

AN UNDERGRADUATE THESIS
AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN
FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY

By:

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TARBIYAH AND TEACHING TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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**AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN
FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd.)

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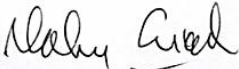
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.


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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: "AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY", Written by: RIFKA NUR'AINI SYARIF, Student Number 1601070117, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, December 23st 2020 at 03.00 -05.00 p.m.

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**AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN
FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY**

ABSTRACT

BY

RIFKA NUR'AINI SYARIF

This undergraduate thesis studied about an analysis of idiomatic expression in frozen film script and its implication in teaching vocabulary. The aim of this study is to identify the type of idiomatic expression in Frozen Film Script and to describe the meaning of idioms found in Frozen film script and to know the implication in teaching vocabulary. The data were taken from Frozen Film Script written by Jenifer Lee. For analyzing the data, the researcher used qualitative method. Makkai's theory was used for analyzing the types of idiomatic expressions that were found in the script.

As the result of analyzing, there are 84 idiomatic expressions are found in the Frozen Film Script. Those idiomatic expressions are divided into five types. Phrasal verb idiom is appeared 60 times, tornoure idiom is four times, irreversible binomial idiom is three times, phrasal compound idiom is seven times, and incorporating verb idiom is ten times. Meanwhile, the meaning of idiomatic expressions was based on the context of the dialogues and the narratives in Frozen film script.

The teacher has an essential role in helping students to improve their vocabulary. In order to be able to have a rich vocabulary, not only do students need to learn as many words as possible, but they also need to remember them because, in fact, learning is remembering. Therefore, understanding the characteristics of idiomatic expression is important to memorize the vocabulary in effective way and it can help students to know the contextual meaning of idiom in the text or utterance.

Key Word: Idiom, frozen film script, contextual meaning, qualitative method

**AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN
FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY**

ABSTRAK

OLEH

RIFKA NUR'AINI SYARIF

Skripsi ini mempelajari tentang analisis ekspresi idiomatik dalam naskah film Frozen dan implikasinya dalam pengajaran kosakata. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis ekspresi idiomatik dalam Frozen Film Script dan mendeskripsikan makna idiom yang terdapat pada naskah film Frozen serta untuk mengetahui implikasinya dalam pengajaran kosakata. Data diambil dari Frozen Film Script yang ditulis oleh Jenifer Lee. Untuk menganalisis data, peneliti menggunakan metode kualitatif. Teori Makkai digunakan untuk menganalisis jenis ekspresi idiomatik yang ditemukan dalam naskah.

Dari hasil analisis ditemukan 84 ekspresi idiomatik pada Frozen Film Script. Ekspresi idiomatik tersebut terbagi menjadi lima jenis. Phrasal verb idiom muncul 60 kali, tournure idiom empat kali, irreversible binomial idiom tiga kali, phrasal compound idiom tujuh kali, dan incorporating verb idiom sepuluh kali. Sedangkan makna ekspresi idiomatik didasarkan pada konteks dialog dan narasi dalam naskah film Frozen.

Guru memiliki peran penting dalam membantu siswa meningkatkan kosa kata mereka. Agar dapat memiliki kosakata yang kaya, siswa tidak hanya perlu mempelajari kata-kata sebanyak mungkin, tetapi mereka juga perlu mengingatnya karena sebenarnya belajar adalah mengingat. Oleh karena itu, memahami ciri-ciri ekspresi idiom penting untuk menghafal kosakata secara efektif dan dapat membantu siswa untuk mengetahui makna kontekstual idiom dalam teks atau tuturan.

