



**IDIOMATIC EXPRESSIONS ANALYSIS OF SONG LYRICS IN  
THE ENGLISH TEXTBOOK ENTITLED *PATHWAY TO  
ENGLISH* FOR ELEVENTH GRADERS OF SENIOR HIGH  
SCHOOL**

**A PAPER**

**Submitted as one of the requirements for obtaining a Bachelor's degree**

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**2022**

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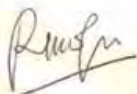
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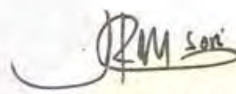
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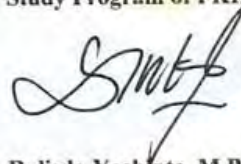
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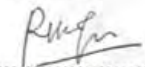

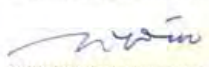
**"Idiomatic Expressions Analysis Idiomatic Expressions Analysis of Song  
Lyrics in the English Textbook Entitled *Pathway to English* for Eleventh  
Graders of Senior High School"**

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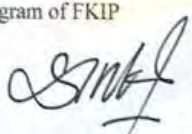
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## PERNYATAAN KEASLIAN

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## MOTTO AND DEDICATIONS

### MOTTO

1. Everything will be alright.
2. Your value does not decreased based on someone's inability to see your worth.
3. Everyone moves at their own pace.
4. In your life, only your decisions are the correct answer.
5. When life gets you down, you just gotta keep swimming.
6. Ohana means family and family means nobody gets left behind or forgotten.

### DEDICATION

This paper is dedicated to:

My number one support, My family

My eternal love, Bapak and Ibu

My beloved sisters, Mayang and Ratu

## ABSTRACT

Paramawati, Maharani Siti. 2022. *Idiomatic Expressions Analysis of Song Lyrics in the English Textbook Entitled Pathway to English for Eleventh Graders of Senior High School*. A Paper. Magelang: English Education Department, Faculty of Education and Teacher Training, Universitas Tidar.

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In the textbook, a song plays a role as one of the material taught in school. There are some linguistics elements in its lyrics, and frequently students are asked to mention the meaning of the lyrics. However, idiomatic expressions contain meanings that cannot be taken literally. Therefore, students have difficulty understanding the meaning of idiomatic words. Idiomatic expressions are necessary to help the students with their vocabulary, especially when it comes to speaking skills. Focusing the students' vocabulary in speaking using idiomatic expressions will be beneficial in helping students to communicate better without any fear of boundaries caused by the lack of vocabulary in idioms.

This study aims to identify the types of idiomatic expressions in song lyrics found in the English textbook entitled *Pathway to English* for 11<sup>th</sup> graders of Senior High School. The other objectives are to determine the dominant type of idiomatic expressions used in the song lyrics and the implication of idiomatic expressions in language teaching, especially in speaking skill.

Qualitative research design is applied in this study since it describes and analyzed the data precisely. The writer collected the data from song lyrics found in the English textbook entitled *Pathway to English* for 11<sup>th</sup> Graders of Senior High School. Then, the data were analyzed based on the types of idiomatic expressions proposed by Palmer (1981), which was used as the theory to analyze the idiomatic expressions employed in the song lyrics.

The result of this study showed that Total Idiom or Non-Equivalence Idiom has the highest number of occurrences (44%) followed by Phrasal Verb (42%) and Partial Idiom (14%). In connection with the occurrence of the combinations in Phrasal Verb, Verb + Adverb combination has higher occurrences (73%) than Verb + Preposition combination (23%) and Verb + Adverb + Preposition combination (4%). It can be concluded that song lyrics have some idiomatic expressions that cannot be taken. The result also proved that idiomatic expressions have a significant role in terms of vocabulary found in the song lyrics, which means that idioms are mainly come up with non-literal meaning, so their usage has to be understood accurately.

**Keywords:** *Idiomatic Expressions, Song Lyrics, Textbook*



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*Alhamdulillahirobbil'alamin.* All praise be with Allah SWT for the guidances and blessings so that the writer can complete this paper entitled “Idiomatic Expressions Analysis of Song Lyrics in the English Textbook Entitled *Pathway to English* for Eleventh Graders of Senior High School”.

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Finally, the writer hopes that this paper will be useful as a great resources for the readers.

Magelang, 16 Februari 2022

The writer



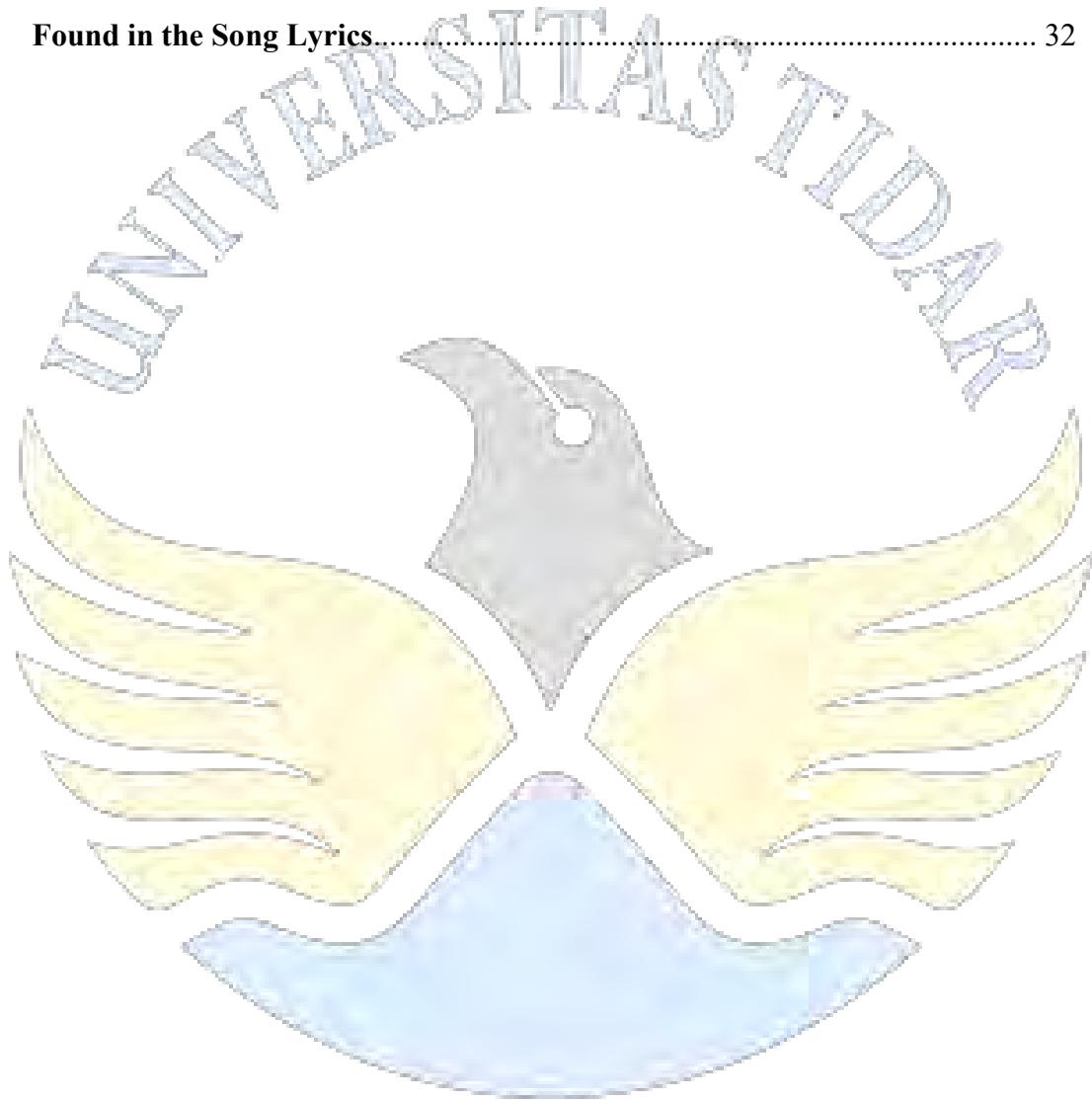
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The process of learning and teaching English requires adequate facilities and media to support both teachers and students. One of the media or teaching materials that is often used in the process of learning English is a textbook. The textbook has a significant role in English as a Foreign Language (EFL) classrooms. In addition, the textbook is also used as a guideline for teachers since it must be created based on the current syllabus. The use of textbook is very useful for both teachers and students. (Harmer, 2007) mentions that the most significant aspect of textbook utilization is for teachers to undertake action in terms of engaging students with the content they are going to be dealing with. Due to the importance of textbook in the learning process, teachers must be selective in choosing appropriate textbook based on the current curriculum, namely the 2013 curriculum or *K-13* that has been applied in school.

