fixed meanings.

Example :

A hot potato	: discussed about hot issue
A little bird told me	: someone told about a secret
Ball is in your court	: decision is in your hand
Cut it out!	: stop doing something
Give someone a hand	: helping someone
Keep in touch	: keep the relation each other
Piece of a cake	: easy for doing something

The meaning of these expressions is different from the literal meaning or definition of the words of which they are made. Their meanings are, however, used figuratively. The meaning of an idiom should be phrase not word-by-word meaning. For example, the phrase "*be in the same boat*" in the sentence "*I found the job difficult at first. But we were all in the same boat*" have common idiomatic meaning: "*to be in the same difficult or unfortunate situation.*" To find the meaning of an idiom we should know the whole phrase meaning, because if the phrase is separated word by word it will have a different meaning.

When you learned a language without learning idioms, you will see something formal rather than impersonal and a little unfriendly. Mclay in Robinson and Benjamins (2002:9) also proposed, "All languages have idioms, but an idiom in one language have no direct equivalent in another. This means when you learn language you have to learn the idiom as complete phrases. Mcmordie and seidl also wrote " One may be lucky that the two language has the same form and vocabulary, but in most cases the result will be quite

confusing" Above all, it is not possible to translate idioms from one language into one's native language (Mcmordie and Seidl, 1998 : 13). For this reason, transferring the meaning of the idiom is quite complicated since the result might make readers confused.

1. Idiom

Idiom is meant exclusive, stand alone, special or private. In this case, according to Keraf (2005:109) something called as idiom is the structural pattern which deviates from general language principles, which usually formed as a phrase, while the meaning cannot be explained logically or grammatically by focus on the meaning of the words construct it. Mcmordie and Seidl in "English Idioms" book reported that the most characteristics feature of idioms is known as lexical integrity: "Generally, an idiomatic phrase cannot be altered; no other synonymous word can be substituted for any words in the phrase and the arrangement of words can rarely be modified" (1998 : 13).

Seidl and Wordie (1998) define idiom as number word combination and have different meaning which the meaning of forming each word of idiom, if the words stay alone, the combination of words frequently is weird and illogical. In fact, they often disobey the grammar even though not all combination of word of idiom illogical and compatible to the role of grammar.

From all of opinions, it can be concluded that the idiom is a phrase that has a pattern which meaning arises from its constituent elements. Idioms are frequently used in formal and informal language. Variations of Idiomatic expressions are often found in the phrase rather than in the word. The meanings of idiomatic expressions also vary based on the context its usage.

The idiomatic expression have their fixed meanings. For example, *spill the beans*, the expression means 'to reveal secret information' and *bite the dust*, the expression means 'to fall down dead". We cannot say *spill the dust* or *bite the beans* because the meaning of the individual words of idioms are usually unpredictable.

Briefly, according to Bell in (Sari, 2017: 13) there are certain essential features which help in the recognition of idioms. Some of these features are:

1) Alteration of Grammatical Rules

The idiomatic expression is not always grammatical, but it is accepted and used by native speakers of the language with a fixed structure and meaning.

E.g.: It's ages since we met (singular with a plural noun)

2) Conventional Phrases

Idioms are special expressions which are almost known and agreed by all the members of a particular community.

E.g.:   -How are you doing? (Expression used to ask someone about his health).

- Once in a blue moon (rarely).

3) Alteration of Word Order

English Idiomatic expressions, usually, do not respect the English word order.

E.g.:   -It may be well ahead of time (normal word order).

-It may well be ahead of time

4) Figurativeness

The basic characteristic of idiomatic expressions is that the words are used metaphorically. Therefore, the surface structure has a little role to play in understanding the meaning of the whole expression.

For example, in "to bury the hatchet", meaning to become friendly again after a disagreement, the meanings of the words "to bury" and "the hatchet" are different from the meaning of the whole expression.

5) Phrasal Verbs

Phrasal verbs are the most common type of idioms in English. Many of them carry idiomatic meanings that cannot be inferred from the form, unless the phrase is already known.

E.g.: After war began, the two countries broke off diplomatic relations (discontinue). Most auto mobile companies bring out new models each year (to show or introduce).

