

**UNDERSTANDING IDIOMATIC EXPRESSIONS ON
“ABBEY ROAD” THE LAST ALBUM OF THE BEATLES:
THE CONTRIBUTION OF WORD MEANING**

A THESIS

Submitted in Partial Fulfillment of the Requirements for

Gaining the bachelor's degree of

English Language Education



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DEDICATION

This thesis is dedicated to :

English Education Department of UIN Walisongo Semarang, all English teachers, and everyone who supported me in accomplishing the thesis, especially my beloved parents (Mr. Samsul Aripin and Mrs. Mimi Maemunah), my lovely sisters and brother (Wina Marliana, Yuwen Nurkhalifah, and Armyan Al-Qorny) and all my entire family who always support me with prayer, endless love, patience and motivation.

MOTTO

No matter who you are, where you are from, your skin color, your gender identity, just speak yourself.¹

(Kim Nam Jun)

¹ UNICEF. (2018, September 25). *BTS speech at the United Nations / UNICEF* [Video]. Youtube, <https://www.youtube.com/watch?v=oTe4f-bBEKg>

ABSTRACT

Title : Understanding Idiomatic Expressions
On “Abbey Road” The Last Album of
The Beatles: The Contribution of Word
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Idiom knowledge is essential for English language competence and fluency, and that a lack of information can lead to substantial misunderstanding especially for foreign language learners. Since idiom meaning is not literally translatable, learners always find many difficulties in learning and translating idioms. One of the most exciting ways to learn idioms is using a song. This study is conducted based on idiomatic expressions in the album of The Beatles *Abbey Road*. This research focuses on two objectives: to classify the types of idiomatic expressions in the album of The Beatles *Abbey Road* and classify meaning types of idiomatic expressions found in the album of The Beatles *Abbey Road*. Content analysis of descriptive qualitative is used as a research method of this study. The album lyrics of The Beatles *Abbey Road* is used as documentation to collect the data. The result of the study showed that there are 30 idiomatic expressions found in the album of The Beatles *Abbey Road*. Types of idiomatic expressions which are frequently used in the album of The Beatles *Abbey Road* is phrasal verb meanwhile types of meaning which commonly used in the album of The Beatles *Abbey Road* is conceptual meaning. The implication of idiomatic expressions in the album of The Beatles ‘Abbey Road’ in learning idiom are developing new method of learning, and building such a fun learning atmosphere.

Keywords: Idiomatic Expressions, The Beatles, Song, Abbey Road

ACKNOWLEDGEMENT

Bismillahirrahmanirrahiim

Praise and gratitude I pray to Allah SWT, who has given his mercy and blessing so that I can compose and complete this research completely. *Sholawat* and *Salam* are also addressed to the Prophet Muhammad SAW, who brings us from the darkness to the brightness.

I realize that I cannot complete this research without help, guidance, direction, and cooperation from many people. Therefore, on this occasion, I would like to thank and give appreciation for them, especially to :

1. Dr. Hj. Lift Anis Ma'sumah, M.Ag., as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M.Pd. as the head of English Language Education Department.
3. Dra. Nuna Mustika Dewi, M.Pd. as the secretary of English Language Education Department.
4. Dra. Nuna Mustika Dewi, M.Pd., as the advisor who always gives me her valuable guidance.
5. All of the lecturers in the English Language Education Department and Teacher Training Faculty for valuable knowledge, advice, and motivation during the years of my study.
6. The deepest gratitude for my lovely parents (Mr. Samsul Aripin and Mrs. Mimi Maemunah) and family who are always giving me their prayers, love, support, and motivation.

7. The beloved parents in Islamic Boarding School Al-Muntadhar (Alm. Bapak KH. Burhanuddin Halim and Ibu Hj. Rohmiyah).
8. All of my friends, PBI 2017 especially my classmates of PBI B 2017, who have given me wonderful memories in my life.
9. Dearest friends, Dea Sardianianti, Nida Fitrillah, Nabilatul Ilmiyah, Lailatul Izza, and Shoimatul Zahra, thanks for the warm love.
10. Fitria Lutfiana, Hanif Mustaqfiroh, Ainin Sofiya Septiana, Siti Robiah, and Agus Suprpto, thank you for being my friends, for the support, for accompanying me in this whole years, for amazing experiences and unforgettable moments.
11. Last but not least, those who cannot be mentioned one by one, who had supported and helped me in every condition.

The researcher realizes that this thesis is still far from perfection. Therefore, the researcher needs suggestions and constructive criticism to make it better. The researcher hopes this thesis is useful for other researchers in particular and readers in general.

Semarang, 08 November 2021

Researcher,

A handwritten signature in dark ink, appearing to read 'Lola Haolastuti', with a stylized flourish at the end.

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CHAPTER I

INTRODUCTION

This chapter discusses the research background, research questions, research objectives, research significance, and research limitations.

A. Research Background

Language is the primary way of communication between human beings. It is commonly said that language is expression.² Language plays a crucial role in the transmission of knowledge. No subject, be it arts or science, can be pursued without the use of and understanding of language.³ Humans need to express their thought, feeling, and emotions, so that it would be impossible if humans did not learn and understand language. Generally, speaking language is a socially shared code, or conventional system, that represents

² Jesus Martinez del Castillo, 'Meaning, What Is It', *International Journal of Language and Linguistics*, 3.6 (2015), 67 <<https://doi.org/10.11648/j.ijll.s.2015030601.19>>.

³ Chaman Lal Banga, Jyonica Suri, and New Delhi, 'Role of Language In Human Life', *International Journal of English, Language, Literature, and Humanities*, 3.7 (2015), 180–97.

ideas through the use of arbitrary symbols and rules that govern combinations of these symbols (Bernstein and Tiegerman, 1989, P. 4).⁴

Speaking of languages, languages have idioms. Idiomatic expressions are part of every language. All languages, according to Boers (2008) in MED Magazine, have idioms and are full of them. Native speakers frequently use idiomatic expressions without considering their figurative meaning.⁵ The meaning of idiomatic expressions can be connotative, denotative depending on the context being discussed.

Language is a social phenomenon that has been formed over the years in the whole society and the whole of human civilization and not by any single group, as stated in Surah Ar-Ruum verse 22:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ
وَأَلْوَنِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Mean: "And of His Signs is the creation of the heavens and the earth and the diversity of your

⁴ Banga, Suri, and Delhi.

⁵ Rana Abid Thyab, 'The Necessity of Idiomatic Expressions to English Language Learners', *International Journal of English and Literature*, 7.July (2016), 106–11
<<https://doi.org/10.5897/IJEL2016.0895>>.

tongues and colours. Indeed there are Signs in this for the wise.'⁶

Indonesia considers English the first foreign language and is taught formally from elementary school up to university level. Many people aspire to understand and speak English exceptionally well. Nowadays, English has become the most important language to be learned. English as an international language took a role as a way to communicate with people from other countries. People use it to exchange information, learn about different subjects, cultures, etc. In fact, English is becoming increasingly popular among young people in Indonesia, especially in Jakarta. English is like a massive trend among them. In order to survive in this modern-day, several countries make English a mandatory subject. Learning English appears to be easier because of many platforms that support it, such as YouTube. But after all, there are still many people who find it difficult to understand English. To have a discussion and understand what is being said, you must have a good vocabulary. It will be easier to translate phrases into the mother tongue

⁶ Departemen Agama RI, *Alqur'an dan Terjemahnya*, (Bandung: Diponegoro: 2010)

if the vocabulary has been learned. However, it has been discovered that many statements or phrases, when put together, have a different meaning than the literal meaning of each word, and this is known as an idiom.

Idioms are a crucial component of the English language, as like in this statement: someone says if you want to *go far* (succeed), you must *pull your socks up* (Make a concerted effort to change your conduct, work quality, and so on) and do not forget to use your *grey matter* (brain). Foreign language learners always find difficulties in learning and translating idioms. According to Leech (1989), an idiom is a collection of two or more words that must be treated as a unit while learning a language. We cannot figure out what the idiom means merely by adding up together the meanings of the words inside it. To be more specific, an idiom is a group of words that are semantically and syntactically constrained in order to function as a single unit. From a semantic point of view, the meanings of the individual words cannot be summed to produce the meanings of the idiomatic expression as a whole. As a result, the phrase "fly off the handle" (which means "lose one's temper") cannot be understood in terms of the words "fly," "off," or "handle." The idiom phrase *hot air*, which means

empty or boastful talk, is neither hot nor air; with *hot air*, we are dealing with a set phrase where the meaning cannot be suggested based on the two constituent words. The idiomatic meaning of *spilling the beans* in *So who spilled the beans* (=told the secret) *about her affair with David?* has nothing to do with beans or with spilling in its literal sense. The foreign-language learner is left wondering where and how the beans were spilled. From a syntactic standpoint, the constituent parts of an idiom frequently do not allow for the usual variability that they do in other contexts.⁷

Learning a language is not about passing the test for the exam; it is wider than that. It is about communicating with other people who use certain language; it is about understanding their feeling and their thought. English is regarded as not only the most well-known and in-demand language on the planet but also one of the most beautiful. The English language is exceptionally rich in lexis. Idioms, without a doubt, contribute significantly to the enrichment of the English language. Idioms provide unique cultural and historical

⁷ Asst Prof, Abdul Majeed, and Hameed Joodi, 'A Study of the Problems of Learning and Translating Idioms', *J . Of College Of Education For Women*, 23.4 (2012), 1205–47.

information while also broadening people's understanding and use of English. Idioms are used by native speakers to make a more live and colorful speech. Non-native speakers are perplexed and frustrated because they do not understand their interlocutors since native speakers use idioms in all contexts all the time. That is why it is critical for non-native speakers to learn not only grammar and new lexical units, as well as reading, listening, and writing skills, but also to pay attention to idioms during the English language learning process.⁸

For a variety of reasons, teaching and learning idioms are difficult. According to McPartland, the main reason is that idioms are not literal: they do not mean what they say. The easiest are those which have exact counterparts in the learner's mother tongue, and the most difficult are those that have no counterparts and whose meaning cannot be deduced from their constituents' conjoined meanings.⁹

Since the problem of meaning that has been told above, the ways of learning idioms are used to be bored.

⁸ Sharsheeva A Je, 'The Role of Idioms in English Language Learning', 50–51.

⁹ Riyad F Hussein, Rajai Khanji, and Khalaff Makhzoomy, 'The Acquisition of Idioms : Transfer or What ?', 34 (2000), 23–34.

Non-native speakers should find an interesting and fun way in order idioms are delivered easily. One of the most interesting ways to learn idioms is using a song. Song is one of the means of communication that allows humans to cooperate. A way of communicating with other people utilizing sounds and music to communicate a feeling, sense, concept, emotion, or thinking is referred to as a song. People wish to employ music in their lives and activities for a variety of reasons. Some individuals require it in order to expand their business or other initiatives, to improve their skills, while others just wish to express their feelings, senses, thoughts, desires, messages, and to discuss anything within their communication in any scenario.

Song is a good way to learn idiomatic expressions for many reasons. Firstly, many lyrics contain a disproportionately high number of formulaic expressions, as they are intended to elicit widely shared experiences and feelings with a minimum of words (Murphey, 1990). Secondly, with their melody, rhythm, and use of poetic sound patterns, songs draw attention to the structural side of language, potentially leading to increased memorization (Tegge, 2015). Explicitly pointing out and drawing the learners' attention to the

sound patterns can enhance this memory effect (Boers, Lindstromberg, & Eyckmans, 2014).¹⁰

According to the third edition of the Cambridge Dictionary, lyrics are the words of a song, particularly a pop song or short poetry that expresses the writer's own ideas and feelings. It refers to not only the arrangement of words into sentences but also the representation of the composer's sense and emotion in order to describe feelings like desire, struggle, love, ideas, and feelings. In song lyrics, the composer sends various signals to the audience based on a particular scenario or environment.¹¹

Songs are used by all generations. Nowadays, many teachers use songs as a medium to learn the language. The song is highly memorable for the one who listens to it. Wrenshall said that “There is also evidence that song can help with memorization, and the rhythm and rhyme of the lyrics can help with vocabulary.” Building a joyful learning environment can also help students to understand the material in a shorter amount of

¹⁰ Jean L Arnold and Emily Herrick, *Teaching With Music* (Virginia: Tesolpress, 2017).