In the textbook, there are basic competencies and the subject matters that must be learned and achieved by the students. Therefore, the materials in it have also been adjusted to the target to be achieved. For instance, the 2013 curriculum also emphasizes on communicative competence. It means speaking skill is needed to be well-mastered by the students. In line with this matter, song is one of the materials that must be studied. Song itself is considered as a way to communicate by transferring messages through its

lyrics. Singers deliver their way of speaking through the song that they sing. Meanwhile, the hearers can interpret the meaning of the lyrics by depending on their background knowledge. As an example, if the singers and the hearers have the same background knowledge, they can relate to the messages or the lyrics better than the hearers who do not have the same background knowledge since they might have difficulties in understanding the messages completely.

Hence, song lyrics become one of the materials taught in 2013 curriculum. This material provides students to learn about song and its parts, the purpose of song, and the linguistic elements contained in song lyrics. One of the linguistic elements in song lyrics that the students need to learn is idiom. The use of idioms or idiomatic expressions can be found when students start learning material about song lyrics. The meaning of an idiom (idiomatic expressions) cannot be interpreted in the usual terms or according to the word arrangement. In other words, idioms do not mean exactly what the words say. For example, the idiom *spill the beans* do not mean someone is really spilling the beans, but the actual meaning is to tell people secret or information. The meaning of words which contain idiomatic expressions can be understood by certain groups of people who have the same background knowledge or those who use the language (Native Speakers). Since English is taught as a foreign language in Indonesia, the students have difficulty in learning words or sentences which have idiomatic expressions.

Based on the conditions in classroom, the writer had checked the textbook that eleventh grader students used. In most cases, the students are

oftentimes asked to mention the meaning of words or sentences in song lyrics in which the majority of the words are using idiomatic meaning. However, the detailed description about idiomatic expressions is not well-introduced. Although the students can mention the meaning of the word literally, there is a possibility that the meaning mentioned by students is not necessarily true since it can contain idiomatic expressions. Since the students have not gotten a complete understanding of the idioms yet, it is hard for them to grasp the meaning of idioms in the song lyrics. Inaccurate meaning of some words or phrases can be caused by various reasons. One of them is the lack of vocabulary the students have, since idiomatic expressions mostly come up with phrases rather than words, it will be difficult for the students to catch the meaning as a whole, not by word for word translation. (Rohmatillah, 2014) states that when the students found idiomatic expressions such as *make up your mind*, *keep an eye on*, etc., they would be confused by the actual meanings of the idioms. Another reason is because the students do not have a chance to practice their daily conversation by using sentences which contain idiomatic expressions. So, their speaking skill do not really develop yet as well as their idiom-meaning comprehension.

Since there is a meaning to be shared through an idiom, students have to understand the true meaning of the idiom. Lack of vocabulary and understanding of idioms can cause inaccuracies in meaning. Idioms are taught to students so that students can understand a text (in this case, song lyrics) as a whole, not only by translating word for word. Therefore, it is very important



for students to learn idioms so that the meaning in the text or sentence can be understood and conveyed correctly.

Based on the problems mentioned above, the writer is interested in conducting a study about Idiomatic Expressions Analysis of Song Lyrics in the English Textbook Entitled *Pathway to English* for Eleventh Graders of Senior High School. The writer chose *Pathway to English* as the textbook used in this study because it is a series of English textbooks for Senior High School students and it has also been arranged based on the current curriculum, namely the 2013 Curriculum.

## **1.2 Identification of the Problem**

Based on the background of the study, the writer identifies the following problems:

1. The students' lack of vocabulary in which causes the inability of them to grasp the whole meaning of idiomatic expressions.
2. The students' lack of chance to practice using idiomatic expressions in daily conversation.
3. The students' unpolished development of speaking skill and their idiom-meaning comprehension.
4. The students' difficulty in understanding words or sentences which contain idiomatic expressions.
5. The students' incomplete understanding of the idiomatic expressions.

### 1.3 Limitation of the Problem

Since in textbook used by students, song lyrics contain linguistic elements and idiomatic expressions are one of them, the writer limits the problem only on the discussion of idiomatic expressions in song lyrics used in the English textbook entitled *Pathway to English* for eleventh graders of Senior High School.

### 1.4 Formulation of the Problem

Based on the background and limitation of the problem, the writer formulates the problem as follows:

1. What are the types of idiomatic expressions in song lyrics found in the English Textbook entitled *Pathway to English* for eleventh graders of Senior High School?
2. What is the dominant type of idiomatic expressions in song lyrics found in the English Textbook entitled *Pathway to English* for eleventh graders of Senior High School?
3. What is the implication of idiomatic expressions in song lyrics found in the English Textbook entitled *Pathway to English* for eleventh graders of Senior High School especially in teaching speaking skill?

### 1.5 Objectives of the Study

Based on the problems formulated above, the objectives of this study shown as follows:

1. To identify the types of idiomatic expressions in song lyrics found in the English Textbook entitled *Pathway to English* for eleventh graders of Senior High School.
2. To find out the dominant type of the idiomatic expressions in song lyrics found in the English Textbook entitled *Pathway to English* for eleventh graders of Senior High School.
3. To know the implication of idiomatic expressions in song lyrics found in the English Textbook entitled *Pathway to English* for eleventh graders of Senior High School especially in teaching speaking skill.

#### **1.6 Significance of the Study**

On the basis of the objectives above, this study is expected to give contributions as follows:

1. Practically, this study is hoped to give the students deeper understanding of meaning which in line with the idiomatic expressions, especially in song lyrics. Moreover, students also need to understand that not all phrase or sentences can be translated word by word. The students should know how to understand and use the meaning of the idiomatic expressions well. Thus, there will be no more misinterpretation of the meaning.
2. This study is also expected to give benefits for the teachers since they will be teaching the material in class. Furthermore, the teachers can use the information found in this study to develop their learning process by using idiomatic expressions.

3. For the other researchers, this study can be used as a reference for those who want to conduct research about idiomatic expressions that can be implemented in different situations.



## **CHAPTER II**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Literature Review**

##### **2.1.1 Semantics**

Semantics is widely known as the study of meaning. (Palmer, 1981) also states that the technical term used to refer to the study of meaning is called semantics. However, the word 'meaning' has a wide range of perceptions and no general agreement is made either about what meaning is or about the way in which it should be described (Telaumbanua, 2010).

In the book, (Yule, 2017) states that the study of the meaning of words, phrases and sentences is called semantics. In terms of semantic analysis, there is always an effort to focus on what the words commonly mean, rather than on what an individual speaker might think they mean, or want them to mean, on a specific condition.

The central to the study of communication is what it is called as semantics. The reason behind this explanation is because of the needs to understand a language and its meaning as a mean of communication (Leech, 1981). Even though to communicate with one another the 'meaning' or information can be delivered through gesture, picture, signals, etc. language is still the primary tool of communication for human beings (Umagandhi & Vinothini, 2017).

To conclude the definitions of semantics stated by some experts above, the writer would like to sum up that semantics is considered as a study of meaning in language, it also relates with the expression of linguistic objects such as word, phrases and sentences.

### **2.1.2 Idiomatic Expressions**

#### **a. Definitions of Idiomatic Expressions**

There are several definitions stated by experts related with idiomatic expressions. According to (Hurford, Heasley, & Smith, 2007), idiomatic expressions or idioms are considered as multi-word phrases whose overall meanings are unpredictable. In the other hand, the idiomatic phrase is an expression whose meaning does not conform to the principle of compositionality, and unrelated to the meaning of its parts. However, the meaning intended usually depends on the context in which the expression is used.

Some expressions like look for (means' search'), low profile (means 'a persona or character that does not draw attention') or make a bundle (means' make a lot of money') can be difficult to understand since the meanings are different from the meanings of the separate words in the expression. (If you know low and profile, these do not help you at all to understand low profile.) These expressions are called "idioms". (Swan, 2005) states that idioms, in most cases, are distinctive to one language and cannot be interpreted word for word.

Another definition is from (Lim, 2004) that states a group of words strung out together to conclude a particular meaning which is different from the meaning of each individual word can be called as idioms.

(McCarthy & O'Dell, 2002) add that idiomatic expressions have different meanings from the individual words. In other words, idioms have non-literal meaning and the best way to understand idioms are by looking at the contents (Mabrurroh, 2015).

The other definition is from (Seidl & McMordie, 1988), states that an idiom could be interpreted as a number of words simply because when combined together, they have a meaning which is different from the individual meanings of each word. However, it is sometimes not only different in meaning from what the words would mean individually, but it is also considered more effective in certain contexts (KOVÁCS, 2016).

In the book, (Palmer, 1981) mentions that idioms involve a special kind of collocation means that the meaning of the resultant combination is opaque or not clear. It does not deal with the meaning of the individual words, but sometimes (though not always) nearer to the meaning of a single word (Salih & Mahmoud, 2018).