Kata Kunci: Idiom, naskah film Frozen, makna kontekstual, metode kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, November 2020

The Researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمُ لِلنَّاسِ

“the best humans being are those that are beneficial to others”

(HR. Thabrani dan Daruquthni)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Allah who always give His full rohmah and blessing.
2. My beloved parents Darwin Muchiyansori (alm) and Destria who always pray and support in their endless loved.
3. My Sponsor and Co-sponsor, Mr. Dr. Mahrus As'Ad, M. Ag and Mr. Ahmad SubhanRoza, M.Pd thanks for guiding me.
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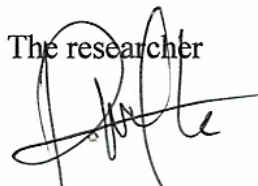
Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given His gift to the researcher that she could finish her undergraduate thesis. This is the undergraduate thesis entitled “AN ANALYSIS OF IDIOMATIC EXPRESSION MEANINGIN FROZEN FILM SCRIPT and ITS IMPLICATION IN TEACHING VOCABULARY”.

The researcher would like to thank her parents for financial and spiritual support. Her deepest thanks to Dr. Mahrus As'ad M. Ag and Ahmad Subhan Roza, M.Pd for their spending time to support and guide the researcher to finish this undergraduate thesis. The researcher also would like to express her thanks to the honorable lecturers of English Education Department who help her, the students of English Education Department who become a good partner in studying English and also all of her friends whenever they are who support and pray for her.

The researcher apologizes for all mistakes of this undergraduate thesis. Hopefully, this writing can be a meaningful benefit for the researchers especially and for our campus and all readers generally.

Metro, November 2020

The researcher



RIFKA NUR'AINI SYARIF

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important part in every communication. People can communicate well if they can deliver their message from their utterance. Language allows people to say things to others and expresses their communicative needs. Language and society may influence each other because as a human being, people cannot be separated with society and environment and they still need another people. Alternatively, we say that language is a mean of communication.¹ The statement means that people have to master English well. But for people who never learn English or who do not know English, they need translated books or dictionary to know the meaning of a foreign word or phrase so that they can understand easily the real meaning of the word, phrase or sentence.

Language as a means of communication can be used not only for the transmission of informative message but also for establishing and maintaining social relationship with others. If there were not language, there would be miscommunication and humans would be difficult to interact to others.

In Indonesia, English is known as foreign language, nevertheless, many people in that country studying, because it is used as a need and almost

¹William Downess, *Language and Society* (Cambridge: Cambridge University Press, 2005), 2

used in everywhere. Such as, on Electronic, Smartphone, TV, Newspaper, Magazine, and so on.

As a foreign language in Indonesia, English is used to communicate with people who do not know Indonesian or it is used to communicate with foreign people or tourist, in that process sometimes a misunderstanding happen between Indonesian people and the tourist. It is happened because sometimes the tourist use many word with different meaning or idiom which is difficult to understand the true meaning.

Misunderstanding or misconception not only happen in the process of communication but also happen when we read an English passage like newspaper, movie, magazine, novel etc. It is happened because the author of the passage use so many words or phrases with different meaning or we called it idiom, such as; give up, hang out, juggle frogs etc. That makes a big problem to read and understand English passage, especially for people who do not master English and do not know about idiom.

Idiom is an expression which meanings cannot be inferred from the meanings of the words that make it up or an idiom is a multiword construction that is a semantic unit which meaning cannot be deduced from the meanings of its constituents, and has a non-productive syntactic structure.² An idiom is a multiword expression. Individual components of an idiom can often be inflected in the same way individual words in a phrase can

²Farlex, *Academic Journal. Princeton University* (New Jersey USA, 2012), 26.

be inflected. This inflection usually follows the same pattern of inflection as the idiom's literal counterpart. Shortly, idiom is an expression, a phrase or sentence which meaning is not obvious thought knowledge of an individual meaning of the constituent words but must be lean as whole.

Based on the explanation above, the researcher is really eager to analyze the Idiomatic expression meaning found in Frozen film script because the researcher thinks that there are so many idiomatic expressions are used in thefilm which is very difficult to be understood. As a result, with great expectations, this research can help people who do not master English well to read that script, watch that film,and read another English textsbecause idiomatic expression is one of the most difficult aspects to know the real meaning of the text (film script).