¹¹ Elsaria Sitorus, ‘A Deixis Analysis of Song Lyrics in Calum Scott “ You Are the Reason ”’, *International Journal of Science and Qualitative Analysis*, 5.1 (2019), 24–28 <<https://doi.org/10.11648/j.ij.sqa.20190501.14>>.

time. For learning idioms through song, the simple and catchy song but also attractive should be picked to create a fun and easy learning, as example the songs of The Beatles. The Beatles was the most well-known rock band in the world. The phenomenon is known as 'Beatlemania' arose as a result of their enormous popularity. The band was formed in 1960 from Liverpool by Paul McCartney, John Lennon, George Harrison, and Ringo Star. The Beatles was acknowledged as the bestselling group by Guinness World Record for their achievement for selling more than 1 billion units worldwide.¹² Until now, the Beatles have produced 12 albums with fantastic sales. One of the most famous and iconic album from the Beatles is Abbey Road. Abbey Road was released in September 1969, and it was The Beatles' eleventh studio album. The album had 17 songs and incorporated genres such as blues, rock, and pop. The cover features the group walking across the street's zebra crossing, an

¹² Shamsul Harbi and others, "' Hey , Jude ! I Wanna Hold Your Hand '": Transitivity Process Analysis on Popular Songs by The Beatles', *International Journal of Language Education and Applied Linguistics (IJLEAL)*, 09.1 (2019), 45–54.

image that has become one of the most well-known and imitated in popular music.¹³

Idioms have an unusual nature in that they do not behave in the same way that other linguistic items do. Idioms do not have a standard definition and cannot be identified on a regular basis. There is no clear syntactic or semantic criterion that can be used to distinguish the linguistic entity known as a 'idiom'. Idioms are a big category with a lot of different types. There are numerous classifications of this category due to the lack of a uniform definition and the inclusion of large words under the category of idioms. These difficulties in identifying and classifying idioms "lead to difficulties in effectively presenting them to foreign learners" (Grant, Lynn, and Laurie Bauer, 2004:44).¹⁴ In relation to this problem, various theories have emerged that have been made by linguists to facilitate learning about idioms. With these theories, idioms are easier to identify and learn.

¹³ Timothy Koozin and others, 'Conference Report : " Come Together : Fifty Years of Abbey Road "', *A Journal of the Science Music Theory*, 25.4 (2019) <<https://doi.org/10.30535/mto.25.4.7>>.

¹⁴ Abdalla Elkheir Elgobshaw, 'TRANSFER IN THE TRANSLATION OF IDIOMS', *International Journal of English Language and Linguistics Research*, 4.6 (2016), 1–10.

In research on title *An Analysis of Idiomatic Expressions Found In Ed Sheeran's Selected Lyrics Songs*, the researcher used a theory of idiom based on Makkai (1972). Meanwhile, my study uses a theory of idiom based on Seidl and McMordie, that of course, will differ in terms of theory selection and data findings. Then for the object of the study, in the previous research, the researcher chose the selected lyric song from Ed Sheeran, whereas my study chose the album of The Beatles 'Abbey Road'. Those are the gaps between my study and the previous research.

Based on the explanation above, the researcher is interested in conducting the research under the title *Understanding Idiomatic Expressions On "Abbey Road" The Last Album of The Beatles : The Contribution of Word Meaning*. The researcher uses the songs of the Beatles because it has large musical genres and arrangements in many styles. Many songs deal with universal themes about loneliness, love, nostalgia, daily problems, or hopes for peace, and of course, let us not forget that The Beatles songs are "toe-tappers" and "earworms" – they tend to get stuck in our heads for a

long time.¹⁵ Even though The Beatles have disbanded and some of the members have died, but the work remains eternal, even now, their songs are listened to by all generations, and they remain legends in the music world.

As an international language, English is used in many kinds of aspects, such as economy, art, education and etc. In art, the English language is used in many kinds of art, for example, song, poetry, movie, etc. People tend to love listening to songs. Songs contain many expressions and idioms. To understand the meaning of the songs, people should understand the meaning of expressions and idioms that exist in songs. To understand the meaning of expressions and idioms, people should learn about idioms first. Song is very fun for most people, and it can be helpful for a learner to understand the idiom. So, songs can be a good medium for learning idioms.

B. Research Questions

Based on the background of the problem above, the author formulates the problem as follow:

¹⁵ Teaching English, *New Ideas for Teaching English Using Songs and Music*, 2001.

1. What types of idiomatic expressions are found in the album of The Beatles ‘Abbey Road’?
2. What are the meaning of idiomatic expressions found in the album of The Beatles ‘Abbey Road’?

C. Research Objectives

Dealing with the problems above, the objectives of the research are as follows:

1. To explain the types of idiomatic expressions found in the album of The Beatles ‘Abbey Road’.
2. To explain the meaning of idiomatic expressions found in the album of The Beatles ‘Abbey Road’.

D. Research Significance

1. Theoretical benefit

The researcher wishes this result of the research would give additional information for the readers. They are hoped to understand the types and the meaning of idiomatic expressions in the album of The Beatles ‘Abbey Road’.

2. Practical benefit

- a. For the college students

The findings of this study can be used for improving understanding on idiomatic expression,

especially for students who are required to master English. Through song, students are able to find a comfortable way to learn idioms.

b. For the lecturer

The findings of this study are able to give contribution for informing students and identifying idiomatic expressions in the album of The Beatles 'Abbey Road' and it can develop new method of learning idiomatic expressions in such a fun atmosphere.

c. For the next researcher

The writer hopes this research gives more information and becomes an additional reference for the next improvement research.

E. Research Limitation

The limitation of the study is needed in order the research focuses on the explanation. For this study, the researcher only focused on idiomatic expressions that existed in the album of The Beatles 'Abbey Road'. The researcher concern on understanding idiomatic expressions in songs. The limitations of the research are to know the types of idiomatic expressions and the types of meaning of idiomatic expressions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses literature review and previous research.

A. Literature Review

1. Idiomatic Expressions in Language Learning

Idiomatic expressions are part of every language's vocabulary and are based on the history, heritage, and culture of that language. Non-native speakers of a language can improve their fluency and sound more native by learning idiomatic expressions.

1.1 Definition of Idioms

Idiomatic expressions, often known as idioms, are plentiful in the English language and appear frequently. At least 25,000 idiomatic expressions are thought to exist in the English language (Idiomatic Expression, 2014). Idiomatic expressions in English are used in formal and informal communication (Laflin, 1996). Idiomatic expressions are those whose meanings cannot be deduced from the meanings of the

words that comprise them. (Idiomatic Expression, 2014). On the other hand, it is also described as a statement, term, or phrase with a metaphorical meaning that is conventionally understood by native speakers. 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 meanings (Idiomatic Expressions, 2015). For example, the idiomatic term "to kick the bucket" has nothing to do with the actual activity of kicking a bucket with your legs, which is a part of the body. The idiom "to kick the bucket" means "to die". So, an idiomatic expression carries a figurative meaning, not a literal one. That is, it has a meaning that cannot be deduced just from the literal meanings of the words that comprise it. Thus, idiomatic expressions in linguistics contradict the compositionality principle, which stipulates that the meaning of a whole should be built from the meanings of the components that make up the whole.

Idiomatic expressions are known in linguistics to have arbitrary meanings. That is,

idioms mean what they mean for no reason other than coincidence. Idiomatic expressions in linguistics are said to randomly carry the meanings that they do (Boers, 2008). Recent study, however, has discovered that many idioms are explainable and have non-arbitrary interpretations. Fortunately, teaching students that idioms have non-arbitrary meanings assists them in realizing and memorizing their meanings. As a result, rather than teaching students to memorize idioms by heart, which can be difficult, idioms can be taught in a systematic way.¹⁶ Idioms have certain meanings for a purpose. For example, idiomatic expressions referring to anger include "hot under the collar," "breathe fire," and "let off steam." These three idioms have the meanings that they do because anger is processed through the idea of something heated within. By being angry, one's body temperature rises, which is why many individuals turn red in the face. Many other sorts of idioms, on the other hand, are developed from specific domains and regions

¹⁶ Thyab.

of experience. As a result, idioms carry their meanings not by coincidence or chance and not for unexplainable reasons. Idiomatic phrases are also discovered to be culturally based. That is, idiomatic expressions contain the native user's history, tradition, culture, and habits (Rizq, 2015).¹⁷

1.2 Importance of Idioms

According to Thawabteh (2011) idioms are a feature of all languages that are universal; they are regarded as an essential component of human communication.¹⁸ Further, they baffle beginner learners to a great extent. They may cause problems for non-native speakers, not only linguistic but also cultural and technical; hence, These issues may have a detrimental impact on communication.

According to Dixon (1994) idioms are essential for effective communication, whether in

¹⁷ Weam Mansoor Rizq, 'Teaching English Idioms to L2 Learners : ESL Teachers ' Perspective' (St. Cloud State University, 2015).

¹⁸ Mohammad Ahmad Thawabteh, 'Linguistic , Cultural and Technical Problems in English-Arabic Subtitling', *Journal of Translation and Interpretation*, 5.1 (2011), 24–44.

reading, listening, writing, or speaking.¹⁹ According to Cowie, Mackin, & McCaig (1983), the accurate and appropriate use of idioms is a distinguishing feature of native-level command of the language, it is also a reliable indicator of foreign learners' competence. It is a fact that ignoring idioms can lead to a variety of problems for a learner.

Learners of foreign languages must learn not only the target language's vocabulary and grammatical structures but also its idioms in order to fully integrate into the target language's culture.²⁰ Furthermore, Lundblom & Woods (2012) believe that idioms are clearly presented in academic settings; thus, failure to comprehend idioms may have an impact on reading comprehension, academic performance, written composition, and vocabulary, especially since the usage of idioms in classroom discourse becomes

¹⁹ Robert J. Dixon, 'Essential Idioms in English' (New Jersey: Prentice Hall Regents, 1994).

²⁰ Maha H Alhaysony, 'Strategies and Difficulties of Understanding English Idioms : A Case Study of Saudi University EFL Students', *International Journal of English Linguistics*, 7.3 (2017), 70–84 <<https://doi.org/10.5539/ijel.v7n3p70>>.

more common as students' ages and grades grow. Several language scholars agree that idiom knowledge is essential for English language competence and fluency, and that a lack of such information can lead to substantial misunderstanding (Shirazi & Talebinezhad, 2013).²¹

As a result, it is evident that idioms are crucial in EFL/ESL situations where L2 learners' language competency may be assessed based on their knowledge of idiomatic speech. This means that the more idioms one understands, the more native-like one's English will sound. ²² Additionally, one accordingly learns about the culture of the community that speaks the language by learning idioms (Al-kadi, 2015).²³

1.3 Types of idiom

²¹ Maryam Ghane Shirazi, Georgia Andreou, and Kris Ramonda, 'Developing Intermediate EFL Learners' Metaphorical Competence through Exposure', *Theory and Practice in Language Studies*, 3.1 (2013), 135–41 <<https://doi.org/10.4304/tpls.3.1.135-141>>.

²² Alhaysony.

²³ Abdu Mohammad Talib Al-kadi, 'Towards Idiomatic Competence of Yemeni EFL Undergraduates', *Journal of Language Teaching and Research*, 6.3 (2015), 513–23 <<https://doi.org/http://dx.doi.org/10.17507/jltr.0603.06>>.

1. According to Palmer (1976), there are three types of idiom:
 - a. Phrasal verb is a very common type of idiom in English. It is the combination of verb plus adverb, e.g. *put down*, *make up*. The meaning of these combinations cannot be expected from the individual verbs and adverbs, and in many cases, a single verb with the same or very similar meaning exists – *invent*, *yield*, *quell*.
 - b. Prepositional verb are sequences of verb plus preposition, such as *look after*, and sequences of verb, adverb, and preposition, such as *put up with* (tolerate) or *do away with* (kill).
 - c. Partial idioms are idiom where one of the words has its usual meaning, the other has a meaning that is peculiar to the particular sequence, e.g. *Red hair*, *white coffee*.²⁴
2. Moreover, McCarthy and O'Dell states that there are eight types of idiom, they are:
 - a. Similes

²⁴ F.R. Palmer, *Semantics : A New Outline* (Melbourne: Cambridge University Press, 1976).