Some definitions of idiom have been written above, and in sum, idioms are fixed combination of words whose meaning is often difficult to guess from the meaning of each individual word.



## b. Types of Idiomatic Expressions

Palmer (1981) categorizes idioms into three types, namely:

### a) Phrasal Verb

Phrasal verb is one of the most common idioms in English. It consists of the combination of verb with adverb.

The meaning of these combinations cannot be predicted from the individual verb and adverb. However, not all the combinations of this kind are idiomatic. *Put down* has a literal sense and there are many others that are both idiomatic and not, e.g. *take in* as in "The conjuror took the audience in"; "the woman took the homeless children in". There are even degrees of idiomaticity since one can *make up* a story, *make up* a fire or *make up* one's face. Moreover, it is not only the combination of verb plus adverb that can be idiomatic. There are three combinations of phrasal verbs, namely:

- The combination of verb + adverb: Make up, give in, put down
- The combination of verb + preposition: Look after, go for
- The combination of verb, adverb, and preposition: put up with, do away with

### b) Partial Idiom

Idiom whose one of the words has its usual meaning and the other has a meaning that is peculiar to the specific sequence.

E.g., : the English idiom "walk hand in hand" refers to walk together or one with the other. Another example of partial idiom is "feel blue". It means someone feels sad, yet it has nothing to do with the literal meaning of the word "blue".

### c) **Total Idiom or Non-Equivalence Idiom**

It is an idiom which has the meaning that completely cannot be predicted from the words themselves, or it completely has a different meaning. Each word of this type of idiom does not directly relate to the meaning of the whole expression.

E.g., : The English idiom "piece of cake" means something easy to do, another example is the idiom "giving the cold shoulder" which means ignore someone.

In this study, the writer uses types of idiomatic expressions proposed by Palmer (1981) since it is the most recent theory found by the writer in terms of types of idiomatic expressions.

### **2.1.3 Song Lyrics as Media in Language Learning**

Song plays a role as one of the subject material taught in school. There are some parts in song that students have to learn such as the purpose of song, the structure, and also the linguistic elements. The usage of song as a learning material becomes important since it also deals with the basic

competencies and goals that students have to achieve. However, in order to fulfill the goals, understanding the concept of song is a must.

According to (Griffie, 1992), songs are defined as parts of music that have words in them and in which produces music as the sound that comes from instruments such as guitar, piano, or flute. However, instrumental music only is not really beneficial to be learned especially in EFL country, and it should be accompanied by the lyrics (Ndhlovu, 2018). The listeners can be able to know directly about what the singers are trying to say in their songs through the lyrics.

(Dallin, 1994) states that in the musical industry, lyrics surely have prominent roles although they take part as the second element of the music (the first one is the sound). The listeners can fully grasp the message that the singers want to share through lyrics; in other words, lyrics illuminate the message contained in the song (Firdaus, 2013). Dallin also mentions lyrics are written as a form of interaction between the writer and listener. Mostly, they convey a message with the aim of encouraging the listeners, at least, to think about it. Such a goal and form of interaction are set in the cultural context of these people, according to their musical preferences, time, etc.

(Bertoli-Dutra & Bissaco, 2006) state messages are owned by each song. The attraction and potency of the song to the listener depending on the lyrics. The message carried in song lyrics can be delivered depending on how the writer put the words in the lyrics.

### 2.1.4 Textbook

English textbook is an important source of material in English classes, especially in EFL classes. The use of textbook certainly has advantages for both teachers and the students. (Harmer, 2007) mentions that the most significant aspect of textbook utilization is for teachers to undertake action in terms of engaging students with the content they are going to be dealing with.

Based on the definition stated by (Gülersoy, 2013), textbook is one of the materials that the teachers mostly use in a lesson, and that forms a basis for improving the lesson. In an educational environment, the textbook is considered as the main resource in which the content is compatible with the curriculum, and it has been verified and accepted. Most teachers manage their teaching and learning process regarding the lesson activities in accordance with the textbook and teachers' guidebook rather than directly transferring the curriculum. This condition escalates the importance of textbooks even more.

(Hutchinson. & Gault, 2009) state textbooks normally incorporate contemporary and traditional approaches to language teaching. They combine drafts such as 'learner development', a 'task-based methodology', and 'cross-curricular themes' while setting a grammar structure and a precise practice of vocabulary, grammatical structures and functions.

In sum, a textbook is the complete package of English skills and components that helps teachers and students as their source of materials and exercises. Textbook is also defined as materials which support the

teaching and learning process. It serves as the primary resource for students' input and practices in language learning in accordance with the curriculum.

### 2.1.5 Previous Study

A study of idiomatic expressions is obviously not the first one. There have been many researchers who conduct the same topic. Therefore, in this study, the writer takes three previous studies from the other researchers.

The first study was conducted by Febryanto (2014). The aims of this study were to describe the degree of the meaning accuracy of the English idiomatic expressions of the *Iron Man 3* movie text represented in the Bahasa Indonesia subtitling text and describing the contextual effects of the meaning accuracy toward the target viewers of the Bahasa Indonesia subtitling text. The writer used a descriptive qualitative approach with a content analysis method. The data of this research were the English idiomatic expressions and their subtitling of *Iron Man 3* movie. The result of this study showed that the highest occurrence rate was the high degree of meaning accuracy, which represents the meaning of the source language text is completely realized into the target language text. It is more than half of the analysed data. In other words, it is 85 data from all the 145 data. The writer also found that the high degree of the meaning accuracy implies that the translator is successful in transferring the meaning of the idiomatic

expressions as equivalent as possible and the translation can meet the viewers' need for equivalent translations.

The second study was conducted by Fahrizky (2015). The aims of this study were to identify what idiomatic translation strategies are used to translate idiomatic expressions found in this novel and to find out the accuracy level of idiomatic translation of the novel. The writer used descriptive qualitative study. The result of this study showed that there were five translation strategies used to translate idiomatic expressions, namely: (1) Using idiom of Similar Meaning and Form, (2) Using Idiom of Similar Meaning but Different Form, (3) Paraphrase, (4) Omission, and (5) Literal translation. The most used strategy to translate the idiomatic expressions in the novel *The Fault in Our Stars* was Paraphrase, while the least used strategy was Using Idiom of Similar Meaning and Form. In terms of accuracy level, this novel's translation had the accuracy level as much as 80.43%.

The third study was conducted by Sagala (2017). The aims of this study were to find out the most types of idiomatic expressions on *Dangerous Minds*' movie script and to find out the acceptability degree of idiomatic expressions' interpretation in *Dangerous Minds* movie. The writer used document-qualitative research since it is a method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The result of this study showed that the writer found most types of the idiom in the *Dangerous Minds* movie script were phrasal verbs (PV). While for the acceptability degree of translation,

there are 52 idioms in the movie script which can be categorized as an ideal acceptable translation of idiomatic expressions, 13 Acceptable translations, 4 unacceptable translations and 3 failed translations.

The writer applied idiomatic expressions as the topic in this study. However, the writer also tried to completed the gap in the previous studies by investigating the implication of idiomatic expressions for teaching speaking skill. The writer uses song lyrics in the English textbook entitled *Pathway to English* made for eleventh graders of Senior High School as the object of the study.

## 2.2 Theoretical Framework

The writer used an English Textbook entitled *Pathway to English* in this study since it is a series of English textbooks for senior high school students. It also aims to provide a framework for teaching and learning English based on *KI/KD Kurikulum 2013 yang Disempurnakan*. In the syllabus, there are basic competencies students need to accomplished and one of them is on **KD 4.10** that stated capturing contextual meaning related to social functions and linguistic elements of song lyrics related to the lives of high school/MA youths. It is also the reason why research done in this study are necessary to be applied in school, especially in teaching song lyrics.

Since song lyrics are used as the materials taught in the classroom, their usage has to be understood by students. This material is taught from tenth to twelfth graders. There are social function and linguistic elements in song



lyrics. The students are often asked to mention the meaning of phrases in song lyrics. However, sometimes students are still wrong in interpreting the meaning. This happens because there are several phrases or sentences in the song lyrics which use expressions that are rarely known by students and the meaning cannot be literally taken. In the linguistic elements, these phrases are called idioms. In this study, the writer will focus on analysing the idiomatic expressions of song lyrics used in the English textbook for 11<sup>th</sup> graders. It will be done by collecting the data of idiomatic expressions in the song lyrics, then the writer will classify the data according to the type of idiomatic expressions stated by Palmer (1981). There are three types, namely:

1. Phrasal Verb
  - a. Verb + Adverb,
  - b. Verb + Preposition,
  - c. Verb, Adverb, Preposition.
2. Partial Idiom
3. Total Idiom or Non-Equivalence Idiom

The writer's purpose in analysing the idiomatic expressions in song lyrics is to give the students deeper understanding about the meaning since it has been stated in the syllabus. In this material, there are also some meanings to be shared and known by the students through idioms. This study is also expected to make the students understand and learn about idiomatic expressions, then eventually, the students can use the idiomatic expressions in their daily conversation properly.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Type of the Research**

The writer used qualitative research in conducting this study. Creswell (2012) stated that qualitative research is a research that allows researchers to make a personal assessment in form of description that fits the circumstance to get the information. Qualitative research was considered the best to be applied in this matter since the writer analyzed about idiomatic expressions of song lyrics in the English textbook entitled *Pathway to English* for eleventh graders of Senior High School.