Ball in the book "A Practical Guide to Colloquial Idiom" in Sari's Journal (2017: 1) explained that idiom have seven features of language that are embraced by a definition of idiom:

1) Ordinary grammatical usages

Example: It is time we went home. When you come tomorrow, I will pay you back the $ 100 I owe you.

Went is a past tense, *come* is a present tense, and both refer in their contexts to future situation.

2) Deviation from strict grammar

Many colloquial uses are strictly speaking 'ungrammatical.'

Example: We normally say, "*It's me*" (*him, her, them*) and not "*it is I*" (*he, she, they*). We say, "*It is ages since we met*", "*he is a friend of mine*" (*not "of me"*), and, quite often, "*which do you like best*?" although only two things are being compared.

3) Allusive expression

A kind of expression appears to have uncomplicated interpretation, but idiomatically means something quite different. It is usually impossible to its meaning

Example: That *will do*. (That is enough)

That is enough *for the time being*.

(That is enough for now)

What are *they up to*? (There is something odd, what are they planning?) Let's *call it a day*. (Let's stop work now)

4) Conventional phrase of many kinds

Most of these are phrases, which people use carelessly but the meaning is quite unusual.

"*Now then*, my friend, you cannot stand there all night, you know." (The phrase "*Now then*" is used when we call someone's attention to an activity which we want him to stop, or, with a different intonation, the continuation of an argument.)

Then there are phrases "*now and then*" and "*every now and then*" with the meaning occasionally, or from time to time.

5) Many uses of the phrasal verb

Examples: I can't *make out* what he is doing

(=understand) Don't *let on* I told

you (= tell anybody, reveal)

I can't *put up* with it any longer (= endure it)

He *laid on* a band for the next events (= arranged for a

band to play).

6) The phenomenon of English word order

The words are the same but a small change in word order makes a

big difference in meaning:

- It's time to go, isn't it? (Answer

  expected "yes") It isn't time to go,

  is it? (Answer expected "no")

- It may *well be ahead of time*. (It may well be- probably is)

  It *may be well ahead of time*. (Well ahead- well in advanced

  of schedule time.)

- You've *got to say thank* to Ms. Ann for it. (Got to thank =

  must thank.) You've *got Ms. Ann to say thank* for it (Got

  Ms. Ann to thank = hold her responsible for something,

  maybe something not good happened)

7) The picturesque and metaphorical types of idiom

Idiom is synonymous with the picturesque phrase and the more

heavily stimulating their conversation is with the better they are

pleased.

Examples of this type of idiom are:

To burn one's boat (= to make retreat impossible)

To hit nail on the head (= to reach the right conclusion)

To be in clover (= to be lucky, or happy conditions)

2. Types of Idiom

Since it is easier to notice verbal idiomatic expression, the researcher decided to show some expert theories about types of idiom. First, there are three types of idioms by Fernando (1996: 35-36).

1). Pure idioms

A pure idiom is a type of conventionalized, non-literal multiword expression whose meaning cannot be understood by adding up the meanings of the words that makes up the phrase.

For example the expression *spill the beans* is a pure idiom, because its real meaning has nothing to do with beans.

2) Semi-idioms

A semi-pure, on the other hand, has at least one literal element and one with a non-literal meaning.

For example *Foot the bill* (i.e. pay) is one example of a semi-idiom, in which *foot* is the non-literal element, whereas the word *bill* is used literally.

3) Literal idioms

Literal idioms, such as *on foot* or *on the contrary* are semantically less complex than the other two, and therefore easier to understand even if one is not familiar with these expressions. These expression may be considered idioms because they are either completely invariant or allow only restricted variation.

Fernando (1996: 37) admits the difficulty of drawing a clear boundary between these three idioms. For the second, there is Halliday. Taking consideration the function of the phrase, Halliday (as quoted by Fernando 1996: 72) groups idioms into ideational, interpersonal and relational idioms.

1) Ideational idioms

Ideational idioms either signify message content, experiential phenomena including the sensory, the affective, and the evaluative, or they characterize the nature of the message (Fernando 1996: 72).