Similes are comparisons between two objects that always involve the words as or like. For example : *he is as busy as a bee* (working hard).

b. Binomials

Binomials are idioms made up of two words connected by a conjunction (linking word), most commonly and. The arrangement of two words is fixed.

The words can be :

Synonyms (words that have the same meaning), e.g. Alwan's work is always very *neat and tidy*.

Opposites, e.g. if you go for cheaper speakers, the sound quality may be a bit *hit and miss* (sometimes good, sometimes bad).

The same word, e.g. they finished the race *neck and neck* (equal). Rhyming, e.g. tables in the canteen take a lot of *wear and tear* (damage through everyday use).

Alliterative, e.g. after the match the players' legs were *black and blue* (very bruised).

Joined by words other than *and*, e.g. the traffic was *bumper to bumper* all the way to the coast (very heavy).

c. Trinomials

Trinomials are a similar type of idiom, in which three words are joined, e.g. I've looked *here, there and everywhere* for my glasses but cannot find them (everywhere).

d. Proverbs

Proverbs are short sentences that give advice or warnings and refer to something that most people have experienced. Their form is fixed, similar to idioms, and it is not always possible to deduce the meaning from the individual words in the proverb, e.g. *where there is a will there is a way* (if we really want to achieve something, we can), *all's fair in love and war!* (all behavior is acceptable in extreme situations, especially in romantic situations and competitions).

e. Euphemisms

Euphemisms are idioms that are used to avoid saying words that may offend or be offensive. Euphemisms are used:

To talk about subjects which may upset or offend, such as death, e.g. it was obvious he was *not long for this world* (going to die soon), but he never lost his sense of humor).

To avoid using direct words for body functions, e.g. I'm just going to *spend a penny* (use the toilet).

For humorous effect when telling anecdotes, e.g. my boss was *effing and blinding* (swearing) because he had lost of a confidential report.

By the media or political institutions to tone down unpleasant situations, e.g. many soldiers have *made the supreme/ultimate sacrifice* for their country (died).

f. Clichés

A cliché is a remark that is frequently made in certain everyday contexts. It's a comment that most people have heard before, so it is not unique, e.g. *there are*

plenty more fish in the sea/pebbles on the beach (there are plenty more people or possibilities. Often used to cheer up someone who has found one person or opportunity unsuccessful).

g. Fixed statement, e.g. *I'll believe it when I see it* (I'm doubtful that it will happen).

h. Other languages

As you are probably know, English contains many words from other languages. This unit's idiomatic expressions are all derived from Latin or French, e.g. Ad hoc: he was paid on *an ad hoc* basis (not planned but arranged or done when needed).²⁵

3. Further, Seidl and McMordie (2010)²⁶ classify idioms into the following groups:

a. Keywords with idiomatic uses

Forms	Examples
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²⁵ Felicity O'dell and Michael McCarthy, *English Idioms in Use* (Cambridge: Cambridge University Press, 2010).

²⁶ Jennifer Seidl and W. McMordie, *English Idioms* (Oxford: Oxford University Press, 1988).

Adjective and adverbs	Bad blood Big deal Dead drunk
Nouns	Be in one's line Be the matter In point of fact
Miscellaneous	All and sundry How on earth...? Beat someone to it

b. Idiom with noun and adjective

Forms	Examples
Noun phrases	Another cup of tea Food for thought The name of the game
Adjectives + noun	A back seat A blind alley

c. Idiomatic pairs

Forms	Example
Pairs of	Alive and kicking

adjective	Born and bred Bright and breezy
Pairs of noun	Aches and pains Bag and baggage Beer and skittles
Pairs of adverb	As an when Back to front First and foremost
Pairs of verb	Bow and scrape Fetch and carry Forgive and forget
Identical pairs	Again and again All in all Bit by bit

- d. Idiom with prepositions, e.g. *above board*, *across the board*, and *after a fashion*.
- e. Phrasal verbs, e.g. *back down*, *blow up*, and *break up*.
- f. Verbal idioms, e.g. *argue to toss*, *break the bank*, and *ring someone to book*.
- g. Idioms with comparisons, e.g. *as bald as a coot*, *as cold as ice*, and *as dry as a bone*.

1.4 Idiomatic Expressions and Language Teaching

Despite the fact that idiomatic expressions and phrases have gained a lot of attention in study and teaching materials, they are still less prevalent than, let us say, vocabulary and grammar. Idiomatic formulas and repeated word combinations can be extremely useful to learners at virtually any level of proficiency due to their frequency in both spoken and written language.²⁷ Expressions and phrases are distinguished by the fact that they contain more than one word or a significant unit, and for this reason alone, they necessitate more effort and practice. Explicit teaching, on the other hand, can assist learners address lexical retention issues and enhance their language repertoire over time.²⁸

Many idiomatic expressions are available to beginning or intermediate learners. As previously stated, the majority of idioms and conventionalized phrases contain non-

²⁷ I. S. P. Nation, 'Research into Practice: Vocabulary', *Language Teaching*, 44.4 (2011), 1–11.

²⁸ Eli Hinkel, 'Teaching Idiomatic Expressions and Phrases: Insights and Techniques', *Iranian Journal of Language Teaching Research*, 5.3 (2017), 45–59.

compositional meanings that cannot be deduced from their constituent parts.²⁹ However, common and frequent expressions can be rather clear. When it comes to formulas and collocations, a good rule of thumb is that the shorter the sentence, the easier it is to remember and use.³⁰ Two-word units are the best example of transparent and memorable units. This principle applies to formulaic phrases of almost any type, including those composed of a function word and a content word or two content words. Another thing to keep in mind when teaching is that shorter collocations and phrases are seen significantly more frequently than lengthy ones, making them easier to practice.

Requesting students to make lists of functional conversational devices such as greetings, introductions, or requests can be used as additional tasks for learning frequent formulaic expressions. Then these formulae can

²⁹ Frank Boers, 'Metaphor Awareness and Vocabulary Retention', *Applied Linguistics*, 21.04 (2000), 553–71.

³⁰ I.S.P Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2013).

be organized from, for instance, more to less formal, or more polite to less polite, depending on their linguistic characteristics. To identify different sorts of written phrases when teaching writing, students can be invited to analyze samples of diverse texts, such as a personal letter, an email message, a blog posting, a popular magazine article, an excerpt from an introductory textbook, or a formal essay/ academic paper. This activity can be focused on identifying culturally prescribed conventions that are common in personal, expressive, or formal academic writing.

The cognitive load (the total amount of mental effort, including working memory, necessary to accomplish a task) and the level of concentration required to merely produce spoken language can be overwhelming for L2 learners and users. Having a stock of grammatically correct and socially appropriate expressions and formulae on hand can greatly simplify the task.³¹

³¹ Hinkel.

2. Contribution of Meaning in Language Expressions

The term semantics was used broadly to refer to the study of meaning. Idioms cannot be separated from its relationship with semantic meaning. Systematic semantic relations such as synonymy and polysemy (including some types of regular polysemy) are typical of idiom. From a general perspective, this may sound very trivial because it is to be expected that idioms, like any other lexical units, will show paradigmatic semantic relations and therefore possess certain systematic features.

2.1 Conceptual meaning

What Leech refers to as conceptual meaning is what other academics refer to as denotative, designative, cognitive, or descriptive meaning. Leech believes conceptual meaning to be primordial, because it was equivalent in organization and structure to the syntactic and phonological levels of language. The principle of constructiveness and the principle of structure, which appear to be the foundation of all language patterning, is also the foundation of conceptual meaning.

2.2 Connotative meaning

Connotative meaning, as defined by Leech, is the communicative value conferred on a statement by virtue of what it alludes to in addition to its strictly intellectual contents. According to Leech's (1981) connotative meaning was focused on the real-life experiences that people identify with the language expressions they use or hear. When compared to conceptual meaning, connotative meaning was secondary. It was also insecure since it changes according to culture, historical periods, and personal experience.

2.3 Social and affective meaning

The recognition of various dimensions and levels of style within the same language was used to understand the social meaning. Aspects of language variation such as social or regional dialect variation, style variation such as formal, informal, colloquial, slang, and so on. In a social situation, a sentence's functional meaning may differ from its conceptual meaning due to its illocutionary force. Affective meaning refers to components of meaning that "reflect the speaker's own sentiments, such as the listener's attitude or his attitude toward whatever the

listener was talking about." However, as with social meaning, Leech's involves not only differences in the use of words or lexemes, but also intonation and voice-timber, referred to as tone of voice.

2.4 Reflected and collective meaning

When a term has many conceptual meanings or is polysemous, one sense of the word becomes part of our response (or reaction) to another sense, this is known as reflected meaning. The association a word develops as a result of the meaning of words that often appear in its surroundings is known as collocative meaning.

2.5 Associative meaning

Leech groups all types of meaning under the heading of associative meaning. While conceptual meaning as part of the speech community's shared 'common system,' associative meaning was less stable and varied depending on the individual's experience.

2.6 Thematic meaning

Thematic meaning was that "What was communicated by the way a speaker or writer organized the message in terms of ordering,

focus, and emphasis”. Stress and intonation can also be used to emphasize information in one area of a phrase to communicate thematic meaning.³²

3. The Concept of Song

Learning idiom for language learners is very important as has been told above. Idioms is needed to express people’s thought and feeling. A song has to convey an image, feeling or situation. To be able to express an idea or emotion in a line or two, it is much easier to use an expression or idiom. Idioms can be used to add familiarity or create an image. That is why idioms are important in a song. It makes a deeper meaning in the song.

3.1 Lyric of Song

Lyrics are a form of words that make up a song which usually consists of choruses and verses. The meaning or the message of the lyrics in song can give a deep understanding to the listeners. Someone memorize vocabulary without

³² R. Umagandhi and M. Vinothini, ‘Leech ’ s Seven Types of Meaning in Semantics’, *International Journal of Multidisciplinary Research and Development*, 4.3 (2017), 71–72.

realizing that when they hear the lyrics of the song and sing repeatedly. According to Rainey & Larsen (2002) the lyrics from a song that many adults heard repeatedly as adolescents can be recalled by them when they hear a melody, despite having not heard the lyrics in years.

Lyrics are the words of song, especially a pop song. It might be a brief poem that expresses the writer's own personal ideas and feelings. It means that lyrics are more than just the arrangement of words into sentences; they are also a representation of the composer's sense and emotion in describing their feelings such as struggle, desire, ideas, love, and feeling.³³ In addition Abrams (2009:25) as cited in Pakpahan, Herman, Purba, and Purba (2020:37) states that lyric is "any fairly short poem consisting of a single speaker's utterance expressing a state of mind on a process of perception, thought, and feeling".³⁴

³³ Sitorus.

³⁴ Dewi Putri Pakpahan, Christian Neni Purba, and Ridwin Purba, 'AN ANALYSIS OF CONNOTATIVE MEANING ON WESTLIFE SONG

From the definitions above, it can be concluded that lyrics are forms of words written by songwriters that contain the personal feelings of the composer and expressed in a song, which serves the audience to memorize and recognize vocabulary.³⁵

3.2 Types of Song

It will be really difficult to sort out the types of song according to definite factors, as they can be classified into many different and random categories. Not just because a song is very important element in music, but also song is one of the most prominent elements in our lives. You will find in many conditions several categories of songs that have a unique mood and touch. Because of their uniqueness, they cannot be differentiated on the basis of any specific factors. The differences existing of the type of music, lyrics, and its purpose is the main reason why songs cannot be marked only in one class. For

LYRICS BASED ON SEMANTICS', *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 4.10 (2020), 34–44.