#### **3.2 Research Subject**

The subject of the study was Idiomatic Expressions in the song lyrics found in the English textbook entitled *Pathway to English* for eleventh graders of Senior High School.

#### **3.3 Data and Data Resources**

The data was eleven song lyrics taken from in English textbook used by eleventh graders of Senior High School entitled *Pathway to English*. The textbook is a series of English textbooks for senior high school students. It

aims to provide a framework for teaching and learning English based on *KI/KD Kurikulum 2013 yang Disempurnakan*.

### 3.4 Unit of Analysis

The unit of analysis of the study was elements of idiomatic expressions in the phrase level found in the textbook. The writer used type of idiomatic expressions stated by Palmer (1981), namely:

1. Phrasal Verb
  - a. Verb + Adverb,
  - b. Verb + Preposition,
  - c. Verb, Adverb, Preposition.
2. Partial Idiom
3. Total Idiom or Non-Equivalence Idiom

### 3.5 Data Collection Technique

Since this study used qualitative research, the writer applied documentation technique to collect the data. Documents represent a good source for text data for a qualitative study. They are ready to be analyzed without the necessary transcription (Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.), 2012). The writer took song lyrics as the data in this study. There were eleven song lyrics in the textbook used by the writer. Then, the song lyrics stated above were analyzed to identify the types of idiomatic

expressions and to find out the dominant type of idiomatic expressions used in the song lyrics as well as the implication of idiomatic expressions in language teaching especially in teaching speaking skill.

### 3.6 Data Analysis Technique

The writer used qualitative research method by Creswell (2012) to analyse the idiomatic expressions of song lyrics found in the English textbook. The writer gave descriptions and interpretations in qualitative way.

So, below were the procedures to analyze the data:

1) Dividing the song lyrics into phrase

Since there were eleven song lyrics in the textbook, the writer analyzed each of them by focusing on all the phrases found in each song lyrics and divided them.

2) Identifying the idiomatic expressions based on a theory proposed by Palmer (1981)

After dividing the song lyrics into phrase, the writer identified the idiomatic expressions based on Palmer (1981) categorization by underlying the types of idiomatic expressions in song lyrics found in the English Textbook entitled *Pathway to English*.

3) Classifying the data then putting them into a table

The writer classified the data after underlying the types of idiomatic expressions. Next, the writer put the data into a table to ease the analysis process. The collected data was then analyzed to find out

the types of idiomatic expressions found in the song lyrics as well as the meaning of it.

**Table 3. 1 Idiomatic Expressions in Song Lyrics Found in the English Textbook**

No.	Code	Lyrics of the Songs	Type of Idiomatic Expressions				
			PV			PI	TI
			V + Adv	V + Prep	V +Adv +Prep		
1.	S1/P1	Telling the time				✓	
2.	S1/P2	Walking hand in hand				✓	
3.	S1/P3	Every now and then					✓

Code Descriptions:

1). Code:

- S: Song
- P: Phrase

2). Type of Idiomatic Expressions:

a. PV: Phrasal Verb

- V + Adv = Verb + Adverb
- V + Prep = Verb + Preposition
- V + Adv + Prep = Verb + Adverb + Preposition

b. PI: Partial Idiom

c. TI: Total Idiom

- 4) Then, the writer calculated the frequency of idiomatic expressions that occurs in the form of percentages. This way, the writer found the dominant type found in song lyrics by using the formula below:

$$P = \frac{N}{T} \times 100\%$$

P = Percentage of particular idiomatic expressions' type

N = Frequency of particular idiomatic expressions' type

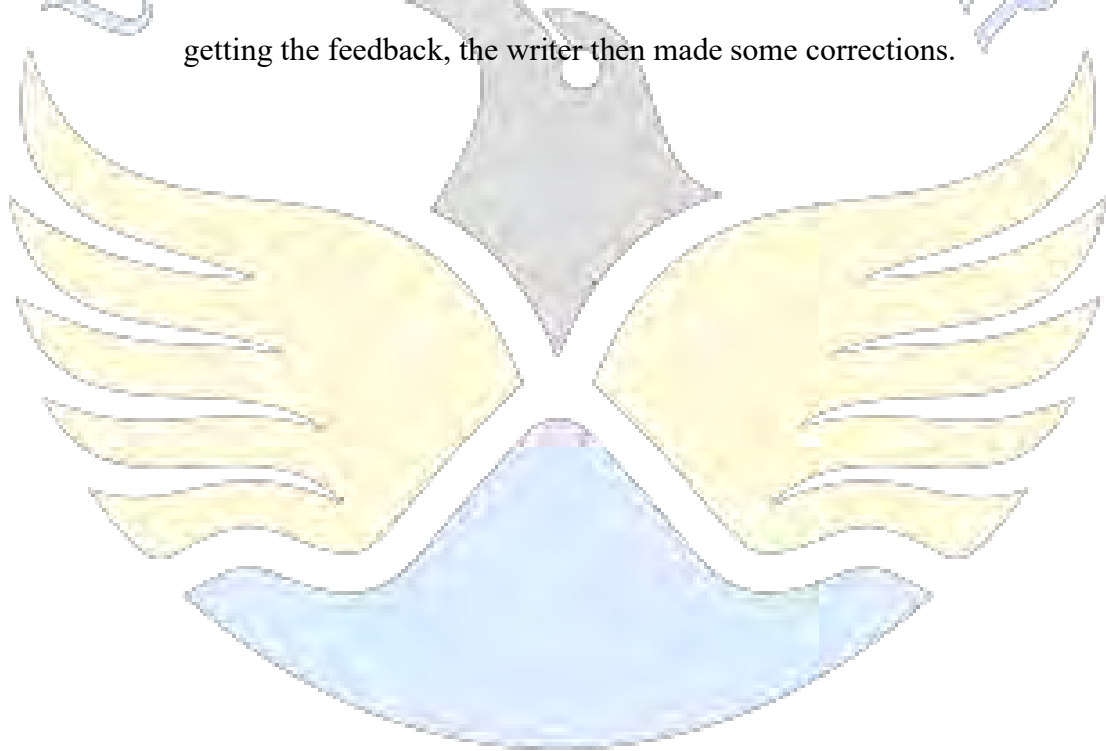
T = Total number of idiomatic expressions' type found in the data

- 5) After the writer finished processing the data, the writer gave detailed descriptions about the findings.
- 6) During the process, the writer found the implication of idiomatic expressions in song lyrics found in the textbook which in line with teaching speaking skill for eleventh graders. Then, the writer drew the conclusion based on the gained result.
- 7) Validating the data by using triangulation

In qualitative research, data can be considered as a good data if it is valid. The data analysis needed to be checked to get the verification by using triangulation. Knowing that this study belongs to qualitative research, the writer applied triangulation in order to increase the credibility and validity of the data analysis found in this study. (Cohen, Manion, & Morrison, 2007) stated in their book that triangulation may be defined as an attempt to design or describe

thoroughly in associate with the completeness and complexity of human behavior by studying it from more than one point of view.

Furthermore, according to (Denzin & Lincoln, 2017), there are five types of triangulation, namely; Data Triangulation, Investigator Triangulation, Theory Triangulation, Methodological Triangulation, and Environmental Triangulation. To strengthen the analysis, the writer used investigators triangulation to validate the analysis. It was carried out by experts' helps who are proficient in linguistics field. Therefore, the writer chose the investigators by asking English lecturers in Tidar University to evaluate and give feedback to the data analysis. After getting the feedback, the writer then made some corrections.





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**A**

**P**

**P**

**E**

**N**

**D**


**I**

**C**

**E**

**S**

## Appendix 1 Surat Keputusan Bimbingan Penyusunan Skripsi



**KEMENTERIAN RISET TEKNOLOGI DAN PENDIDIKAN TINGGI**  
**UNIVERSITAS TIDAR**  
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**UNIVERSITAS TIDAR**  
**Nomor : B/1039/UN57.F3/TD.06/2019**  
 tentang  
**DOSEN PEMBIMBING PENYUSUN SKRIPSI**  
**MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS TIDAR**  
**SEMESTER GASAL TAHUN AKADEMIK 2019/2020**  
**DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**


**Membaca** : Usulan Koordinator Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar tentang Dosen Pembimbing Skripsi

**Menimbang** : 1. Bahwa para mahasiswa dalam penyusunan skripsi agar terarah dan sesuai dengan ketentuan yang berlaku diperlukan dosen pembimbing.  
 2. Bahwa dosen pembimbing perlu ditunjuk dan ditentukan yang tertuang dalam Surat Keputusan Dekan

**Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Pendidikan Nasional;  
 2. Undang-Undang Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan Tinggi;  
 3. Statuta Universitas Tidar

**MEMUTUSKAN**

**Menetapkan** : 1. Menunjuk dan mengangkat dosen yang namanya tersebut dalam lampiran surat keputusan ini untuk bertindak sebagai dosen pembimbing satu dan atau pembimbing dua dalam penyusunan skripsi mahasiswa yang namanya tersebut dalam lampiran surat keputusan ini.  
 2. Keputusan ini berlaku mulai 1 Oktober 2019 sampai dengan 1 Oktober 2020.