B. Research Question

The problems that will be studied in this research are formulated as follows:

- a. How many types of idiomatic expressions are found in Frozen film script?
- b. What are the meaning of idiomatic expression found in Frozen film script?
- c. What is the implication of using Frozen film script as the media of teaching vocabulary?

C. Objectives and Benefits of the Study

1. The Objectives of the study

This research is aimed to:

- a. To investigate how many types of idiomatic expressions are found in Frozen film script.
- b. To find out idiomatic expressions which meaning found in Frozen film script.
- c. To know the implication of using Frozen film script as the media of teaching vocabulary.

2. The Benefits of the study

- a. To give knowledge about idiomatic expression meaning found in frozen film script.
- b. As a contribution for 'frozen film script' in solving the problem of write a sentence.
- c. The result of the research can be used by 'frozen film script'.
- d. To give input to the researcher in order to teach English better.

D. Prior Research

The researcher took three prior researchs that related to this study. The first study is from Nurakhir which done in 2006. Her final project was carried out for several objectives. Those were (1) to classify the forms of idiomatic expressions found in the novel, (2) to find out the meaning of idiomatic expression found in the novel, and (3) to provide the readers with contributions of understanding idiomatic expression found in the novel to the English learning in general. She concered with the library research as the method of investigation. She used the novel "Wuthering Heights" by Emily

Bronte as the primary data and some reference books dealing with the subject as the secondary ones. She found idiomatic expressions and classified them into two categories, the fixed and non-fixed idioms. From the study, it was found that among 96 idioms taken as the data, 52 idioms were of the fixed idioms and 44 were the non-fixed one. Another classification applied to those idioms was classification based on meaning; transparent or non-transparent idioms. Related to this classification, she found that 53 idioms were transparent and 43 idioms were not transparent in their meaning. Further classification (based on the types of words), could also be given to those idioms; idioms beginning with verbs (44), prepositions (36), adverbs (6), adjectives (5), noun (2), pronouns (2) articles (1).³

The second study is from FikriyaChoirunnaBuditama. It was done on 12 July 2018. Based on the result of the research, it can conclude that the types of idiomatic meaning found in movie script *Inside Out* are “English Phrasal Compounds” get the highest percentage which is 43.8%. Then, it is followed by “proper names” 23.4%, “slang” 22.9%, “figure of speech” 9.5 % “abbreviations” 0.4% and the last one is “substitutes” which is not found in the script of the movie. Then, there are the ways how idiomatic expressions translated into Indonesian in the subtitle. The first is “paraphrase” gets the highest percentage 58%, “using an idiom of similar meaning and form” 17%,

³Asih Nurakhir, *Idiomatic Expressions found in Emily Brontes Novel Wuthering Heights*. (Semarang: Universitas Negeri Semarang, 2006), 5.

“omission” 2.6%, “using an idiom of similar meaning but dissimilar form” 0.7%.⁴

The third study is from Monica Ardita. The research was done on 13 July 2017. From the research, the researcher conclude that according to Baker’s theory which contained in four strategies which are using similar meaning and form, using similar meaning but dissimilar form, paraphrase, and omission. The finding shows that 36 data are translated using similar meaning and form, 14 data are translated using similar meaning but dissimilar form, 9 data using paraphrasing, and 3 data using omission.⁵

Based on the study above, the researcher decided to focus on analyzing the meaning of idiomatic expression found in frozen movie script. After knowing the meaning of the idioms, the researcher hope this study will give some information of understanding the meaning of idioms based on the context.

⁴Fikriya Choiruna Buditama, *An Analysis of Translation of Idiomatic Expressions Found in the Inside Out Movie*(Yogyakarta: Universitas Sanata Dharma, 2018) , 5.

⁵Monica Ardita, *The Translation Analysis of The Idiomatic Expression in Kinney’s Diary of A Wimpy Kid: The Last Straw (Intro Diary Si BocahTengil: Usaha Terakhir)* (Yogyakarta: Universitas Sanata Dharma, 2017) , 5.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Idiomatic Expression

1. The Definition of Idiomatic Expression

According to Lazar, The definition of idioms almost similar to slang. Idiom is a group of words that meaning cannot be derived from the meaning of each word that makes them up.⁶ The example of English idiom is “let the cat out of the bag”. The translator cannot translate the idiom using word by word as “biarkankucingitukeluaritaritas”. Idiom “let the cat out of the bag” means “to tell a secret by mistake”.