³⁵ Nguyen Van Thao, 'An Analysis of Idiomatic Expressions Found in Ed Sheeran ' s Selected Lyrics Songs', *Central Asian Journal Of Literature, Philosophy and Culture*, 02.01 (2021), 12–18.

instance, a rap song can also be a Christian song, song that has metal touch of it can be a ballad song. Stephen Rampur (2015) stated that there are 10 types of song:

a. Classical

Classical songs, as the name implies, are those in which traditional music plays a prominent role. Artists such as Ludwig van Beethoven, Wolfgang Amadeus Mozart, and Sebastian Bach were the first to compose this type of song.

b. Pop

Pop songs are basically meant for youth culture, and they are the ones with upbeat rhythms and contemporary lyrics. Some of the most popular artists in this genre are Madonna, Britney Spears, Michael Jackson and etc. Rather than on live performances, Pop songwriting is more concerned with music technology and recording. Rhythm and effects are two important elements in pop songs.

c. Rock

Usually, rock songs are more popular among teenagers and youngsters. They consist of

clear pieces of drums, keyboards, bass guitar, and lead guitar as some of the main instruments. Rock songs sound energetic along with the vocals.

d. Metal

Metal songs have high pitches and screaming vocals, solid drum work, and heavy guitar leads. These songs are a bit ore hard-sounding than rock. Power chords and riffs are used in the majority of metal songs. They may consist of random lyrics, as the primary focus is on the music.

e. Country

Country music is enjoyable to listen to, usually, the lyrics are catchy and simple. They are mostly composed of clean lyrics accompanied by music pieces performed on classical guitars and other traditional instruments. Solos of instruments such as the banjo, mandolin, harmonica, and fiddle can occasionally be heard in this type of songs.

f. Hip-hop

Hip hop, also known as rap music, is a genre of music in which the singer recites lyrics in

an off-beat manner while maintaining the rhythm. The emphasis in these songs is on the way the lyrics are sung, with solid rhythmic beats and synth. Nowadays, hip-hop songs have become more popular and well-known all over the world.

g. Ballads

Ballads are songs that include a musical narration of a story. Basically, these are slow songs, but may contain heavy components as well. Generally, Because of the lyrical content, ballads have an emotional touch to them. That is why they are a great hit during live shows. These types of song can be composed by artists from any genre of music. Combining heavy music with emotional lyrics is the power of ballad songs.

h. Dance

Dance songs are fast-paced songs with a thumping rhythmic pattern. In these songs, the lyrics are not given much importance. Nowadays, dance songs accompany synth, electric music, and drum machine. These are

typically heard at dance parties and discotheques.

i. Love

Mostly, love songs are composed by pop and rock artists. These songs are frequently heard at weddings. The lyrics concentrate on the feeling of love and relationship, mostly really soft, slow, and acoustic music. Not only about feeling happy, but there are also sad love songs that the lyrics relate to breakups.

j. Gospel

Gospel songs have lyrics that are taken from Bible verses or are written solely for the purpose of expressing Christian faith. Usually, the lyrics are made out of a personal experience with God. These songs can be heard in churches all over the world. Gospel songs can be from any musical genre, including country, metal, and rock.³⁶

³⁶ Amanda Putri and Bejo Sutrisno, 'A FIGURATIVE LANGUAGE ANALYSIS OF SONG LYRIC „MIRRORS“ BY JUSTIN TIMBERLAKE', *Journal Of English Language and Literature (JELL)*, 02.02 (2017), 117–38.

B. Previous Research

A journal by Nguyen Van Thao, from Faculty of Philology, Hanoi Pedagogical University, Vinh Phuc, Vietnam and Herman from Department of English Education, Universitas HKBP Nommensen, Medan, Indonesia, entitled *An Analysis of Idiomatic Expressions Found in Ed Sheeran's Selected Lyrics Songs*. The study aims to identify idiomatic expressions in the songs from Ed Sheeran's album 'Divine'. The method of the study used qualitative research. The data was taken by using descriptive design. In this study, selected songs from the Divine album were used as data sources. The data were analyzed by using content analysis. The song album was browsed from internet. The result of the research is, there were only two types of idioms found in the album of Ed Sheeran 'Divine'. Ten idioms were found in the result, six idioms are for phrasal verb idiom and four idioms are for tounure idiom. The phrasal verb idioms is the most dominant in this research with 60% and followed by tounure idiom with 40%. Phrasal verb idioms that found in the song of Ed Sheeran are; 'come over' which means to influence someone's behave suddenly, 'grab on my waist' which means to take hold of something, 'fill up your bag' which means to make something completely

full, ‘one works down’ by the coast which means to describe an activity such as a job, ‘I rolled down’ which means to propel or discharger something into the air. Tournure idiom that found in the song of Ed Sheeran are; ‘don’t mind me’ which means to tell someone not to be disturbed, ‘take my hand’ which means the act of taking and keeping something in your hand or arms, ‘but I can’t wait to go home’ which means to be very eager, anxious or impatient excited about something, ‘one’s just barely getting by’ which means living with the minimum amount of necessities required to survive, barely making ends meet.³⁷ This study has similarity with my own research in method that used for analyze idiomatic expressions and the goal of this study are to find the types and the meaning of idiomatic expressions same as my research. The difference between the previous and my research is this research investigated idiomatic expressions on Ed Sheeran album whereas my research investigates idiomatic expressions that existed in the album of The Beatles ‘Abbey Road’.

A journal by Herman Elsaria Sitorus from Nommensen HKBP University, Medan, Indonesia,

³⁷ Thao.

entitled *A Deixis Analysis of Song Lyrics in Calum Scott You Are the Reason*. The research used qualitative research as the method of the study. The data was taken from the lyric song “You are the reason” by Calum Scott’s song. From the data analysis the researcher found there are three kinds of deixis, they are person deixis, spatial deixis, and the last is temporal deixis. The result of the study is the researcher found 67 words include of kinds of deixis. 46 or 68,75% deixis in the person deixis, 13 or 18,75 % spatial deixis, 8 or 12% temporal deixis in the lyric song “You are the reason” by Calum Scott. Person deixis is used for pointing to objects (it, these, those, books), all pronouns (I, you, we), possessives (your, our, their); spatial deixis used for pointing a location (here, there, close to); and temporal deixis for time adverbials like ‘now, soon, lately, yesterday, and so on’.³⁸ The differences between this research with my study is the object of study. This research concerned on deixis while my research concerned on idiomatic expressions. In the other hand, the similarities of this study to my own study is the writers used song to be analyzed.

³⁸ Sitorus.

A journal by Wilya Setiawati and Maryani IKIP Siliwangi entitled *An Analysis of Figurative Language in Taylor Swift's Song Lyrics*. The research is conducted to know the types and the meaning of figurative language found in Taylor Swift's song. The method of the study used qualitative research. The data was taken by using descriptive design. The method of collecting data used library research. The data were analyzed by using content analysis. Data source in this study were from Taylor Swift's song. Two songs from Taylor Swift's album were analyzed. Seven kinds of figurative language were found in the lyrics that are simile, metaphor, paradox, symbol, personification, irony, and hyperbole. The most prominent figurative language found in the song are simile and hyperbole. Irony, metaphor, symbol, paradox, and personification followed after.³⁹ Different from my research, this research used figurative as the concern whereas my own study used idiomatic expressions. In this study, library research is used as the method of collecting data, whereas my research used documentation as data collection. The similarities of the research to my

³⁹ Wilya Setiawati, 'AN ANALYSIS OF FIGURATIVE LANGUAGE IN TAYLOR SWIFT ' S SONG LYRICS', *Professional Journal Of English Education*, 01.03 (2018), 261–68.

own is that this research used song to be analyzed same as mine.

A journal by Herman and Vivi Rohani Nirmana Hasibuan from Nommensen HKBP University entitled *An Analysis of Idiomatic Expressions Found in A Dog's Journey (2019) Movie Script*. Data source was the script of A Dog's Journey Movie. The method of the study used descriptive qualitative research. The data were analyzed by using content analysis. Documentation is chosen as method of the research in this study. The result of this study is, there were found 36 idioms in movie script "A Dog's Journey". They are : 17 idioms for phrasal verb, 3 idioms for phrasal prepositional phrase, 3 idioms for prepositional phrase, 2 idioms with noun as keywords, 5 idioms with verb as keywords, 4 idioms with adjective as keywords and 1 idiomatic pairs can be found. From the data that has been written, phrasal verb is dominant with 47,2%, phrasal preposition verb with percentage 8,3%, prepositional phrase with percentage 8,3%, idioms with noun as keywords with percentage 8,3%, idioms with verb as keywords with percentage 13,8%, idioms with adjective as keywords with percentage 11,1% and idiomatic pairs with percentage

2,7%.⁴⁰ The research above has similarity to my own study as follow, the writers concerned on idiomatic expression. the difference between this research with my research is that this study used movie script to be analyzed whereas my study used song album to be analyzed.

A journal by Novita Husna Nasution and Sri Heryani Nasution from State University of Medan, entitled *Semantic Emotion in Maher Zain's Lyric of Song: Semantic Analysis*. The researcher used descriptive qualitative method to analyze semantic emotion in Maher Zain's song. The method of data collection was using library research design. The result of this study is, found there are 29 love emotions that use in 7 Maher Zain's songs, 15 joy emotions and 9 sadness emotions. It was found 6 love emotions and 7 joy emotions in the first song "For the rest of my life". For the second song "Number one for me", there are 4 love emotions found. The song titled "forgive me" used 6 sadness emotions;

⁴⁰ Vivi Rohani and Nirmana Hasibuan, 'An Analysis of Idiomatic Expressions Found in " A Dog " s Journey ' (2019) Movie Script', *Udayana Journal of Social Sciences and Humanities*, 04.2 (2020), 68–72
<<https://doi.org/https://doi.org/10.24843/UJoSSH.2020.v04.i02.p05>>.

“one big family” used 2 love emotions, 1 joy emotions, and 1 sadness emotions; “I love you so” used 11 love emotions and 2 joy emotions; “hold my hand” used 3 love emotions and 2 sadness emotions; and the last is “My little girl” used 3 love emotions and 6 joy emotions.⁴¹ The object of this study concerned on semantic emotion which is different from my study that concerned on idiomatic expressions. This study used library research as the method of collecting data whereas my research used documentation for data collection. This study used song to be semantically analyze same as my own study.

⁴¹ Novita Husna Nasution and Sri Heryani Nasution, ‘SEMANTIC EMOTION IN MAHER ZAIN ’ S LYRIC OF SONGS: SEMANTIC ANALYSIS’, *Nternational Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 14.4 (2017), 22–28.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, data source, data collection and instrument, and data analysis.

A. Research Design

In this study, the researcher used descriptive qualitative method to analyze idiomatic expressions in the album of The Beatles 'Abbey Road'. Qualitative research is a method for determining and exploring the meaning that individuals or groups attribute to a social or human issue. The research process includes developing questions and procedures, data collection in the participant's environment, data analysis inductively building from specifics to broad themes, with the researcher interpreting the meaning of the data. The final written report has a flexible structure.⁴² Furthermore, the data was taken by using descriptive design. Ary, Jacob & Sorensen (2010) stated that descriptive research design is

⁴² John W Creswell, *Research Design Quantitative, Qualitative, and Mixed Methods Approach*, 4th edn (New Delhi: SAGE Publications, 2014).

to obtain information concerning the current status of phenomena and to provide rich verbal description of settings, situations and participants.⁴³

The writer used descriptive qualitative design because the writer attempts to describe, collect and identify the types of idiomatic expressions found in the album of The Beatles 'Abbey Road'. Then, the writer described the meaning of each idiom found in the album of The Beatles 'Abbey Road'.

B. Data Source

Data source is used by the researcher in order to make the analysis become easier. In this research, the researchers used The Beatles's lyrics song in Abbey Road album which was produced in 1969. The data was taken from one album from sources on the website [genius.com](https://www.genius.com). In this study, the researcher concentrated on all songs that existed in the album of The Beatles 'Abbey Road'.

C. Method of Data Collection and Instrument

⁴³ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (Wadsworth: Wadsworth Cengage Learning, 2010).

1. Data Collection

According to Noor (2011:138), technique of collecting data is the method of collecting the data to answer research questions. Interviews, document analysis, and observation are the most commonly used tools in qualitative research.⁴⁴ In this research, the researcher used study documentation as the method of collecting the data. As Ary et al (2010: 457) explained, content or Document analysis is a research method used to examine written or visual materials to identify specific characteristics. The materials analyzed can be textbooks, newspapers, web pages, speeches, movies, advertisements, musical compositions, or any of a host of other types of documents.⁴⁵

The researcher uses the theory from Seidl and McMordie to identify the types of idiomatic expressions. According to Seidl and McMordie, there are seven types of idiomatic expressions. The types are keywords with idiomatic uses, idiom with noun and adjective, idiomatic pairs, idiom with prepositions,

⁴⁴ Ary, Jacobs, and Sorensen.