Ditetapkan di : Magelang  
 Pada tanggal : 1 Oktober 2019  
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 Prof. Dr. Sukarno, M.Si.  
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 Nomor : B/1039/UN57.F3/TD.06/2019  
 Tanggal : 1 Oktober 2019

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67	1610302072	Dewi Setya Lestari	1. Dr. Sri Sarwanti, M.Hum 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
68	1610302073	Rendika Setiawan Adi Nugraha	1. Moch. Malik Al Firdaus, M.Pd. 2. C.Prima Ferri K., M.Pd.
69	1610302074	Citra Prajna Paramita	1. Rini Estiyowati, S.S., M.Pd 2. Atsani Wulansari, M.Hum.
70	1610302075	Arini Nur Rohmah	1. Dr. Dwi Winarsih, M.Pd. 2. Lilia Indriani, M.Pd.
71	1610302076	Mafroh Abdul Aziz	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
72	1610302077	Tri Heny Rismawati	1. Dr. Sri Sarwanti, M.Hum 2. C.Prima Ferri K., M.Pd.
73	1610302078	Lusi Kusumawardhani	1. Dr. Farikah, M.Pd. 2. Lilia Indriani, M.Pd.
74	1610302079	Atika Jihan Nidaulail	1. Dr. Sri Sarwanti, M.Hum. 2. Lilia Indriani, M.Pd.
75	1610302080	Revalia Monica	1. Dr. Dwi Winarsih, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
76	1610302081	Indra Ardinata	1. Prof. Dr. Sukarno, M.Si. 2. Lilia Indriani, M.Pd.
77	1610302082	Azizah Wahyu Lestari	1. Moch. Malik Al Firdaus, M.Pd. 2. C.Prima Ferri K., M.Pd.
78	1610302083	Selviana Nurafni	1. Rini Estiyowati, S.S., M.Pd 2. Lilia Indriani, M.Pd.
79	1610302085	Rosi Rohadi	1. Dr. Dwi Winarsih, M.Pd. 2. Gilang Fadhlia, A., M.Hum.
80	1610302086	Eni Puji Lestari	1. Rini Estiyowati, S.S., M.Pd 2. Atsani Wulansari, M.Hum.
81	1610302087	Hanifah Indriastuti	1. Dr. Dwi Winarsih, M.Pd. 2. Arum Nisma Wulanjani, S.Pd., M.Pd.
82	1610302088	Uswatul Khoiriyah	1. Dr. Farikah, M.Pd. 2. Retma Sari, M.Pd.
83	1610302089	Dimas Setyawan	1. Moch. Malik Al Firdaus, M.Pd. 2. Winda Candra H., M.A.
84	1610302090	Nafi Arrum Fauziah	1. Rini Estiyowati I, S.S., M.Pd 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
85	1610302091	Alfia Firda Zahara	1. Moch. Malik Al Firdaus, M.Pd. 2. Lilia Indriani, M.Pd.
86	1610302093	Ratri Prafitrasari	1. Rini Estiyowati I, S.S., M.Pd 2. Ali Imron, M.Hum.
87	1610302094	Meira Elok Duhita	1. Moch. Malik Al Firdaus, M.Pd. 2. Atsani Wulansari, M.Hum
88	1610302095	Andina Dea Hardianti	1. Dr. Dwi Winarsih, M.Pd. 2. Retma Sari, M.Pd.
89	1610302096	Tiarica Kusuma Dewi	1. Rini Estiyowati I, S.S., M.Pd 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
90	1610302098	Ratih Dwi Nugraheni	1. Dr. Dwi Winarsih, M.Pd. 2. Lilia Indriani, M.Pd.




91	1610302099	Agustina Puteri Liliarsari	1. Moch. Malik Al Firdaus, M.Pd. 2. Winda Candra H., M.A.
92	1610302100	Enno Tiesa Godelava Jauhar	1. Dr. Dwi Winarsih, M.Pd. 2. C.Prima Ferri K., M.Pd.
93	1610302101	Rahmawati Dwi Lestari	1. Rini Estiyowati I, S.S., M.Pd 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
94	1610302102	Kidung Rama Gunawan	1. Dr. Farikah, M.Pd. 2. Atsani Wulansari, M.Hum
95	1610302103	Maharani Siti Paramawati	1. Rini Estiyowati I, S.S., M.Pd 2. Retma Sari, M.Pd.
96	1610302104	Adelia Ramayanti	1. Moch. Malik Al Firdaus, M.Pd. 2. C.Prima Ferri K., M.Pd.
97	1610302105	Suci Widyawati	1. Dr. Dwi Winarsih, M.Pd. 2. Winda Candra H., M.A.
98	1610302106	Apri Nugraheni	1. Prof. Dr. Sukarno, M.Si. 2. C.Prima Ferri K., M.Pd.
99	1610302107	Muhammad Yasin Nugraha	1. Moch. Malik Al Firdaus, M.Pd. 2. Endah Ratnaningsih, M.Pd.
100	1610302108	Asih Kurniastuti	1. Dr. Dwi Winarsih, M.Pd. 2. Lilia Indriani, M.Pd.
101	1610302109	Sita Amalia Nurfitriana	1. Rini Estiyowati I, S.S., M.Pd 2. Winda Candra H., M.A.
102	1610302110	Ika Nafiatul Munawaroh	1. Dr. Farikah, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
103	1610302111	Harreno Atnis Putraesa	1. Moch. Malik Al Firdaus, M.Pd. 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
104	1610302112	Dinda Ninati Anugerah Iriyani	1. Rini Estiyowati I, S.S., M.Pd 2. Gilang Fadhilia A., M.Hum.
105	1610302113	Ariani Nur Fitria	1. Dr. Farikah, M.Pd. 2. Retma Sari, M.Pd.
106	1610302114	Devi Rafealia Wijayanti	1. Moch. Malik Al Firdaus, M.Pd. 2. C.Prima Ferri K., M.Pd.
107	1610302115	Adzimatinur Tiara Putri Rustam	1. Prof. Dr. Sukarno, M.Si. 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
108	1610302117	Filsafat Ash Shauffi	1. Dr. Farikah, M.Pd. 2. Winda Candra H., M.A.
109	1610302118	Muchtar Bagus Qurniawan	1. Moch. Malik Al Firdaus, M.Pd. 2. Endah Ratnaningsih, M.Pd.
110	1610302119	Nafiatul Aghnia Rahmawati	1. Rini Estiyowati I, S.S., M.Pd 2. Retma Sari, M.Pd.
111	1610302120	Octaviera Regita Pramesthi	1. Dr. Dwi Winarsih, M.Pd. 2. Atsani Wulansari, M.Hum
112	1610302121	Shierly Priscilla Fortuna Imbang	1. Moch. Malik Al Firdaus, M.Pd. 2. Winda Candra H., M.A.
113	1610302122	Bangkitama Wibi Krismanto	1. Prof. Dr. Sukarno, M.Si. 2. Endah Ratnaningsih, M.Pd.
114	1610302123	Mutiara Diani Galit	1. Rini Estiyowati I, S.S., M.Pd 2. Retma Sari, M.Pd.
115	1610302124	Filosofia Noor Hastuti	1. Moch. Malik Al Firdaus, M.Pd. 2. Gilang Fadhilia A., M.Hum.
116	1610302126	Kevin Septa Krisdian	1. Moch. Malik Al Firdaus, M.Pd. 2. Ali Imron, M.Hum.
117	1610302127	Made Ani Atwinia	1. Prof. Dr. Sukarno, M.Si. 2. C.Prima Ferri K., M.Pd.
118	1610302128	Via Annisa Larasati	1. Rini Estiyowati I, S.S., M.Pd 2. Ali Imron, M.Hum.
119	1610302129	Kurnia Rahmawati	1. Dr. Dwi Winarsih, M.Pd. 2. Endah Ratnaningsih, M.Pd.
120	1610302130	Gustia Anggid Ayu Shandra	1. Moch. Malik Al Firdaus, M.Pd. 2. Candradewi Wahyu Anggraeni, M.Pd.
121	1610302131	Novi Astutik	1. Dr. Dwi Winarsih, M.Pd. 2. Gilang Fadhilia, A., M.Hum.
122	1610302132	Muhammad Haiban Anas	1. Dr. Farikah, M.Pd. 2. Winda Candra H., M.A.