Idiom(atic) is a term in grammar and lexicology to refer to sequence of word which is semantically restricted, so that they function as a single unit. From a semantic viewpoint, the meaning of individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. From a syntactic viewpoint, the words often do not permit the usual variability they display in other context, e.g. *it's raining cats and dogs* not permit *,it's raining a cat and a dog/dogs and cats*, etc. Because of their lack of internal contrastivity, some linguists refer to idioms as ready made utterance. An alternative terminology refers to idioms as habitual collocations. A point which has attracted considerable discussion is the extent to which degree and kind of idiomaticness can be established

⁶ G. Lazar, *Meanings and metaphor: Activities to practise figurative language*. (Cambridge: Cambridge University Press, 2006), 155.

some idioms do permit a degree of internal change, and are somewhat more literal in meaning than others (e.g., *it's worth her while the job will be worth my while*, etc.). In generative grammar, idiomatic constructions are used for testing hypothesis about structure. For example, the appearance of idiom chunks in particular positions in a sentence is used to distinguish between control and raising sentences.⁷

In other hand, McCarthy and O'Dell in their book, *English Idiom Use* stated that, "Idioms are expressions which have a meaning that is not obvious from the individual words".⁸ It means that the meaning of idioms is not literal meanings, but they have non literal meanings. The best way to understand idioms are by looking at the content. For example, *drive somebody* is an idiom meaning *make somebody angry or frustrated*.

Idiomatic expressions are daily expressions that used by English speakers. As Cooper says, An idiom is an expression whose meaning can not always be readily derived from the usual meaning of its constituent elements.⁹ According to Poole, idiomatic expressions are phrases, which have a different meaning with the words in individual meaning.¹⁰

Although there are various definitions of idiomatic expressions, all of them share common features. The researcher could say that idiomatic expressions are different from the actual literal meaning.

⁷David Crystal. *A Dictionary of Linguistics and Phonetics (4th edition)*, (UK: Markwell Publisher, 1998), 189.

⁸M. McCarthy & F. O'Dell, *English Idioms in Use*. (Cambridge: Cambridge University Press, 2003), 6.

⁹Cooper, C. R. Greenbaum. 1998. *Studying Writing: Linguistic Approaches*. (Beverly Hills/London/New Delhi: Sage Publications, 1998), 233.

¹⁰Poole, C. *Introduction to Linguistics*. (New York: Oxford University Press, 1999), 201.

There are some examples of idiomatic expressions. The first one is the idiom *feeling blue* in a sentence *he is feeling blue*. *He is feeling blue* does not have a meaning that the person feels his color is blue. The literal meaning is the person feels sick. The term idiomatic refers to expression which have different meaning from the literal meaning of the words that making up the respective expression.

Baker reinforces that idiomatic expressions are frozen patterns of language which allow little or no variation in form and often carry meanings which can not be deduced from their individual components. Baker provides many examples of idioms, in which the meaning can not be inferred by the listener or reader by merely looking at the words. For instance, according to Baker , “*bury the hatchet*” meaning “to become friendly again after a disagreement or a quarrel” and “*the long and the short of it*” meaning the basic facts of the situation”, are idiomatic expressions whose meanings can not be decoded from the meanings of their individual elements. They also typically do not allow variation in form except perhaps, in certain creative contexts where poetic license is practiced.¹¹

From the definitons stated above, it can be concluded that idiomatic expressions are words or phrases whose meaning is not

¹¹ Baker, Mona. *In Other Word: A Course on Translation*. (London: Routledge. 2001),

predictable and can not be translated from its constituent words so that it must be learnt as whole or unity.

a. Characteristics of Idiomatic Expression

According to Baker claims the characteristics of idiomatic expression that the more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiomatic expression.¹² Based on explanations above, if the translator find some expression containing words which is difficult to be understood by each word because the meaning will not give the same sense, the translator should deeply indicates whether the expression is an idiomatic expression or not.