⁴⁵ Ary, Jacobs, and Sorensen.

phrasal verbs, verbal idioms, and idiom with comparisons.

While, according to Leech, there are seven types of meaning. The types are conceptual meaning, connotative meaning, affective meaning, social meaning, reflective meaning, collocative meaning, and thematic meaning.

In conducting this research, there are several steps to be taken :

- a. Searching the songs and album lyrics of the beatles 'Abbey Road' from website [genius.com](https://www.genius.com).
- b. Downloading the songs of the album lyrics of the beatles 'Abbey Road'.
- c. Listening all songs from the album 'Abbey Road'.
- d. Transcribing all the lyrics from the album 'Abbey Road'.

2. Instrument

Instrument is tools that are used to gather data. Instruments make it easier for researchers to complete their research projects, and they can also make them clearer, more complete, and systematic.

The researcher used guidelines documentation analysis as an instrument in presenting

the study. Document analysis is various textual analytical treatments of text as source or object of study.

D. Data Analysis

The researcher used content analysis method for the study. Content analysis is a method of analyzing written, verbal, or visual communication messages (Cole 1988). It is also known as a method of analyzing documents. The goal is to come up with a concise and broad description of the phenomenon, and the analysis produces concepts or categories that describe the phenomenon. Content analysis enables the researcher to put theoretical issues to the test in order to gain a better understanding of the data. Through content analysis, it is possible to distill words into fewer content-related categories. It is assumed that when classified into the same categories, words, phrases, and the like share the same meaning (Cavanagh 1997).⁴⁶ In this context, it only needs to describe the more deductive sort of theme identification because the research describes deductive

⁴⁶ Satu Elo and Helvi Kyngas, 'The Qualitative Content Analysis Process', *Journal of Advanced Nursing*, 61.1 (2007), 107–15 <<https://doi.org/10.1111/j.1365-2648.2007.04569.x>>.

category formation. The researcher followed three steps of analyzing a document in this study. Creswell (2007) presented these three steps as follows:

1. Preparing and Organizing

In the first step, the researcher downloaded all songs in the album of The Beatles ‘Abbey Road’, also the researcher accessed the album lyrics from the website [genius.com](https://www.genius.com). After that, the researcher listened to all songs in the Abbey Road album. There are 17 songs in Abbey Road album; come together, something, Maxwell’s silver hammer, oh! Darling, octopus’s garden, I want you (she’s so heavy), here comes the sun, because, you never give me your money, sun king, mean Mr. Mustard, polythene pam, she came in through the bathroom window, golden slumbers, carry the weight, the end, and her majesty.

2. Coding

The second step was to make a list of idiomatic expressions in the songs. The researcher made a list of idiomatic expressions found in all songs through analyzing the album lyrics. Only those with idiomatic expressions were chosen by the researcher.

The goal of the list was to narrow down the idiomatic expressions that would be studied.

3. Representing the Data

Finally, the researcher created a table from the list of idiomatic expressions found in the songs. The type and the meaning of idiomatic expressions were analyzed by the writer. The writer describes the meaning of the idiomatic expression based on Dictionary of American Idioms by McGraw-Hill's, A Fifth Edition of English Idioms and How to Use Them by Jennifer Seidl and W. McMordie, and Dictionary of Idioms by Christine Ammer.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses findings and discussions of the research.

A. Data Finding

1. Idiomatic Expressions

Name of Songs	Idiomatic expressions
Come Together	Got hair down
	Got feet down
Something	Stick around
Maxwell's Silver Hammer	Take you out
	Came down
	Turns her back on
	Creeps up
Oh! Darling	Broke down and cried
	Fell down
	Let you down
I Want You (She's So Heavy)	Driving me mad
Here Comes the Sun	All right

Because	Turns me on
	Blows my mind
You Never Give Me Your Money	Break down
	Turning back
	Pick up
	Get in
	Step on the gas
	Wipe the tear away
	Came true
Mean Mr. Mustard	Saving up
	Go getter
	Takes him out
	Shouts out
Polythene pam	In drag
	To the hilt
She Came In Through the Bathroom Window	Look out
Carry That Weight	Break down
The End	In the end

2. Types of Idiomatic Expressions

The researchers only took 1 album with 17 songs. Data was analyzed using theory of Seidl and

McMordie said that type of idiom is divided into seven types: keywords with idiomatic uses, idioms with nouns and adjectives, idiomatic pairs, idiom with prepositions, phrasal verbs, verbal idioms, and idioms with comparisons. The idiomatic expressions and also the types could be seen in the following table. They were:

Name of Song	Idiomatic Expressions	Types of Idiomatic Expressions
Come Together	Got hair down	Phrasal verb
	Got feet down	Phrasal verb
Something	Stick around	Phrasal verb
Maxwell's Silver Hammer	Take you out	Phrasal verb
	Came down	Phrasal verb
	Turns her back on	Phrasal verb
	Creeps up	Phrasal verb
Oh! Darling	Broke down and cried	Phrasal verb
	Fell down	Phrasal verb
	Let you down	Phrasal verb
I Want You (She's So	Driving me mad	Verbal idiom

Heavy)		
Here Comes the Sun	All right	Keywords with idiomatic uses (miscellaneous)
Because	Turns me on	Phrasal verb
	Blows my mind	Verbal idiom
You Never Give Me Your Money	Break down	Phrasal verb
	Turning back	Phrasal verb
	Pick up	Phrasal verb
	Get in	Phrasal verb
	Step on the gas	Phrasal verb
	Wipe the tear away	Phrasal verb
Mean Mr. Mustard	Came true	Verbal idiom
	Saving up	Phrasal verb
	Go getter	Verbal idiom
	Takes him out	Phrasal verb
Polythene pam	Shouts out	Phrasal verb
	In drag	Idiom with preposition
	To the hilt	Idiom with preposition
She Came In Through the	Look out	Phrasal verb

Bathroom Window		
Carry That Weight	Break down	Phrasal verb
The End	In the end	Keywords with idiomatic uses (idiom with noun as keyword)

Explanation :

Got hair down is an expression with a single-unit function. The idiom is *get something down*. The meaning of *get something down* cannot be derived from the dictionary meaning of its part, that is why *get something down* is idiom. *Get something down* consists of the verb “get” and the adverb “down”, thus idiom type of *get something down* is “phrasal verb”.

Got feet down is an expression with a single-unit function. The idiom is *get something down*. The meaning of *get something down* cannot be derived from the dictionary meaning of its part, that is why

get something down is idiom. *Get something down* consists of the verb “get” and the adverb “down”, thus idiom type of *get something down* is “phrasal verb”.

Stick around is an expression with a single-unit function. The idiom is *stick around*. The meaning of *stick around* cannot be derived from the dictionary meaning of its part, that is why *stick around* is idiom. *Stick around* consists of the verb “stick” and the adverb “around”, thus idiom type of *stick around* is “phrasal verb”.

Take you out is an expression with a single-unit function. The idiom is *take someone out*. The meaning of *take someone out* cannot be derived from the dictionary meaning of its part, that is why *take someone out* is idiom. *Take someone out* consists of the verb “take” and the adverb “out”, thus idiom type of *take someone out* is “phrasal verb”.

Came down is an expression with a single-unit function. The idiom is *come down*. The meaning of *come down* cannot be derived from the dictionary meaning of its part, that is why *come down* is idiom. *Come down* consists of the verb “come” and the

adverb “down”, thus idiom type of *come down* is “phrasal verb”.

Turns her back on is an expression with a single-unit function. The idiom is *turn one’s back on*. The meaning of *turn one’s back on* cannot be derived from the dictionary meaning of its part, that is why *turn one’s back on* is idiom. *Turn one’s back on* consists of the verb “turn” and the preposition “on”, thus idiom type of *turn one’s back on* is “phrasal verb”.

Creeps up is an expression with a single-unit function. The idiom is *creep up*. The meaning of *creep up* cannot be derived from the dictionary meaning of its part, that is why *creep up* is idiom. *Creep up* consists of the verb “creep ” and the adverb “up”, thus idiom type of *creep up* is “phrasal verb”.

Broke down and cry is an expression with a single-unit function. The idiom is *break down and cry*. The meaning of *break down and cry* cannot be derived from the dictionary meaning of its part, that is why *break down and cry* is idiom. *Break down and cry* consists of the verb “break ” and the adverb

“down”, thus idiom type of *break down and cry* is “phrasal verb”.

Fell down is an expression with a single-unit function. The idiom is *fall down*. The meaning of *fall down* cannot be derived from the dictionary meaning of its part, that is why *fall down* is idiom. *Fall down* consists of the verb “fall ” and the adverb “down”, thus idiom type of *fall down* is “phrasal verb”.

Let you down is an expression with a single-unit function. The idiom is *let someone down*. The meaning of *let someone down* cannot be derived from the dictionary meaning of its part, that is why *let someone down* is idiom. *Let someone down* consists of the verb “let ” and the adverb “down”, thus idiom type of *let someone down* is “phrasal verb”.

Driving me mad is an expression with a single-unit function. The idiom is *drive someone mad*. The meaning of *drive someone mad* cannot be derived from the dictionary meaning of its part, that is why *drive someone mad* is idiom. *Drive someone mad* consists of the verb “drive” and the adjective “mad”,

thus idiom type of *drive someone mad* is “verbal idiom” with a combination of verb + adjective.

All right is an expression with a single-unit function. The idiom is *all right*. The meaning of *all right* cannot be derived from the dictionary meaning of its part, that is why *all right* is idiom. *All right* expression might not specifically fall into a certain categories, but it can be used in many different situations, thus idiom type of *all right* is “keywords with idiomatic uses, miscellaneous”.

Turns me on is an expression with a single-unit function. The idiom is *turn someone on*. The meaning of *turn someone on* cannot be derived from the dictionary meaning of its part, that is why *turn someone on* is idiom. *Turn someone on* consists of the verb “turn” and the preposition “on”, thus idiom type of *turn someone on* is “phrasal verb”.

Blows my mind is an expression with a single-unit function. The idiom is *blow someone mind*. The meaning of *blow someone mind* cannot be derived from the dictionary meaning of its part, that is why *blow someone mind* is idiom. *Blow someone mind*

consists of the verb “blow” and the noun “mind”, thus idiom type of *blow someone mind* is “verbal idiom” with a combination of verb + noun.

Break down is an expression with a single-unit function. The idiom is *break down*. The meaning of *break down* cannot be derived from the dictionary meaning of its part, that is why *break down* is idiom. *Break down* consists of the verb “break” and the adverb “down”, thus idiom type of *break down* is “phrasal verb”.

Turning back is an expression with a single-unit function. The idiom is *turn back*. The meaning of *turn back* cannot be derived from the dictionary meaning of its part, that is why *turn back* is idiom. *Turn back* consists of the verb “turn” and the adverb “back”, thus idiom type of *turn back* is “phrasal verb”.

Pick up is an expression with a single-unit function. The idiom is *pick up*. The meaning of *pick up* cannot be derived from the dictionary meaning of its part, that is why *pick up* is idiom. *Pick up* consists of the verb “pick ” and the adverb “up”, thus idiom type of *pick up* is “phrasal verb”.

Get in is an expression with a single-unit function. The idiom is *get in*. The meaning of *get in* cannot be derived from the dictionary meaning of its part, that is why *get in* is idiom. *Get in* consists of the verb “get ” and the preposition “in”, thus idiom type of *get in* is “phrasal verb”.

Step on the gas is an expression with a single-unit function. The idiom is *step on the gas*. The meaning *step on the gas* cannot be derived from the dictionary meaning of its part, that is why *step on the gas* is idiom. *Step on the gas* consists of the verb “step” and the preposition “on”, thus idiom type of *step on the gas* is “phrasal verb”.