These expressions may describe:

a) Actions

b) Events

c) People and things

d) Attributes

e) Evaluations

f) Emotions

2) Interpersonal idioms

Interpersonal idioms on the other hand, to fulfill either an interactional function or they characterize the nature of the message. they can, for instance, initiate or keep up an interaction between people and maintain politeness (Fernando 1996: 73).

These expressions include:

a) Greetings and farewells

b) Directives

c) Agreements

d) Elicit opinions

e) Rejections

3) Relational idioms

For the last, there are Boatner and Gates. According to Boatner and Gates quote by Fernando (1996:77), idiom is divided into 4 types that are:

1) Lexemic idiom

Lexemic idiom is idiom which related with part of speech, such as:

a) Verbal idiom

Verbal idiom is idiom which contains the meaning of verb.

For example: *Learn by heart, Die away, Carry out.*

b) Nominal idiom

Nominal idiom is idiom which contains the meaning of noun.

For example: *High heels, Hot dog.*

c) Adjective idiom

Adjective idiom is idiom which has the meaning of adjective.

For example: *Lose heart, On edge, Sixes and sevens.*

d) Adverbial idiom

Adverbial idiom is idiom which has the meaning of adverb.

For example: *On end, Over and over, Better and better.*

2) Phraseological idiom

Phraseological idiom or even called as turn of phrase. The difference of this idiom with the other is in the sum of word which is more than another idiom.

For example: *Dead to the world, Hang on one's lips, Wet behind the ear.*

3). Frozen idiom

Frozen idiom is idiom which has limited sum which can be spoken or be written in various way without impair the meaning of Idiom. The rigidity of this idiom is based on it's unique, that is this idiom can be passive.

For example: *Kick the bucket* .if this idiom is passive it will form unacceptable idiom, for example: *Bucket kicked by the pilot.*

4) Proverb.

Proverb is a piece of sentence which has been frozen on its form, meaning and function. For example: *All roads lead to Rome*, *Action speak louder than words*.

B. Context of Situation

Context is the important thing in language study. According Malinowski in Halliday (1994:15), the notion of context of situation is that there was a theory of context before there was a theory of text. In his research that discussed Kiriwinian's text, he needed a term that expressed the total environment, including the verbal environment, and the situation in which the text was uttered. In this case, he pointed out that context of situation is the environment of the text, the text as the product in the sense of that it is an output, something that can be recorded and studied. Malinowski introduced that a text always occurs in two contexts, one within the other. The outer context around a text is called *Context of Culture*. The inner context is called *Context of Situation.*

Firth in Halliday (1994:42) stated that all linguistics was the study of meaning and all meaning was function in a context. He set up a framework for the description of the context of situation that could be used as the study of text. Firth's headings were as follows:

1. The participants in the situation

2. The action of the participants

3. Other relevant features of the situation; the surrounding objects/events

4. The effect of verbal action; what changes were brough

Dell Hymes quoted by Halliday (1994:48) proposed a set of concepts for describing the context of situation. These descriptions showed how language is used in different cultures, the value placed on speech, and the various rhetorical modes that are recognized. And so on. Hymes heading as follows: 1) The form and content of the message 2) The setting 3) The participants 4) The intent and effect of the communication 5) The key 6) The medium 7) The genre 8) The norms of interaction

M.A.K Halliday (1994) defined the context situation into These three parameters can be used to specify the context of situation in which language is used.

1. Field is defined as "the total event, in which the text is functioning, together with the purposive activity of the speaker or writer; it thus includes the subject-matter as one element in it" (Halliday 1994, 22). The field describes activities and processes that are happening at the time of speech. The analysis of this parameter focuses on the entire situation, e.g. when a mother talks to her child discussing about what should they buy.

2. Tenor describes the people that take part in an event as well as their relationships and statuses. "The tenor refers to the type of role interaction, the set of relevant social relations, permanent and temporary, among the participants involved" (Halliday 1994, 22.). There might be a specific hierarchy between the interlocutors, can be written as Equal or Unequal.

   e.g. when the head of a business talks to an employee.

3. Mode refers to "the function of the text in the event, including therefore both the channel taken by the language – spoken or written, extempore or prepared – and its [genre], or rhetorical mode, as narrative, didactic, persuasive, 'phatic communion' and so on" (Halliday 1994, 22). So, basically its talking about the text. Because the researcher research is about "the dialogue of the characters" so, can be written by Spoken dialogue or Written dialogue.