Even, Baker notes that the following grammatical and syntactic of idiomatic expression should be taken into account since they may affect the degree of idiomaticity of lexical items and remove the figurativeness of idiomatic expressions, which is the most important feature of idioms. He explained that there are six factors affected idioms.¹³ Those are:

1) Additon

Adding the adverb *very* to the adjectives *redherring* affects its figurative meaning. For example; it can be seen in *very red herring*.

162. ¹²Baker, Mona. *In Other Word: A Course on Translation*. (London: Routledge. 2001),

¹³*Ibid*, 163.

2) Deletion

Deleting any words from an idiomatic expression would alter its meaning or idiomatic sense. For example, deleting the adjective *sweet* from the expression *have a sweet tooth* will change the meaning

3) Substitution

We can not replace any words in idiomatic expression even if those words are synonyms. For example, in *the long and short of it*, the adjective *long* can not be substituted by adjective *tall* despite the fact that they have nearly the same meaning.

4) Modification

Any change in the grammatical structure of an idiomatic expression will alter its meaning. For instance, the expression *stock, barrel, and lock* is not idiomatic because the order of items in the expression *lock, stock, and barrel* has been altered.

5) Comparative

Adding the comparative suffix (-er) to the adjectives in idiomatic expressions, such as *be in hot water* will change the conventional sense of idiom (*be in trouble*).

6) Passive

Changing the passive form into active will damage the figurative meaning of many idiomatic expression. The expression *they*

spilled the beans is idiomatic while its passive form *some beans were spilled* has completely different meaning.

Based on the explanation above, idiom have the unique form which cannot be derived each part because it will be lost of the whole meaning of the idiom.

b. Types of Idiomatic Expression

According to Hockett, Idioms are categorized into several types. there are six types of idioms.¹⁴ The types are discussed further in the following sections:

1) Substitutes

A substitutes includes anaphoric substitutes and numbers. “Anaphoric substitutes are almost by definition of forms which turn up in each new context with a new idiomatic value”. There is an example; “he did not eat the foods”. The readers do not know exactly who is “he”. It can be a human or perhaps an animal. For instance, the answer “seven” can be given to some questions such as “how many pens do you have?” and “what time is it?”

2) Proper Names

Naming is certain recurrent idiom-creating events in all human communities. Everything is named in order to give an identity or

¹⁴ Charles F. Hockett, *A course in Modern Linguistics*. (New York: The Macmillan Company, 1958), 310.

label. For example, there is an actor in the movie whose name is Jack. Translator cannot translate his name, Jack, as “a device for raising heavy objects off the ground”. The translation of the name “Jack” should still be “Jack” because it is a label.

3) **Abbreviation**

Abbreviation is the use of part of word(s), there are different patterns of idiom abbreviation. The patterns are replacing the long words or phrasal compounds by its initial, syllable, stressed, whether or not the syllable has been a morpheme previously. For example, the word “cello” is an abbreviation from the word “violoncello”.

4) **English Phrasal Compounds**

According to Carstairs-McCarthy, Compounds are words which are formed by combining roots and much smaller category of phrasal words.¹⁵ Although compounds have internal structure of phrases, their function is as words. “In English, compounds can be found in all the major lexical categories – nouns (dropstop), adjectives (winedark) and verbs (stagemanage) – but nouns are by far the most common types of compounds”.¹⁶ It means that

¹⁵ Carstairs-McCarthy, A. *An Introduction to English Morphology: Words and their Structure*. (Edinburgh: Edinburgh University Press Ltd, 2002), 59.

¹⁶ M. Dobrovolsky & W. O’Grady, *Contemporary Linguistics: An Introduction*. (New York: St. Martin’s Press, 1989), 103.

compound is an important clustering from a root and another smaller category of phrasal verb which have the own meaning as a word.

a) Compound Nouns

The first one is compounds nouns. Compound nouns can be formed compounding verb-noun (VN), noun-noun (NN), adjective-noun (AN), and preposition-noun (PN). The example of each structure are illustrated in Table 2.1.