Wipe the tear away is an expression with a single-unit function. The idiom is *wipe something away*. The meaning *wipe something away* cannot be derived from the dictionary meaning of its part, that is why *wipe something away* is idiom. *Wipe something away* consists of the verb “wipe” and the adverb “away”, thus idiom type of *wipe something away* is “phrasal verb”.

Came true is an expression with a single-unit function. The idiom is *come true*. The meaning of *come true* cannot be derived from the dictionary meaning of its part, that is why *come true* is idiom. *Come true* consists of the verb “come” and the adjective “true”, thus idiom type of *come true* is “verbal idiom” with a combination of verb + adjective.

Saving up is an expression with a single-unit function. The idiom is *save up*. The meaning of *save up* cannot be derived from the dictionary meaning of its part, that is why *save up* is idiom. *Save up* consists of the verb “save” and the adverb “up”, thus idiom type of *save up* is “phrasal verb”.

Go getter is an expression with a single-unit function. The idiom is *go getter*. The meaning of *go getter* cannot be derived from the dictionary meaning of its part, that is why *go getter* is idiom. *Go getter* consists of the verb “go” and the noun “getter”, thus idiom type of *go getter* is “verbal idiom” with a combination of verb + noun.

Takes him out is an expression with a single-unit function. The idiom is *take someone out*. The

meaning of *take someone out* cannot be derived from the dictionary meaning of its part, that is why *take someone out* is idiom. *Take someone out* consists of the verb “take” and the adverb “out”, thus idiom type of *take someone out* is “phrasal verb”.

Shouts out is an expression with a single-unit function. The idiom is *shout out*. The meaning of *shout out* cannot be derived from the dictionary meaning of its part, that is why *shout out* is idiom. *Shout out* consists of the verb “shout” and the adverb “out”, thus idiom type of *shout out* is “phrasal verb”.

In drag is an expression with a single-unit function. The idiom is *in drag*. The meaning of *in drag* cannot be derived from the dictionary meaning of its part, that is why *in drag* is idiom. *In drag* begins with preposition “in” and followed by the word “drag”, thus idiom type of *in drag* is “idiom with preposition”.

To the hilt is an expression with a single-unit function. The idiom is *to the hilt*. The meaning of *to the hilt* cannot be derived from the dictionary meaning of its part, that is why *to the hilt* is idiom. *To*

the hilt begins with preposition “to” and followed by the words “the hilt”, thus idiom type of *to the hilt* is “idiom with preposition”.

Look out is an expression with a single-unit function. The idiom is *look out*. The meaning *look out* cannot be derived from the dictionary meaning of its part, that is why *look out* is idiom. *Look out* consists of the verb “look” and the adverb “out”, thus idiom type of *look out* is “phrasal verb”.

Break down is an expression with a single-unit function. The idiom is *break down*. The meaning of *break down* cannot be derived from the dictionary meaning of its part, that is why *break down* is idiom. *Break down* consists of the verb “break ” and the adverb “down”, thus idiom type of *break down* is “phrasal verb”.

In the end is an expression with a single-unit function. The idiom is *in the end*. The meaning of *in the end* cannot be derived from the dictionary meaning of its part, that is why *in the end* is idiom. *In the end* expression used noun as the keyword, the keyword is the word ‘end’, thus idiom type of *in the*

end is “key words with idiomatic uses (idioms with noun as keywords)”.

3. The Meaning of Idiomatic Expressions

For the types of meaning, the researcher used Leech theory for classifying the types of meaning found in the album of The Beatles ‘Abbey Road’. According to Leech, there are seven different types of meanings: conceptual meaning, connotative meaning, affective meaning, social meaning, reflective meaning, collocative meaning, and thematic meaning. The data below is the explanation for the idiomatic expressions and their meaning types:

The idiom comes from *Come Together* song. The sentence is *he got hair down to his knee*. The idiom is *got hair down* from the original form *get something down*. The meaning of *get something down*, according to Dictionary of American Idioms by McGraw Hill, is “to manage to swallow something, especially something large or unpleasant/go to next”. The meaning of *get something down* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech’s theory, the

meaning type of *get something down* is “conceptual meaning”.

The idiom comes from ‘Come Together’ song. The sentence is *He got feet down below his knee*. The idiom is *got feet down* from the original form *get something down*. The meaning of *get something down*, according to Dictionary of American Idioms by McGraw Hill, is “to manage to swallow something, especially something large or unpleasant/go to next”. The meaning of *get something down* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech’s theory, the meaning type of *get something down* is “conceptual meaning”.

The idiom comes from ‘Something’ song. The sentence is *You stick around*. The idiom is *stick around* and the original form is *stick around*. the meaning of *stick around*, according to Dictionary of American Idioms by McGraw Hill, is “[for a person] to remain in a place”. The meaning of *stick around* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech’s theory, the meaning type of *stick around* is “connotative meaning”.

The idiom comes from ‘Maxwell’s Silver Hammer’ song. The sentence is *Can I take you out to the picture?*. The idiom is *take you out* from the original form *take someone out*. The meaning of *take someone out*, according to Dictionary of American Idioms by McGraw Hill, is “invite and accompany someone to a place of entertainment/recreation”. The meaning of *take someone out* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *take someone out* is “conceptual meaning”.

The idiom comes from ‘Maxwell’s Silver Hammer’ song. The sentence is *Came down upon her head*. The idiom is *came down* from the original form *come down*. The meaning *come down* [from some place], according to Dictionary of American Idioms by McGraw Hill, is “go to down [from some place]”. The meaning of *come down* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning types of *come down* is “conceptual meaning”.

The idiom comes from ‘Maxwell’s Silver Hammer’ song. The sentence is *But when she turns her back on the boy*. The idiom is *turns her back on*

from the original form *turn one's back on*. The meaning of *turn one's back on*, according to Dictionary of American Idioms by McGraw Hill, is “to turn one’s body so that one’s back faces someone or something”. The meaning of *turn one's back on* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *turn one's back on* is “conceptual meaning”.

The idiom comes from ‘Maxwell’s Silver Hammer’ song. The sentence is *He creeps up from behind*. The idiom is *creeps up* from the original form *creep up*. The meaning of *creep up*, according to Dictionary of American Idioms by McGraw Hill, is “[for darkness] to move gradually and slowly [toward someone or something]”. The meaning of *creep up* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *creep up* is “connotative meaning”.

The idiom comes from ‘Oh! Darling’ song. The sentence is *Well, you know I nearly broke down and cried*. The idiom is *broke down and cried* from the original form *break down (and cry)*. The meaning

of *break down (and cry)*, according to Dictionary of American Idioms by McGraw Hill, is “to surrender to demands or emotions and cry”. The meaning of *break down (and cry)* refers to the personal feelings of the speaker/the singer in the song inferred from their words and/or nonverbal behavior, so that based on Leech theory, the meaning type of *break down and cry* is “affective meaning”.

The idiom comes from ‘Oh! Darling’ song. The sentence is *Well, you know I nearly fell down and died*. The idiom is *fell down* from the original form *fall down*. The meaning of *fall down*, according to Dictionary of American Idioms by McGraw Hill, is “to drop or topple”. The meaning of *fall down* refers to the personal feelings of the speaker/the singer in the song inferred from their words and/or nonverbal behavior, so that based on Leech theory, the meaning type of *fall down* is “affective meaning”.

The idiom comes from ‘Oh! Darling’ song. The sentence is *I’ll never let you down*. The idiom is *let you down* from the original form *let someone down*. The meaning of *let someone down*, according to Dictionary of American Idioms by McGraw Hill, is “to disappoint someone; to fail someone”. The

meaning of *let someone down* refers to the personal feelings of the speaker/the singer in the song inferred from their words and/or nonverbal behavior, so that based on Leech theory, the meaning type of *let someone down* is “affective meaning”.

The idiom comes from ‘I want you (She’s So Heavy)’ song. The sentence is *It’s driving me mad*. The idiom is *driving me mad* from the original form *drive someone mad*. The meaning of *drive someone mad* According to Dictionary of American Idioms by McGraw Hill, is “to force someone into a state of insanity or mental instability”. The meaning of *drive someone mad* refers to the personal feelings of the speaker/the singer in the song inferred from their words and/or nonverbal behavior, so that based on Leech theory, the meaning type of *drive someone mad* is “affective meaning”.

The idiom comes from ‘Here Comes the Sun’ song. The sentence is *and I say it’s all right*. The idiom is *all right* from the original form *all right*. Hill, The meaning of *all right*, according to Dictionary of American Idioms by McGraw is “an indication of agreement or acquiescence (Often pronounced aright in familiar conversation)”. The meaning of *all right*

refers to the word's literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *all right* is “conceptual meaning”.

The idiom comes from ‘Because’ song. The sentence is *it turns me on*. The idiom *turns me on* from the original form *turn someone on*. The meaning of *turn someone on*, according to Dictionary of American Idioms by McGraw Hill, is “to excite or interest someone”. The meaning of *turn someone on* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *turn someone on* is “connotative meaning”.

The idiom comes from ‘Because’ song. The sentence is *it blows my mind*. The idiom is *blows my mind* from the original form *blow someone's mind*. The meaning of *blow someone's mind*, according to Dictionary of American Idioms by McGraw Hill, is “to disturb or distract; to destroy the function of one's brain”. The meaning of *blow someone's mind* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory,

the meaning type of *blow someone's mind* is “connotative meaning”.

The idiom comes from ‘You Never Give Me Your Money’ song. The sentence is *You break down*. The idiom is *break down* and the original form is *break down*. The meaning of *break down*, according to Dictionary of American Idioms by McGraw Hill, is “[for one] to lose control of one’s emotions; [for one] to have an emotional or psychological crisis”. The meaning of *break down* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *break down* is “connotative meaning”.

The idiom comes from ‘You Never Give Me Your Money’ song. The sentence is *Monday morning, turning back*. The idiom is *turning back* from the original form *turn back*. The meaning of *turn back*, according to Dictionary of American Idioms by McGraw Hill, is “reverse one’s direction”. The meaning of *turn back* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *turn back* is “conceptual meaning”.

The idiom comes from ‘You Never Give Me Your Money’ song. The sentence is *pick up the bags*. The idiom is *pick up* and the original form is *pick up*. The meaning of *pick up*, according to Dictionary of American Idioms by McGraw Hill, is “to tidy up”. The meaning of *pick up* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *pick up* is “connotative meaning”.

The idiom comes from ‘You Never Give Me Your Money’ song. The sentence is *get in the limousine*. The idiom is *get in* and the original form is *get in*. The meaning of *get in*, according to Dictionary of American Idioms by McGraw Hill, is “enter the place”. The meaning of *get in* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *get in* is “conceptual meaning”.

The idiom comes from ‘You Never Give Me Your Money’ song. The sentence is *Step on the gas*. The idiom is *step on the gas* and the original form is *step on the gas*. The meaning of *step on the gas*, according to Dictionary of American Idioms by McGraw Hill, is “to hurry up; to make a vehicle go

faster”. The meaning of *step on the gas* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *step on the gas* is “connotative meaning”.

The idiom comes from ‘You Never Give Me Your Money’ song. The sentence is *wipe the tear away*. The idiom is *wipe the tear away* from the original form *wipe something away*. The meaning of *wipe something away*, according to Dictionary of American Idioms by McGraw Hill, is “to clean or mop something away”. The meaning of *wipe something away* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *wipe something away* is “conceptual meaning”.

The idiom comes from ‘You Never Give Me Your Money’ song. The sentence is *One sweet dream came true today*. The idiom is *came true* from the original form *come true*. The meaning of *come true*, according to Dictionary of American Idioms by McGraw Hill, is “to materialize as expected or hoped”. The meaning of *come true* refers to other meaning that different from the dictionary meaning of

each part, so that based on Leech theory, the meaning type of *come true* is “connotative meaning”.

The idiom comes from ‘Mean Mr. Mustard’ song. The sentence is *Saving up to buy some clothes*. The idiom is *saving up* from the original form *save up*. The meaning of *save up*, according to Dictionary of American Idioms by McGraw Hill, is “to accumulate money in order to buy something”. The meaning of *save up* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *save up* is “connotative meaning”.

The idiom comes from ‘Mean Mr. Mustard’ song. The sentence is *She’s go-getter*. The idiom is *go-getter* and the original form is *go-getter*. The meaning of *go-getter*, according to Dictionary of American Idioms by McGraw Hill, is “an active, energetic, and aggressive person”. The meaning of *go-getter* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *go-getter* is “connotative meaning”.