   The researcher used Halliday's theory in order to analyze how the idiomatic expressions build the meaning (massage) in Pride and Prejudice Movie.

C. Movie

Film is informal language of Movie. Many expert define Movie in different way. Tickton in Jhon (1999:13) states Movie is a motion pictures taken in rapid succession usually on 8 mm or 16 mm. Movie stock which when projected through motion or pictures. Projector give the viewer an illusion of motion. Jack Lonergan as quoted by Kusumaningrum (2015: 10) notes that Movie is photographic process, involving the effects of lighting and chemical on sensitive paper. Meanwhile according to American Heritage Dictionary of English Language, Movie also called as motion picture. Motion pictures is a series images viewed in sufficiently

rapid succession to create the illusion of motion and continuity. According to Cambridge Dictionary movie is a Movie shown in cinema or television. The purpose of movie are giving information, telling story and for other communicating. For many English learners, the ideal way to deepen their understanding of life in the country where that language is spoken. Some may start learning a language knowing that they are unlikely ever to set foot in an area where it is spoken by the majority of inhabitants. For all such learners more indirect routes to this form of understanding must be adopted so that they gain an understanding of the way of life of the country : radio programs, Movies or videos, newspaper, and last not least is literary works. Literature perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learnt. (Jhon, 1999:15)

Genre of The Movie :

Action movies have a lot of exciting effects like car chases and gun fights, involving stuntmen. They usually involve 'goodies' and 'baddies', so war and crime are common subjects.

Adventure Movies usually involve a hero who sets out on a quest to save the world or loved ones.

Animated movies use artificial images like talking pigs to tell a story. These movies used to be drawn by hand, one frame at a time, but are now made on computers.

Romance is romantic love stories recorded in visual media for broadcast in theaters and on TV that focus on passion, emotion, and the affectionate romantic involvement of the main characters and the journey that their genuinely strong, true and pure romantic love takes them through dating, courtship or marriage.

Comedies are funny movies about people being silly or doing unusual things or being in silly or unusual situations that make the audience laugh.

Documentaries are movies that are (or claim to be) about real people and real events. They are nearly always serious and may involve strongly emotional subjects, for example cruelty.

Dramas are movie that are serious and often about people falling in love needing to make a big decision in their life. They tell stories about relationships between people. They usually follow a basic plot where one or two main characters (each actor plays a character) have to 'overcome' (get past) an obstacle (the thing stopping them) to get what they want.

Horror movies use fear to excite the audience. Music, lighting and sets (man-made places in movie studios where the movie is made) are all designed to add to the feeling.

Science fiction movies are set in the future or in outer space. Some use their future or alien settings to ask questions about the meaning of life or how we should think about life. Science fiction movies often use special effects to create images of alien worlds, outer space, alien creatures, and spaceships.

Thrillers are usually about a mystery, strange event, or crime that needs to be solved. The audience is kept guessing until the final minutes, when there are usually 'twists' in the plot (surprises).

Suspense These are movies that keep you on the edge of your seat. They usually have multiple twists that confuse the watcher.

Fantasy movies include magical and impossible things that any real human being cannot do.

From those several definitions of Movie from experts, the researcher has found several term about Movie. Movie is also called moving pictures, movie, cinema. The term of Movie that is used here is English movie. English movie is a movie which the characters use or speak English in the dialogue. So, the researcher used Pride and Prejudice Movie (2005) directed by Joe Wright based on Jane Austen's novel (1813) at the same name. Genre of this movie is romance which is shown the classic love story between Elizabeth and Mr. Darcy. The major conflict shown in the book are about their character, love and society. Elizabeth and Mr. Darcy are both passionate people with strong opinions and personalities. Elizabeth displays these qualities through her wit and charm and Mr. Darcy through his pride, his faithfulness and his belief in doing what is right. The objective characters move within a limited society, in which there are so many possible marital connections one can make. As people are paired off, choices of a spouse are narrowed. In the case, Elizabeth and Mr. Darcy, the story is forced to a climax when Elizabeth gathers all the information necessary to exonerate his character and realizes there is no other man for her. Elizabeth has overcome her prejudice of Mr. Darcy and looks forward to a happy marriage.