Table 2.1 Structure of Compound Noun according to Carstairs -McCarty

No.	Structure of Compound Nouns	Examples
1.	Verb-noun (VN)	Seaword, drophammer, playtime
2.	Noun-noun (NN)	Hairnet, butterfly net, hair restorer
3.	Adjective – noun (AN)	Blackboard, greenstone, faintheart
4.	Prepositiom – noun (PN)	In-group, outpost, overcoat

b) Compounds Adjective

The next is compound adjectives. The compound adjectives into three parts such as noun-adjective (NA), adjective-adjective (AA), and preposition-adjective (PA). The examples of each structure are illustrated in Table 2.2.

Table 2.2 Structure of compound adjectives according to Carstairs-McCarty.

No.	Classification of compound adjectives	Examples
1.	noun – adjective (na)	sky-high, coal-black, oil-rich
2.	adjective – adjective (aa)	grey-green, squeaky-clean, red-hot
3.	preposition – adjective (pa)	underfull, overactive

c) Phrasal Verbs

The last type is compound verbs. Phrasal verb is the combination of simple verb and one of a number of particles. It is called phrasal because it looks like a phrase rather than a single word, but the function is as a single word.¹⁷ Besides, the structures of phrasal verbs as illustrated Table 2.3.¹⁸

¹⁷ McArthur, T. *Pattern of English: Using Phrasal Verb*. (London: Collins Clear-Type Press, 1973), 9.

¹⁸ McCarthy M. & O'Dell, F, *English idioms in use*. (Cambridge: Cambridge University Press, 2010), 5.

The table 2.3 Structure of phrasal verb according to McCarthy & O'Dell

No.	Structure of Phrasal Verbs	Examples
1.	Verb + adverbial particle	Give in
2.	Verb + preposition	Came a cross
3.	Verb + adverbial particle + preposition	Run out of
4.	Verb + object + adverbial particle / verb + adverbial particle + object	Bring a child up / bring up the child

5) Figures of Speech

According to Wren & Martin, are “A departure from the ordinary form of expression in order to produce a greater effect”.¹⁹ Moreover, Hockett figures out that figures of speech deal with idioms and patterns of idiom formation.²⁰ It means that, figurative speech as an idiom is formed by idiom formation which have a greater effect with following the rules or idiom formation.

¹⁹ P. C. Wren & Martin. H, *High School English Grammar and Composition*. (New Delhi: S. Chand, 1981), 488.

²⁰ Charles F. Hockett, *A course in Modern Linguistics*. (New York: The Macmillan Company, 1958), 317.

In this research, the researcher only analyzes four kinds of figures of speech. They are simile, metaphor, personification, and hyperbole.

a) Simile

Based on Lazar, Simile is two different things which are compared to show a similarity.²¹ A similar definition also comes from Abrams who points out that simile is a comparison between two different things that are indicated by the word “like” or “as”, e.g. “as red as a rose”; “my book is so thick like a dictionary”.²²

In other word, simile is a comparison between two things which resemble each other in at least one way, although they are different.

b) Metaphor

According to Abrams, there is no comparison word between two things, for example; “you are my home”.²³

Besides Lazar adds that metaphor is a comparison between two different things that identifies one thing with another.²⁴

Simply, metaphor is used to identify two different things and make comparison about them.

c) Personification

²¹ G. Lazar, *Meanings and metaphor: Activities to practise figurative language*. (Cambridge: Cambridge University Press, 2006), 3.

²² H. M. Abrams, *A glossary of literary terms seventh edition*. (New York: Earl McPeck, 1999), 97.

²³ *Ibid.*

²⁴ G. Lazar, *Meanings and metaphor: Activities to practise figurative language.*, 3.