The idiom comes from ‘Mean Mr. Mustard’ song. The sentence is *Takes him out to look at the*

Queen. The idiom is *takes him out* from the original form *take someone out*. The meaning of *take someone out*, according to English Idioms by Jennifer Seidl and W. McMordie, is “invite and accompany someone to a place of entertainment/recreation”. The meaning of *take someone out* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *take someone out* is “conceptual meaning”.

The idiom comes from ‘Mean Mr. Mustard’ song. The sentence is *Always shout out something obscene*. The idiom is *shout out* and the original form is *shout out*. The meaning of *shout out*, according to Dictionary of American Idioms by McGraw Hill, is “to say, utter, or yell something loudly or aggressively”. The meaning of *shout out* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *shout out* is “conceptual meaning”.

The idiom comes from ‘Polythene Pam’ song. The sentence is *You should see her in drag dressed in her polythene bag*. The idiom is *in drag* and the original form is *in drag*. The meaning of *in drag*, according to Dictionary of American Idioms by

McGraw Hill, is “wearing the clothing of the opposite sex (usually refers to a man wearing women’s clothing)”. The meaning of *in drag* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *in drag* is “connotative meaning”.

The idiom comes from ‘Polythene Pam’ song. The sentence is *She’s killer-diller when she’s dressed to the hilt*. The idiom is *to the hilt* and the original form is *to the hilt*. The meaning of *to the hilt*, according to Dictionary of Idioms by Christine Ammer, is “to the maximum degree”. The meaning of *to the hilt* refers to other meaning that different from the dictionary meaning of each part, so that based on Leech theory, the meaning type of *to the hilt* is “connotative meaning”.

The idiom comes from ‘She Came In Through The Bathroom Window’ song. The expression is *look out*. The idiom is *look out* and the original form is *look out*. The meaning of *look out*, according to Dictionary of American Idioms by McGraw Hill, is “Go to watch out for someone or something”. The meaning of *look out* refers to the word’s literal meaning, indicating the idea or concept

it refers to, so that based on Leech theory, the meaning type of *look out* is “conceptual meaning”.

The idiom comes from ‘Carry That Weight’ song. The sentence is *I break down*. The idiom is *break down* and the original form is *break down*. The meaning of *break down*, according to Dictionary of American Idioms by McGraw Hill, is “[for one] to lose control of one’s emotions; [for one] to have an emotional or psychological crisis”. The meaning of *break down* refers to the personal feelings of the speaker/the singer in the song inferred from their words and/or nonverbal behavior, so that based on Leech theory, the meaning type of *break down* is “affective meaning”.

The idiom comes from ‘The End’ song. The sentence is *And in the end, the love you take is equal to the love you make*. The idiom is *in the end* and the original form is *in the end*. The meaning of *in the end*, according to English Idioms by Jennifer Seidl and W. McMordie, is “finally, at last, after other things have happened”. The meaning of *in the end* refers to the word’s literal meaning, indicating the idea or concept it refers to, so that based on Leech theory, the meaning type of *in the end* is “conceptual meaning”.

B. Discussion

Based on the research, there are 30 idiomatic expressions found in the album lyric of The Beatles *Abbey Road*. There are 17 songs from *Abbey Road* but there just 13 songs that have idiomatic expressions inside them. There are 2 idiomatic expressions in *come together* song, 1 idiomatic expressions in *something* song, 4 idiomatic expressions in *Maxwell's silver hammer* song, 3 idiomatic expressions in *Oh! Darling* song, 1 idiomatic expressions in *I want you (she's so heavy)* song, 1 idiomatic expressions in *here's come the sun* song, 2 idiomatic expressions in *because* song, 7 idiomatic expressions in *you never give me your money* song, 4 idiomatic expressions in *mean Mr. Mustard* song, 2 idiomatic expressions in *Polythene pam* song, 1 idiomatic expressions in *she came in through the bathroom window* song, 1 idiomatic expressions in *carry that weight* song, and 1 idiomatic expressions in *the end* song. It can be concluded that song is identical with idiomatic expression.

The researcher used theory of Seidl and McMordie to classify types of idiomatic expressions. According to the theory of Seidl and McMordie, there are

seven types of idiom either it is keywords with idiomatic uses, idioms with nouns and adjectives, idiomatic pairs, idiom with prepositions, phrasal verbs, verbal idioms, and idioms with comparisons. In this research, the researcher found four types of idiomatic expressions based on Seidl and McMordie used in the album lyrics of The Beatles *Abbey Road*, there are phrasal verb, verbal idiom, idiom with preposition, and key words with idiomatic uses. Researcher found 22 idiomatic expressions in phrasal verb type. The example for phrasal verb type is *creeps up*. *Creep up* consists of the verb “creep ” and the adverb “up”, thus idiom type of *creep up* is “phrasal verb”. Four idiomatic expressions in verbal idiom type. The example for verbal idiom type is *blows my mind*. *Blow someone mind* consists of the verb “blow” and the noun “mind”, thus idiom type of *blow someone mind* is “verbal idiom” with a combination of verb + noun. Two idiomatic expressions in idiom with preposition type. The example for idiom with preposition type is *to the hilt*. *To the hilt* begins with preposition “to” and followed by the words “the hilt”, thus idiom type of *to the hilt* is “idiom with preposition”. Two idiomatic expression in key words with idiomatic uses type. The example for key words with idiomatic uses type is *in the*

end. In the *end* expression used noun as the keyword, the keyword is the word ‘end’, thus idiom type of *in the end* is “key words with idiomatic uses (idioms with noun as keywords)”. Phrasal verb type of idiom is commonly used by The Beatles in this album.

After classifying the types of idiomatic expressions, the researcher classified the types of meaning found in the album of The Beatles *Abbey Road*. According to Leech theory, there are seven types of meaning. The types are conceptual meaning, connotative meaning, affective meaning, social meaning, reflective meaning, collocative meaning, and thematic meaning. The idiomatic expressions found in the album of The Beatles *Abbey Road* have three types of meaning. There are 13 idiomatic expressions with conceptual meaning. The example for conceptual meaning is *get something down*. *Get something down* has “conceptual meaning” because the meaning of *get something down* refers to the word’s literal meaning, indicating the idea or concept it refers to. Twelve idiomatic expressions with connotative meaning. The example for connotative meaning is *turn someone on*. *Turn someone on* has “connotative meaning” because the meaning of *turn someone on* refers to other meaning that different from the dictionary meaning of

each part. The last, 5 idiomatic expressions with affective meaning. The example of affective meaning is *break down* has “affective meaning” because the meaning of *break down* refers to the personal feelings of the speaker/the singer in the song inferred from their words and/or nonverbal behavior. It can be stated that the Beatles in this album commonly use conceptual meaning.

Based on the discussion above, from *abbey road* album of The Beatles, it was just using 4 types of idiom, that are phrasal verb, verbal idiom, idiom with preposition, and keywords with idiomatic uses. Meanwhile for the types of meaning, it was just using 3 types of meaning, that are conceptual meaning, connotative meaning, and affective meaning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses conclusion and suggestion of the research.

A. Conclusion

The conclusion of this research related to the research questions and research problems of the research. It discussed about the type of idiomatic expressions and the meaning of idiomatic expressions found on The Album of The Beatles Abbey Road.

Types of idiomatic expressions in the album of The Beatles Abbey Road used four kinds of idiom based on Seidl and McMordie theory, they are phrasal verb, verbal idiom, idiom with preposition, and key words with idiomatic uses. The researcher found 30 idioms with 22 idiomatic expressions in the pattern of phrasal verb, 4 idiomatic expressions in the pattern of verbal idiom, 2 idiomatic expressions in the pattern of idiom with preposition, and 2 idiomatic expression in the pattern of key words with idiomatic uses. Types of idiomatic

expressions which frequently used in the album of The Beatles *Abbey Road* is phrasal verb.

According to Leech theory, there are seven types of meaning. The types are conceptual meaning, connotative meaning, affective meaning, social meaning, reflective meaning, collocative meaning, and thematic meaning. The idiomatic expressions found in the album of The Beatles *Abbey Road* have three types of meaning. There are 13 idiomatic expressions with conceptual meaning, 12 idiomatic expressions with connotative meaning, and 5 idiomatic expressions with affective meaning. Types of meaning which frequently used in the album of The Beatles *Abbey Road* is conceptual meaning.

B. Suggestion

Based on the result of the research, the researcher would like to suggest for further research.

Firstly, this research is conducted to give knowledge for English learners about idiomatic expressions in the song. secondly, learning idiom is important for mastering English because native speakers used them in all situations. The last, hopefully the learners can practice learning English by finding idiomatic expressions in

songs and classifying the types and the meaning of idiomatic expressions.

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APPENDICES

Appendix 1

Instrument

No	Types of Idioms	Indicators	Idiom	Reference
1	Phrasal Verb	Intransitive + particle, intransitive + preposition, intransitive + particle + preposition, transitive + particle, transitive + preposition, transitive + particle + preposition	Slow down, get on, take off, go off someone, count on someone, put up with someone, come up against someone, pack something in, take someone off, put someone off something, get someone through something, put someone up to something, take someone up on	Seidl and McMordie: 101

			something.	
2	Verbal Idiom	Verb + noun, verb + prepositional phrase	Argue the toss, blow one's own trumpet, blow one's top, blow one's mind, go getter, break the bank, break even, bring someone to book, bring something to light, burn the midnight oil.	Seidl and McMordie: 155
3	Key words with Idiomatic uses	Adjectives and adverbs, nouns as keywords, and miscellaneous	Bad blood, bad language, bad news, all right, the old man, the old school, in the end, a matter of concern, a matter of time, to my mind, be beside the point, just the thing.	Seidl and McMordie: 14
4	Idioms with Nouns and	Noun phrase, adjective+noun	Another cup of tea, a bit	Seidl and McMordie

	Adjectives		of all right, a blessing in disguise, food for thought, force of circumstances, the acid test, a bargaining counter, a casting vote, a closed book, cold comfort.	e: 58
5	Idiomatic Pairs	Pairs of adjectives, pairs of nouns, pairs of adverbs, identical pairs	Cut and dried, spick and span, bits and pieces, wear and tear, more or less, far and wide, chop and change, hit and miss, bit by bit, through and through.	Seidl and McMordie: 79
6	Idioms with preposition	Idioms begin with preposition	Above board, across the board, after hours, in to the hilt, in drag, against	Seidl and McMordie: 86

			the clock, at the bar, behind bars, for the asking.	
7	Idioms with comparisons	Comparison with as ... as, comparison with like	As bald as a coot, as black as coal, as blind as a bat, as clean as a new pin, fit like a glove, get on like a house on fire, go like a bomb, sleep like a log, work like a Trojan.	Seidl and McMordie: 237

Appendix 2

Lyrics of Songs

Come Together

[Intro]

Shoot me

Shoot me

Shoot me

Shoot me

[Verse 1]

Here come old flat-top, he come groovin' up slowly

He got ju-ju eyeball, he one holy roller

He got hair down to his knee

Got to be a joker, he just do what he please

[Interlude]

Shoot me

Shoot me

Shoot me

Shoot me

[Verse 2]

He wear no shoeshine, he got toe-jam football

He got monkey finger, he shoot Coca-Cola

He say, "I know you, you know me"

One thing I can tell you is you got to be free

[Chorus]

Come together, right now

Over me

[Interlude]

Shoot me

Shoot me

Shoot me

Shoot me

[Verse 3]

He bag production, he got walrus gumboot

He got Ono sideboard, he one spinal cracker

He got feet down below his knee

Hold you in his armchair, you can feel his disease

[Chorus]

Come together, right now

Over me

[Interlude]

Shoot me

Shoot me

Right!

Come, come, come, come

[Verse 4]

He roller-coaster, he got early warnin'

He got muddy water, he one mojo filter

He say, "One and one and one is three"

Got to be good-lookin' 'cause he's so hard to see

[Chorus]

Come together, right now

Over me

[Interlude]

Shoot me

Shoot me

Shoot me

Shoot me

Ugh!