123	1610302134	Adinda Lailin Nikmah	1. Moch. Malik Al Firdaus, M.Pd. 2. Widya Ratna K, S.Pd., M.Ed., M.Pd.
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Magelang, 1 Oktober 2019  
Dekan



  
Prof. Dr. Sukarno, M.Si.  
NIP 195907041986031002

## Appendix 2 Surat Tugas Seminar Proposal Skripsi



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS TIDAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Alamat : Jalan Kapten Suparman 39 Magelang 56116  
 Telepon (0293) 364113 Faksimile (0293) 362438  
 Laman : [www.untidar.ac.id](http://www.untidar.ac.id) Surat elektronik : [fkkip@untidar.ac.id](mailto:fkkip@untidar.ac.id)

Surat Tugas

Nomor: 52/UN57.F3/PT/2021

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar menugaskan:

No	Nama, NIP/NIK	Nama Mahasiswa, NPM	Jabatan dalam Tugas
1.	Rini Estiyowati Ikaningrum, M.Pd. NIK 197507062002103C114	Maharani Siti NPM 1610302103	Pembimbing I
2.	Retna Sari, M.Pd. NIP 198203182015042001		Pembimbing II
3.	Dr. Dwi Winarsih, M.Pd. NIK 196711091994103C080	Aldi Setyo Pambudi NPM 1510302093	Pembimbing I
4.	Lilia Indriani, M.Pd. NIP 198111282015042002		Pembimbing II

untuk menghadiri seminar proposal skripsi mahasiswa secara online yang dilaksanakan pada:

hari, tanggal : Senin, 25 Januari 2021  
 waktu : 09:00 s.d 10:00 WIB  
 media : *Video conference via Zoom*  
*Meeting ID: 964 4974 0366*  
*Passcode: 599006*

Surat tugas ini dibuat untuk dilaksanakan dengan sebaik-baiknya.



Magelang, 22 Januari 2021  
 Dekan,

Prof. Dr. Sukarno, M.Si.  
 NIP 195907041986031002



### Appendix 3 Berita Acara Seminar Proposal Skripsi



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS TIDAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN BAHASA DAN SENI

Alamat : Jalan Kaptan Supriatman 39 Magelang 56116 Telp. (0293) 364113 Fax. (0293) 362438  
Laman : [www.fkip.unitar.ac.id](http://www.fkip.unitar.ac.id) Surel : [fkip@untidar.ac.id](mailto:fkip@untidar.ac.id)

**BERITA ACARA SEMENTARA  
UJIAN SEMINAR PROPOSAL ONLINE**

Nama Mahasiswa	: Maharani Siti Paramawati
NPM	: 1610302103
Judul Proposal	: Idiomatic Expressions Analysis of Song Lyrics in English Textbook Entitled <i>Pathway to English</i> for Eleventh Graders of Senior High School
Nama Dosen Pembimbing I	: Rini Estiyowati Ikaningrum, S.S., M.Pd.
Nama Dosen Pembimbing II	: Retma Sari, S.Pd., M.Pd.
Tanggal Ujian Seminar Proposal	: Senin, 25 Januari 2021
Ujian melalui media	: Zoom dan Google Meet
Foto Bukti Ujian	:



## Appendix 4 Surat Tugas Ujian Skripsi



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS TIDAR  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Alamat : Jalan Kapten Suparman 39 Magelang 56116  
Telepon (0293) 364113 Faksimile (0293) 362438  
Laman : [www.fkip.untidar.ac.id](http://www.fkip.untidar.ac.id) Surat elektronik : [fkip@untidar.ac.id](mailto:fkip@untidar.ac.id)

Surat Tugas  
Nomor : B/227/UN57.F3/TD.06/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tidar menugaskan :

No.	Nama, NIP/NIK	Jabatan dalam Tugas
1.	Rini Estiyowati Ikaningrum, M.Pd. NIP 197507062021212007	Ketua Penguji
2.	Retma Sari, M.Pd. NIP 198203182015042001	Sekretaris Penguji
3.	Winda Candra Hantari, M.A. NIP 198609162015042003	Anggota Penguji

sebagai penilai ujian skripsi mahasiswa Program Studi SI Pendidikan Bahasa Inggris atas nama **Maharani Siti Paramawati (NPM 1610302103)** yang dilaksanakan pada :

hari, tanggal : Jumat, 21 Januari 2022  
waktu : 08:00 s.d 09:00 WIB  
media : Video conference via Zoom  
Meeting ID: 968 6085 8834  
Passcode: pbi002

Surat tugas ini dibuat untuk dapat dilaksanakan dengan sebaik-baiknya.



Magelang, 19 Januari 2022  
Dekan,

Prof. Dr. Sukarno, M.Si  
NIP 195907041986031002

## Appendix 5 Journal of Paper Revision

### Journal of Paper Revision

Title : Idiomatic Expressions Analysis of Song Lyrics in the English Textbook Entitled *Pathway to English* for Eleventh Graders of Senior High School


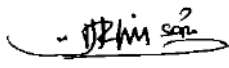
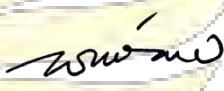
Name : Maharani Siti Paramawati

NPM : 1610302103

First Supervisor : Rini Estiyowati Ikaningrum., S.S., M.Pd.

Second Supervisor : Retma Sari, S.Pd., M.Pd.

Examiner : Winda Candra Hantari, M.A.

No.	Name	Suggestion	Signature
1.	Rini Estiyowati Ikaningrum., S.S., M.Pd.	- Typing format should be corrected.	
2.	Retma Sari, S.Pd., M.Pd.	- Check the thesis thoroughly, especially the grammar.	
3.	Winda Candra Hantari, M.A.	<ul style="list-style-type: none"> <li>- Sentences in the abstract can be shortened.</li> <li>- Give clear evidence in the background.</li> <li>- Add a clear statement about idiomatic expressions in the identification related with teaching speaking skill.</li> <li>- Put the context related with the importance of song lyrics as a learning material</li> <li>- Add the relevance of the previous study and the novelty of the writer's study</li> </ul>	

## Appendix 6 Song Lyrics in English Textbook

### SONG LYRICS 1

Oh happiness is two kinds of ice cream  
Finding your skate key, *telling the time*

And happiness is learning to whistle  
Tying your shoe for the very first time

Happiness is playing the drum in your own school band  
And happiness is *walking hand in hand*

And happiness is five different crayons  
Knowing a secret, climbing a tree

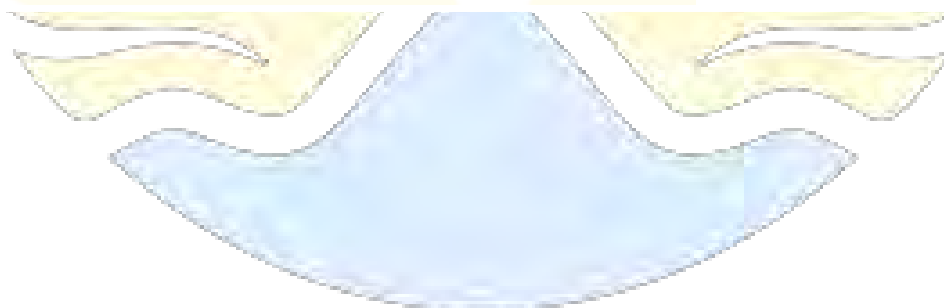
Happiness is finding a nickel  
Catching a firefly, setting it free

And happiness is being alone *every now and then*  
And happiness is *coming home* again

Happiness is singing together when day is through  
And happiness is those who sing with you

And happiness is morning and evening  
Daytime and nighttime too

For happiness is anyone and anything at all  
That is loved by you



## SONG LYRICS 2

There's a hero  
If you look inside your heart  
You don't have to be afraid  
Of what you are  
There's an answer  
If you *reach into* your soul  
And the sorrow that you know  
Will *melt away*

And then a hero *comes along*  
*With* the strength to *carry on*  
And you *cast* your fears *aside*  
And you know you can survive  
So when you feel like hope is gone  
Look inside you and be strong  
And you'll finally see the truth  
That a hero lies in you

It's a long road  
When you face the world alone  
No one *reaches out* a hand  
For you to hold  
You can find love  
If you search within yourself  
And that emptiness you felt  
Will disappear

Lord knows  
Dreams are hard to follow  
But don't let anyone  
*Tear* them *away*  
*Hold on*  
There will be tomorrow  
*In time* you'll find the way