Personification is the language style to make an inanimate object do as an animate. It is supported by Abram's explication of personification, another figure related to metaphor is personification, or in the Greek term, *prosopopeia*, in which either an inanimate object or an abstract concept is spoken of as though it were endowed with life or with human attributes or feeling (compare pathetic fallacy).²⁵ The example of personification is an utterance "eyes speak louder than words". It does not mean that eyes can speak like an animate object does. It means that someone's honesty can be seen more through their eyes rather than their words because mouth can tell a lie.

d) Hyperbole

Abrams claims that hyperbole is one of the figures of speech that uses the extravagant exaggeration of fact or possibility.²⁶ The purpose of using hyperbole is to make a bigger effect of a statement than what it actually is. The example of hyperbole is a sentence "I love you for a thousand years". It is impossible that people can live for a thousand years. Therefore, the expression is used in order to make bigger effect of the sentence and to show that person will love someone for the entire life.

²⁵ Abrams, M. H. *A glossary of literary terms seventh edition*. (New York: Earl McPeck: 1999).p.99

²⁶ *Ibid*, 120.

6) Slang

Hocket includes slang as an idiom because its idiomatic nature of slang is clear. Slang is informal words that are used by particular group of people.²⁷

Allan and Burridge indicates slang is a language of a highly colloquial and contemporary type, considered stylistically inferior to standard formal, and even polite informal speech.²⁸

It often uses metaphor and/or ellipsis, and often manifests verbal play in which current language is employed in some special sense and denotation; otherwise the vocabulary and sometimes the grammar is novel or only recently coined.

Based on those explanation, it can be concluded that slang is colloquial, contemporary, and informal words used by particular group of people. The example is the word “innit?” that is derived from phrase words “isn’t it?”; the word “bae” that refers to a term of endearment used for romantic couple.

In addition, Moon classifies idioms based on the spectrum of idiomaticity. Those are:²⁹

²⁷ Hockett, C. F. *A course in modern linguistics*. (New York: The Macmillan Company: 1958).p.318

²⁸ Allan, K., & Burridge, K. *Forbidden words: Taboo and the censoring of language*. New York: Cambridge University Press: 2006).p.69

²⁹ R. Moon, *Fixed Expressions and Idioms in English: A Corpus Based Approach* (Oxford: Oxford University Press, 1996), 21.

1) Transparent Idioms

Transparent idioms are those idioms which are easy to comprehend and translate and their meaning can be derived from the meanings of their constituent parts. For example; *back and forth, fight a losing battle.*

2) Semi transparent Idioms

Idioms that usually have metaphorical meaning and their constituent parts have a little role in comprehending the whole meaning of the expression. For example; *break the ice* means *to reveal the tension.*

3) Semi opaque Idioms

The group of idioms whose figurative meaning is not related to the meanings of their constituent words. In other words, the idiomatic expression is separated in two parts, apart with literal meaning, and other part with a figurative meaning. For example; *to know the rope* means *to know how a particular job should be done).*

4) Opaque Idioms

Opaque idioms are the most difficult type of idioms because the literal meanings of their parts have little to do with the actual sense of idioms; that is, the meaning of an opaque idiom cannot be derived from the meanings of its individual parts because there are items which have cultural references. For example; *to burn*

one's boat means *to make retreat impossible* and *spill the beans* means *to reveal a secret*).

The other opinions of the types of idioms is from McCarthy and O'Dell. They made a syntactic classification of English idioms according to their possible combinations:³⁰

1. Verb + object/complement: (and or adverbial) “*kill two birds with one stone*” (achieve two aims with a single action or at the same time)
2. Prepositional phrase: “*in the blink of an eye*” (in an extremely short time)
3. Compound: “*a bone of contention*” (a subject about which there is disagreement)
4. Simile: (as + adjective + as or like + a noun): “*as dry as a bone*” (very dry indeed)
5. Binominal: (word + and + word): “*rough and ready*” (crude and lacking sophistication)
6. Trinomial: (word + word + and + word): “*cool, calm and collected*” (relaxed, incontrol, not nervous).
7. Whole clause or sentence: “*to cut a long story short*” (to get to the point of what one is saying quickly).