[Outro]

Come together, yeah

Come together, yeah

Come together, yeah

Come together, yeah

Come together, yeah

Come together, yeah

Come together, yeah

Come together, yeah

Come together, yeah

Come together

Something

[Verse 1]

Something in the way she moves

Attracts me like no other lover

Something in the way she woos me

[Chorus]

I don't want to leave her now

You know I believe and how

[Verse 2]

Somewhere in her smile she knows

That I don't need no other lover

Something in her style that shows me

[Chorus]

I don't want to leave her now

You know I believe and how

[Bridge]

You're asking me will my love grow

I don't know, I don't know

You stick around, now it may show

I don't know, I don't know

[Instrumental Interlude]

[Verse 3]

Something in the way she knows
And all I have to do is think of her
Something in the things she shows me

[Outro]

I don't want to leave her now
You know I believe and how

Maxwell's Silver Hammer

[Verse 1]

Joan was quizzical, studied pataphysical

Science in the home

Late nights all alone with a test tube, oh, oh, oh, oh

Maxwell Edison, majoring in medicine

Calls her on the phone

"Can I take you out to the pictures, Joa-oa-oa-oan?"

But as she's getting ready to go

A knock comes on the door

[Chorus]

Bang! Bang! Maxwell's silver hammer

Came down upon her head

Clang! Clang! Maxwell's silver hammer

Made sure that she was dead

[Verse 2]

Back in school again, Maxwell plays the fool again

Teacher gets annoyed

Wishing to avoid an unpleasant sce-e-e-ene

She tells Max to stay when the class has gone away

So he waits behind

Writing fifty times "I must not be so, o, o, o"

But when she turns her back on the boy

He creeps up from behind

[Chorus]

Bang! Bang! Maxwell's silver hammer

Came down upon her head (Do-do-do-do-do)

Clang! Clang! Maxwell's silver hammer

Made sure that she was dead (Do-do-do-do-do)

[Verse 3]

P. C. 31 said, "We caught a dirty one"

Maxwell stands alone

Painting testimonial pictures, oh, oh, oh, oh

Rose and Valerie, screaming from the gallery

Say he must go free (Maxwell must go free)

The judge does not agree and he tells them so-o-o-o

But as the words are leaving his lips

A noise comes from behind

[Chorus]

Bang! Bang! Maxwell's silver hammer

Came down upon his head (Do-do-do-do-do)

Clang! Clang! Maxwell's silver hammer

Made sure that he was dead

[Outro]

Whoa, whoa, whoa-oh

(Do-do-do-do-do)

(Silver hammer man)

Oh! Darling

[Verse 1]

Oh! Darling, please believe me

I'll never do you no harm

Believe me when I tell you

I'll never do you no harm

[Verse 2]

Oh! Darling, if you leave me

I'll never make it alone

Believe me when I beg you (Woo!)

Don't ever leave me alone

[Bridge]

When you told me, you didn't need me anymore

Well, you know I nearly broke down and cried

When you told me, that you didn't need me anymore

Well, you know I nearly fell down and died

[Verse 3]

Oh! Darling, if you leave me

I'll never make it alone

Believe me when I tell you

I'll never do you no harm

(Believe me, darling!)

[Bridge]

When you told me (Woo!) you didn't need me anymore

Well, you know I nearly broke down and cried

When you told me you didn't need me anymore

Well, you know I nearly fell down and died

[Verse 4]

Oh! Darling, please believe me

I'll never let you down

(Oh! Believe me, darling)

Believe me when I tell you

I'll never do you no harm

Octopus's Garden

[Verse 1]

I'd like to be under the sea

In an octopus's garden in the shade

He'd let us in, knows where we've been

In his octopus's garden in the shade

I'd ask my friends to come and see

An octopus's garden with me

[Chorus]

I'd like to be under the sea

In an octopus's garden in the shade

[Verse 2]

We would be warm below the storm

In our little hide-a-way beneath the waves

Resting our head on the sea bed

In an octopus's garden near a cave

We would sing and dance around

Because we know we can't be found

[Chorus]

I'd like to be under the sea

In an octopus's garden in the shade

[Guitar Solo]

[Verse 3]

We would shout and swim about

The coral that lies beneath the waves (Lies beneath the ocean waves)

Oh what joy for every girl and boy

Knowing they're happy and they're safe (Happy and they're safe)

We would be so happy, you and me

No one there to tell us what to do

[Chorus]

I'd like to be under the sea

In an octopus's garden with you

[Outro]

In an octopus's garden with you

In an octopus's garden with you

I Want You (She's So Heavy)

[Verse 1]

I want you, I want you so bad

I want you, I want you so bad, it's driving me mad

It's driving me mad

I want you, I want you so bad, babe

I want you, I want you so bad, it's driving me mad

It's driving me...

[Instrumental Break]

[Verse 1]

I want you, I want you so bad, babe

I want you, I want you so bad, it's driving me mad

It's driving me mad

I want you, I want you so bad

I want you, I want you so bad, it's driving me mad

It's driving me...

[Instrumental Break]

[Chorus]

She's so

Heavy

Heavy (Heavy, heavy)

[Instrumental Break 2:16-3:16]

[Chorus]

She's so

Heavy

She's so heavy (Heavy, heavy)

[Verse 2]

I want you, I want you so bad

I want you, I want you so bad, it's driving me mad

It's driving me mad

I want you, you know I want you so bad, babe

I want you, you know I want you so bad, it's driving me mad

It's driving me mad

[Break]

Yeah

[Chorus]

She's so...

[Instrumental Outro]

Here Comes the Sun

[Chorus]

Here comes the sun, doo da doo doo

Here comes the sun, and I say

It's all right

[Verse 1]

Little darling, it's been a long cold lonely winter

Little darling, it feels like years since it's been here

[Chorus]

Here comes the sun, doo da doo doo

Here comes the sun, and I say

It's all right

[Verse 2]

Little darling, the smile's returning to the faces

Little darling, it seems like years since it's been here

[Chorus]

Here comes the sun

Here comes the sun, and I say

It's all right

[Bridge]

Sun, sun, sun, here it comes

Sun, sun, sun, here it comes

Sun, sun, sun, here it comes

Sun, sun, sun, here it comes

Sun, sun, sun, here it comes

[Verse 3]

Little darling, I feel that ice is slowly melting

Little darling, it seems like years since it's been clear

[Chorus]

Here comes the sun, doo da doo doo

Here comes the sun, and I say

It's all right

[Outro]

Here comes the sun, doo da doo doo

Here comes the sun

It's all right

It's all right

Because

[Intro]

Ahh

[Verse 1]

Because the world is round, it turns me on

Because the world is round

Ahh

[Verse 2]

Because the wind is high, it blows my mind

Because the wind is high

Ahh

[Bridge]

Love is old, love is new

Love is all, love is you

[Verse 3]

Because the sky is blue, it makes me cry

Because the sky is blue

[Outro]

Ah-ah-ah-ah-ah

Ah, ahh-ah, ahh-ah-ah

Ah-ah-ah-ah-ah-ah

Ah, ahh, ahh, ahh

Ahh

Ah-ah-ah-ah-ah

Ahh

You Never Give Me Your Money

[Verse 1]

You never give me your money

You only give me your funny paper

And in the middle of negotiations

You break down

[Verse 2]

I never give you my number

I only give you my situation

And in the middle of investigation

I break down

[Verse 3]

Out of college, money spent

See no future, pay no rent

All the money's gone, nowhere to go

Any jobber got the sack

Monday morning, turning back

Yellow lorry slow, nowhere to go

But oh, that magic feeling, nowhere to go

Oh, that magic feeling, nowhere to go

Nowhere to go

[Instrumental break 1:49-2:29]

[Verse 4]

One sweet dream

Pick up the bags, get in the limousine

Soon we'll be away from here

Step on the gas and wipe that tear away

One sweet dream came true today

Came true today

Came true today

Yes, it did

[Outro]

One, two, three, four, five, six, seven

All good children go to Heaven

One, two, three, four, five, six, seven

All good children go to Heaven

One, two, three, four, five, six, seven

All good children go to Heaven

One, two, three, four, five, six, seven

All good children go to Heaven

One, two, three, four, five, six, seven

All good children go to Heaven

One, two, three, four, five, six, seven

All good children go to Heaven

One, two, three, four, five, six, seven

All good children go to Heaven

One, two, three, four, five, six, seven

All good children go to Heaven

One, two, three, four, five, six, seven

All good children go to Heaven

Sun King

[Chorus]

Aaah, here come the sun king

Here come the sun king

[Bridge]

Everybody's laughing

Everybody's happy

[Chorus]

Here come the sun king

[Outro]

Quando para mucho mi amore de felice corazón

Mundo paparazzi mi amore chicka ferdy parasol

Cuesto obrigado tanta mucho que canite carousel

Mean Mr. Mustard

[Verse 1]

Mean Mister Mustard sleeps in the park

Shaves in the dark trying to save paper

Sleeps in a hole in the road

Saving up to buy some clothes

Keeps a ten-bob note up his nose

Such a mean old man

Such a mean old man

[Verse 2]

His sister Pam works in a shop

She never stops, she's a go-getter

Takes him out to look at the Queen

Only place that he's ever been

Always shouts out something obscene

Such a dirty old man

Dirty old man

Polythene Pam

[Verse 1]

Well, you should see Polythene Pam

She's so good-looking, but she looks like a man

Well, you should see her in drag dressed in her polythene bag

Yes, you should see Polythene Pam

Yeah, yeah, yeah

[Verse 2]

Get a dose of her in jackboots and kilt

She's killer-diller when she's dressed to the hilt

She's the kind of a girl that makes "The News of the World"

Yes, you could say she was attractively built

Yeah, yeah, yeah

(Hey!) Great!

She Came In Through the Bathroom Window

[Intro]

Oh, listen to that now

Heh, heh, heh

Oh look out! It's-"

[Verse 1]

She came in through the bathroom window

Protected by a silver spoon

But now she sucks her thumb and wanders

By the banks of her own lagoon

[Chorus]

Didn't anybody tell her?

Didn't anybody see?

Sunday's on the phone to Monday

Tuesday's on the phone to me

[Verse 2]

She said she'd always been a dancer

She worked at fifteen clubs a day

And though she thought I knew the answer

Well, I knew what I could not say

And so I quit the police department

And got myself a steady job

And though she tried her best to help me

She could steal, but she could not rob

[Chorus]

Didn't anybody tell her?

Didn't anybody see?

Sunday's on the phone to Monday

Tuesday's on the phone to me

[Outro]

Oh yeah

Golden Slumber

[Verse 1]

Once there was a way to get back homeward

Once there was a way to get back home

Sleep pretty darling, do not cry

And I will sing a lullaby

[Chorus]

Golden slumbers fill your eyes

Smiles await you when you rise

Sleep pretty darling, do not cry

And I will sing a lullaby

[Verse 2]

Once there was a way to get back homeward

Once there was a way to get back home

Sleep pretty darling, do not cry

[Outro]

And I will sing a lullaby

Carry That Weight

[Chorus]

Boy, you're gonna carry that weight

Carry that weight a long time

Boy, you're gonna carry that weight

Carry that weight a long time

[Instrumental Break 0:23-0:44]

[Verse]

I never give you my pillow

I only send you my invitations

And in the middle of the celebrations

I break down

[Chorus]

Boy, you're gonna carry that weight

Carry that weight a long time

Boy, you're gonna carry that weight

Carry that weight a long time

[Transition]

In the End

[Verse 1]

Oh yeah, alright

Are you going to be in my dreams

Tonight?

[Drum & Guitar Solos]

[Instrumental Break 0:20-1:32]

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love you, love you

Love

[Verse 2]

And in the end

The love you take

Is equal to the love you make

[Instrumental Outro 1:49-2:22]

Her Majesty

[Verse]

Her Majesty's a pretty nice girl

But she doesn't have a lot to say

Her Majesty's a pretty nice girl

But she changes from day to day

I want to tell her that I love her a lot

But I gotta get a bellyful of wine

Her Majesty's a pretty nice girl

Someday I'm going to make her mine, oh yeah

Someday I'm going to make her mine

CURRICULUM VITAE

A. PERSONAL IDENTITY

Name : Lola Haolastuti
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