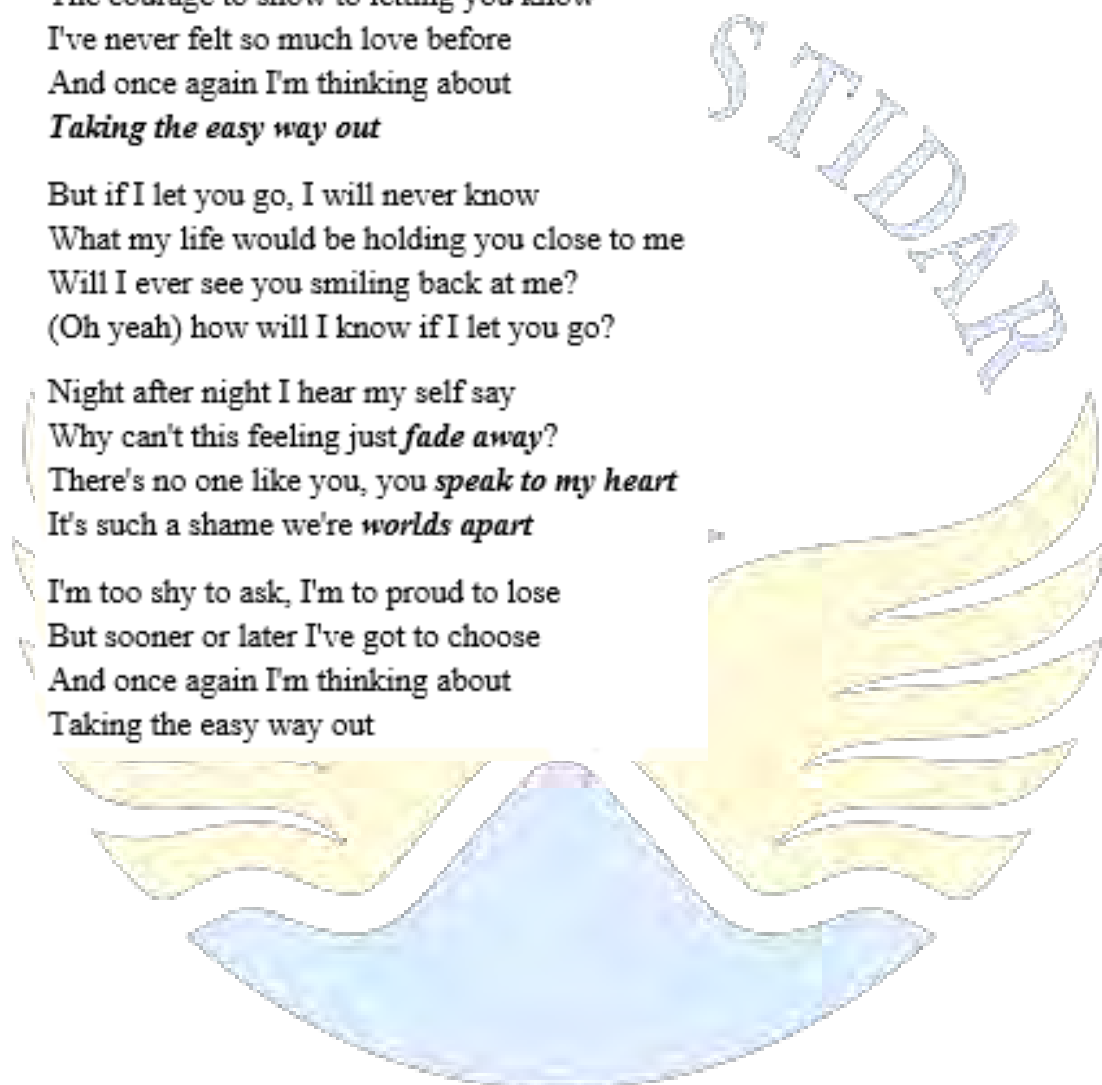
## SONG LYRICS 3

*Day after day*  
Time *pass away*  
And I just can't *get* you *off* my mind  
Nobody knows  
I hide it inside  
I *keep on* searching, but I can't find  
The courage to show to letting you know  
I've never felt so much love before  
And once again I'm thinking about  
*Taking the easy way out*

But if I let you go, I will never know  
What my life would be holding you close to me  
Will I ever see you smiling back at me?  
(Oh yeah) how will I know if I let you go?

Night after night I hear my self say  
Why can't this feeling just *fade away*?  
There's no one like you, you *speak to my heart*  
It's such a shame we're *worlds apart*

I'm too shy to ask, I'm too proud to lose  
But sooner or later I've got to choose  
And once again I'm thinking about  
Taking the easy way out



## SONG LYRICS 4

Shine bright like a diamond  
Shine bright like a diamond

Find light in the beautiful sea  
I choose to be happy  
You and I, you and I  
We're like diamonds in the sky  
You're a shooting star I see  
*A vision of ecstasy*  
When you hold me, I'm alive  
We're like diamonds in the sky

I knew that we'd become one *right away*  
Oh, right away  
At first sight I felt the energy of sun rays  
I *saw the life* inside your eyes

So shine bright, tonight you and I  
We're beautiful like diamonds in the sky  
*Eye to eye*, so alive  
We're beautiful like diamonds in the sky

Shine bright like a diamond  
We're beautiful like diamonds in the sky

Palms rise to the universe  
As we *moonshine and molly*  
Feel the warmth, we'll never die  
We're like diamonds in the sky  
You're a shooting star I see  
A vision of ecstasy  
When you hold me, I'm alive  
We're like diamonds in the sky

STIDAR



## SONG LYRICS 5

*Turn away*

If you could get me a drink  
Of water 'cause my lips are chapped and faded  
Call my aunt Marie  
Help her gather all my things  
And bury me  
In all my favorite colors  
My sisters and my brothers, still  
I will not kiss you  
'Cause the hardest part of this  
Is leaving you

Now turn away  
'Cause I'm awful just to see  
'Cause all my hair's abandoned all my body  
All my agony  
Know that I will never marry  
Baby I'm just soggy from the chemo  
But *counting down* the days to go  
It just ain't living  
And I just hope you know  
That if you say (if you say)  
Good-bye today (good-bye today)  
I'd ask you to be true (I'd ask you to be true)  
'Cause the hardest part of this  
Is leaving you



### SONG LYRICS 6

Congratulations and celebrations  
 When I tell everyone that you're in love with me  
 Congratulations and jubulations  
 I want the world to know I'm happy as can be

Who would believe that I could be happy and contented?  
 I used to think that happiness hadn't been invented  
 But that was in the *bad old days* before I met you  
 When I let you *walk into* my heart

Congratulations and celebrations  
 When I tell everyone that you're in love with me  
 Congratulations and jubulations  
 I want the world to know I'm happy as can be

I was afraid that maybe you thought you were above me  
 That I was only fooling myself to think you'd love me  
 But then tonight you said you couldn't live without me  
 That round about me you wanted to stay

Congratulations and jubulations  
 I want the world to know I'm happy as can be

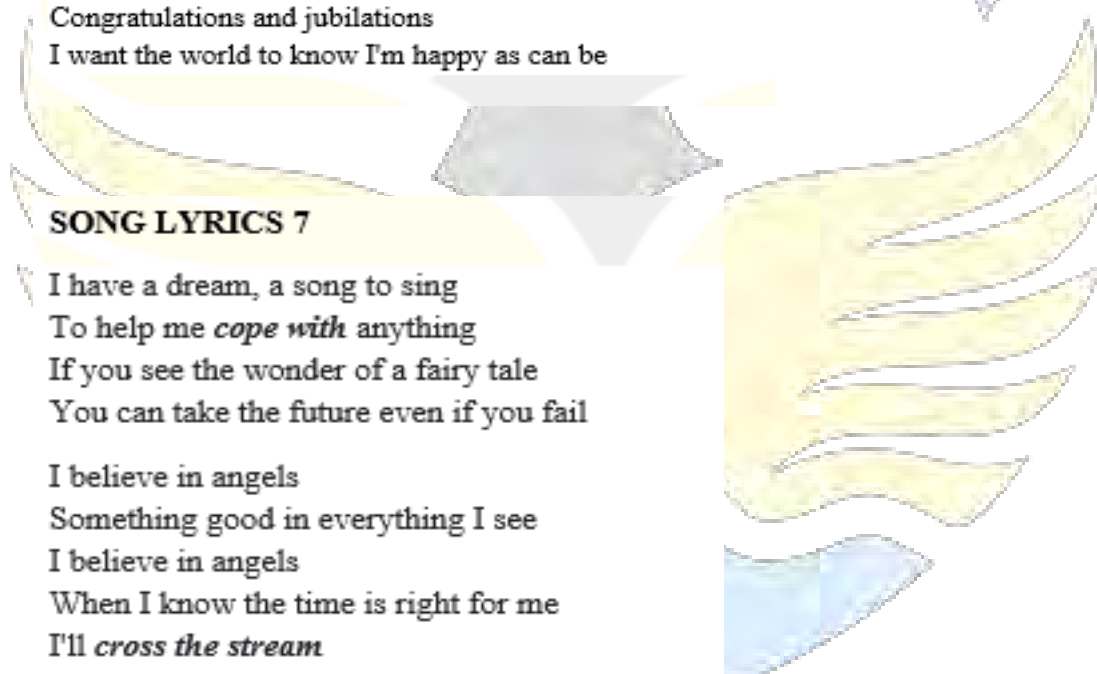
### SONG LYRICS 7

I have a dream, a song to sing  
 To help me *cope with* anything  
 If you see the wonder of a fairy tale  
 You can take the future even if you fail