D. Learning Idiomatic Expression

English idiomatic expressions are an important part of everyday English. They come up all the time in both written and spoken English. Because idioms do not always make sense literally, you will need to familiarize yourself with the meaning and usage of each idiom. That may seem like a lot of work, but learning idioms is fun, especially when you compare English idioms to the idioms in your own language. will make your English sound more native, so it is a good idea to master some of these expressions.

Idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing. J. Dixson "Teachers of English have long recognized that idiomatic expressions add grace and exactness to the language. The alert teacher will make their study an integral part of the teaching process. " (1994) However, learning such expressions is never an easy task for the student learning English as a second or foreign language. Attempts to translate literally from the student's native tongue usually lead to roundabout expression of meaning and, more often, to confusion.

Idioms sometimes cause confusion for English language learners because many learners at the lower levels of proficiency in English may tend to comprehend them in a literal way. Friedman in Stewart (2006:17) states one of the most effective ways for Learning to use common idioms and expressions into their language is through the studying idiom and idiomatic expression. So, It is important that English learners are explicitly taught the meaning idiomatic

expressions and provided opportunities to use idioms in their speaking and writing activities. Stewart (2006:21) states Mastering idioms requires a great deal of listening, studying, practice, and usage. Idiomatic expression and more grammar should also be given in equal time

Teachers should begin instruction with common idiomatic expressions with learners at the lower levels of English proficiency, while continuing to build a more sophisticated understanding of idioms as learners make progress in acquiring English. Criteria of suitability clearly depend ultimately on each particular group of students, their needs, interests, cultural background and language level. However, one primary factor to consider is, we suggest, whether a particular work is able to stimulate the kind of personal involvement we just described. By arousing the learners interest and provoking strong, positive reaction from them. If it is meaningful and enjoyable, learning is more likely to have a lasting and beneficial effect upon the learners linguistic and cultural knowledge. It is important choose media which are relevant to the life experience, emotion or dreams of the learners. (Jhon, 1999: 21) Thonasula notes that learners are interested in learning new idioms. Once learners learn to use the English idiomatic expressions, they are expected not only to understand the meaning but also to produce them. Appropriate understanding and use of idioms in English is a necessary skill that English language learners must acquire as they progress towards acquiring academic proficiency in a second language.

E. Previous Study

In this previous study presents the comparing of the same points of the research that is about idiomatic expression. Below the previous study that I used in this research:

The researcher's previous study is a research entitled "An Analysis of Idiomatic Expression Used in Celine Dion's Song" arranged by Setianing Hertamia on August 2011 from State Islamic Institute of Tulungagung. In her research, she focused on Idiomatic expression in lyrics. She uses descriptive qualitative method in applying her research. The result of her research shows that she find 37 idiomatic expressions in 5 songs and find 5 types of XTAG's classification of idiom.

Another the researcher's previous study is *Idiomatic Expression in The Parent Trap Film's Script.* This study is about understanding the meaning (Choerunnisa : 2013). This study use descriptive qualitative method, the aim of descriptive was to explain, classify, and analyze the data from some instrument. Moreover, the qualitative method was to investigate the social phenomenon (Choerunnisa,2013:6). Her research focused on meaning or message based on context that existed on idiomatic expression in Parent Trap Film. She takes the idioms from whole the film. The result of her research shows that she found 44 out of 97 idioms in which the meaning have relation with the context based on Hockett's theory. Because of the aforementioned things, the weakness of those studies is there is no explanation more and investigate about implication to learner expecially non-native speakers after applying idiomatic expression.

This is different from the recent research. The researcher tries to improve the research about the analysis of idiomatic. The researcher uses different object of

analysis in conducting study. The researcher uses movie script of Pride and Prejudice Movie as her object of the study which puts some focuses, its Idiomatic expression, the meaning and message and its pedagogical implications. In founding the types and meaning of idiomatic expression, the researcher uses Boatner and Gates classification as her study. Then, in founding pedagogical implications, the reseacher interview some lecturers that expert in linguistic.