I believe in angels  
 Something good in everything I see  
 I believe in angels  
 When I know the time is right for me  
 I'll *cross the stream*  
 I have a dream, oh yeah

I have a dream a fantasy  
 To help me through reality  
 And my destination makes it *worth the while*  
 Pushing through the darkness still another mile

TIDAR



**SONG LYRICS 8**

Yesterday, all my troubles seemed so *far away*  
Now it looks as though they're here to stay  
Oh, I believe in yesterday

Suddenly, I'm not half the man I used to be  
There's a *shadow hangin' over* me  
Oh, yesterday came suddenly

Why she had to go, I don't know, she wouldn't say  
I said something wrong, now I *long for yesterday*

Yesterday, love was such an easy game to play  
Now I need a place to *hide away*  
Oh, I believe in yesterday

Why she had to go, I don't know, she wouldn't say  
I said something wrong, now I long for yesterday

**SONG LYRICS 9**

When I am down and, oh my soul, so weary  
When troubles come and my heart burdened be  
Then, I am still and wait here in the silence  
Until You come and sit awhile with me.

You *raise me up*, so I can stand on mountains  
You raise me up, to *walk on stormy seas*  
I am strong, when I am *on your shoulders*  
You raise me up to more than I can be

### SONG LYRICS 10

I used to think that I could not *go on*  
 And life was nothing but an awful song  
 But now I know the meaning of true love  
 I'm *leaning on* the everlasting arms

If I can see it, then I can do it  
 If I just believe it, there's nothing to it

I believe I can fly  
 I believe I can *touch the sky*  
 I think about it *every night and day*  
*Spread my wings* and fly away  
 I believe I can soar  
 I see me running through that open door  
 I believe I can fly  
 I believe I can fly  
 I believe I can fly

See I was *on the verge of breaking down*  
 Sometimes silence can seem so loud  
 There are miracles in life I must achieve  
 But first I know it starts inside of me

### SONG LYRICS 11

When I find myself *in times of trouble*, Mother Mary comes to me  
 Speaking *words of wisdom*, let it be  
 And in my *hour of darkness* she is standing right in front of me  
 Speaking words of wisdom, let it be

Let it be, let it be, let it be, let it be  
 Whisper words of wisdom, let it be

And when the *broken-hearted* people living in the world agree  
 There will be an answer, let it be  
 For though they may be parted, there is still a chance that they will see  
 There will be an answer, let it be

Let it be, let it be, let it be, let it be  
 There will be an answer, let it be

## Appendix 7 Data Findings of Idiomatic Expressions in Song Lyrics

### Data Findings of Idiomatic Expressions' Types by Palmer (1981)

No.	Code	Lyrics of the Songs	Types of Idiomatic Expressions				
			PV			PI	TI
			V + Adv	V + Prep	V +Adv +Prep		
1.	S1/P1	Telling the time				✓	
2.	S1/P2	Walking hand in hand				✓	
3.	S1/P3	Every now and then					✓
4.	S1/P4	Coming home					✓
5.	S2/P1	Reach into		✓			
6.	S2/P2	Melt away	✓				
7.	S2/P3	Comes along with			✓		
8.	S2/P4	Carry on	✓				
9.	S2/P5	Cast aside	✓				
10.	S2/P6	Reach out		✓			
11.	S2/P7	Tear away	✓				
12.	S2/P8	Hold on	✓				
13.	S2/P9	In time				✓	
14.	S3/P1	Day after day					✓

15.	S3/P2	Pass away	✓				
16.	S3/P3	Get off		✓			
17.	S3/P4	Keep on	✓				
18.	S3/P5	Taking the easy way out				✓	
19.	S3/P6	Fade away	✓				
20.	S3/P7	Speak to my heart					✓
21.	S3/P8	Worlds apart					✓
22.	S4/P1	Vision of ecstasy					✓
23.	S4/P2	Right away					✓
24.	S4/P3	Saw the life					✓
25.	S4/P4	Eye to eye					✓
26.	S4/P5	Moonshine and Molly					✓
27.	S5/P1	Turn away	✓				
28.	S5/P2	Count down	✓				
29.	S6/P1	Bad old days				✓	
30.	S6/P2	Walk into		✓			
31.	S7/P1	Cope with		✓			
32.	S7/P2	Cross the stream					✓
33.	S7/P3	Worth the while					✓
34.	S8/P1	Far away	✓				
35.	S8/P2	Shadow hanging over					✓
36.	S8/P3	Long for yesterday				✓	
37.	S8/P4	Hide away	✓				



38.	S9/P1	Raise up	✓				
39.	S9/P2	Walk on stormy seas				✓	
40.	S9/P3	On your shoulder					✓
41.	S10/P1	Go on	✓				
42.	S10/P2	Lean on	✓				
43.	S10/P3	Touch the sky					✓
44.	S10/P4	Every night and day					✓
45.	S10/P5	Spread my wings					✓
46.	S10/P6	Fly away	✓				
47.	S10/P7	On the verge of ...					✓
48.	S10/P8	Breaking down					✓
49.	S11/P1	In times of trouble					✓
50.	S11/P2	Words of wisdom					✓
51.	S11/P3	Hour of darkness					✓
52.	S11/P4	Broken-hearted					✓
<b>TOTAL</b>			16	5	1	7	23

## Appendix 8 Data Validation Sheet

### DATA VALIDATION SHEET

The data analysis below is the sample from each song lyrics that is randomly taken to be checked for validation by applying investigator triangulation.

Source	Lyrics in the Song	Types of Idiomatic Expressions	Analysis
S2/P8	Hold on	Phrasal Verb	In idiomatic expressions, it means to be patient. It has no connection with just the word <b>hold</b> which means grasp, carry, or support with one's hands and the word <b>on</b> which means physically in contact with and supported by a surface.
S5/P2	Count down	Phrasal Verb	In the lyrics, this expression means to wait for something to happen. It does not have any connection with the word <b>count</b> that means determine the total number of (a collection of items) and the word <b>down</b> that means toward or in a lower place or position.
S2/P6	Reach out	Phrasal Verb	This expression means to enlarge one's circle of friends and experiences. It does not relate with only the word <b>reach</b> which means stretch out an arm in a specified direction in order to touch or grasp something and the word <b>out</b> which means through to the outside.
S7/P1	Cope with	Phrasal Verb	This expression means to tolerate or endure someone or something. It has

			nothing to do with the word <i>cope</i> that means deal effectively with something difficult and the word <i>with</i> that means accompanied by (another person or thing).
S6/P1	Bad old days	Partial Idiom	In idiomatic expressions, this phrase means the past, seen as a time when things were worse. The word <i>bad</i> has literal meaning which is indicated by the word worse. However, the words <i>old days</i> do not have their literal meaning. In this data, the meaning of <i>old days</i> should be the things in past time.
S8/P3	Long for yesterday	Partial Idiom	This idiomatic expression means to miss yesterday or to wish that it were yesterday. The word <i>yesterday</i> has its literal meaning, meanwhile the word <i>long</i> has non-literal meaning which means miss or have a strong wish or desire.
S1/P3	Every now and then	Total Idiom or Non-Equivalence Idiom	This idiomatic expression is used to indicate that something happens occasionally or sometimes, not very often or regularly. The meaning of each word in this expression is completely different with its idiomatic meaning.
S3/P7	Speak to my heart	Total Idiom or Non-Equivalence Idiom	This expression means to touch someone's heart or to deeply affect someone's emotions. It is usually used to tell someone that he/she has an effect for the speaker. The non-literal

			or idiomatic meaning is entirely different with its literal meaning of each word.
S4/P1	Vision of ecstasy	Total Idiom or Non-Equivalence Idiom	The phrase <i>vision of ecstasy</i> in idiomatic expressions means an overwhelming feeling of great happiness, joyful or delightful excitement. The literal meaning of each word do not relate to the whole idiomatic meaning.
S11/P3	Hour of darkness	Total Idiom or Non-Equivalence Idiom	In the lyrics, this expression indicates the time when bad events are at their worst and most dispiriting. It can be used to express the lowest point in someone's life. Each word in this expression does not directly relate to their literal meaning. Therefore, this expression is idiomatic.

It is validated in Magelang, December 23<sup>rd</sup> 2021

Validator 1

Validator 2

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