³⁰M. McCarthy & F. O'Dell, *English Idioms in Use*. (Cambridge: Cambridge University Press, 2003), 6.

Furthermore, Makkai also classifies idioms into six types, there are: phrasal verb idiom, tournure idiom, irreversible binomial idiom, phrasal compound verb, incorporating verb idiom, pseudo idiom.³¹

1) Phrasal Verb Idioms

A phrasal verb is a verb that contains of two kind of words. The first word is a verb, and the second word is a particle. The particle can be an article (a, an, the), preposition/adverb (up, in, out), and or affix (un-, in-, -ness, -ly); for example “*take off*” means *leave the ground*.

2) Tournure Idioms

Tournures idioms are the largest lexemic idioms, usually containing at least three words and are mostly verbs. A tournures idiom mostly falls into sentences. Based on its structure, tournures idioms are divided into:

- a) The form contains the compulsory definite article, for example “*to do a guy*” means *to disappear secretly*.
- b) The form contains the compulsory indefinite article.
- c) The form contains an irreversible binomial introduced by preposition, for example “*to be at seven and eight*” means *to be in condition of confusion, at odds*.

³¹ A. Makkai, *Idiom Structure in English*. (The Hague: Mouton, 1972), 135.

- d) A direct object and further possible modifiers follow the primary verb, for example “*to build castles in the air*” means *to make impossible plans*.
- e) The leading verb is not followed by the direct object but by the preposition plus a noun or nothing, for example “*to dance on the air*” means *to get hanged*.
- f) The leading verb is BE, for example “*to be above board*” means *to be out in the open, honest*.
- g) The form contains the compulsory *it*.

3) Irreversible Binomial idioms

Irreversible binomial idioms consist of two words, which are separated by the conjunction. The word orders in this structure are fixed, for example “*high and dry*” (without resources), and „*Romeo and Juliet*” (institutionalized symbols of ideal love or symbol of true love).

4) Phrasal Compound Idioms

Phrasal compound idiom contains primarily nominal made up of adjective plus noun, noun plus noun, or adverb plus preposition. For example “*black mail*” means *any payment forced by intimidation* and “*bookworm*” means *a person committed to reading or studying*.

5) Incorporating Verb Idioms

Incorporating verb idioms have four forms. Those are noun-verb, adjective-noun, noun-noun, and adjective-noun. Incorporating verb idioms are separated by (-).

- a) Noun-verb, “*sight-see*” means „*visit the famous places in a city, country, etc*”.
- b) Adjective-noun, “*blackmail*” means “*the crime of demanding money from a person by treating to tell somebody else a secret about them*”.
- c) Noun-noun, “*bootleg*” means “*made and sold illegally*”.
- d) Adjective – verb, “*whitewash*” means “*an attempt to hide unpleasant facts about somebody/something*”.

6) Pseudo-Idioms

Pseudo-idioms can mislead or misinform an unwary listener. For example *cranberry, cranberry* according to oxford dictionary is bright red acid berry produced by any plant of genus *oxycoccus*. In the phrase “*make a cranberry face*” means “*the face become red*”.

From the explanation about idiom above, the researcher know that idiom have a complex form to identify where each part of idiom is separated, it will make a different context of the idiom.

B. The Concept of Frozen Film

According to Merriam, Film is defined as a motion picture considered especially as a source of entertainment or as an art form Webster's third new international dictionary. The development of the movie is very amazing starting from technology expansion. People build the film factory in many countries and right now it is easy to get movies because of the internet.³² In the Oxford dictionary, film is explained as a story or event recorded by a camera as a set of moving images and shown in a cinema or television. Furthermore, people watch the film not just for entertainment only but also we can get lessons from film. There are so many kinds of film, there are: action/disaster, adventure, comedy, drama, crime, detective, epic/myth, fantasy, horror, romance, etc.³³

Frozen is a 2013 American 3D computer animated musical fantasy comedy drama film produced by Walt Disney Animation Studios and released by Walt Disney Pictures. It is the 53rd Disney animated feature film inspired by Hans Christian Andersen's fairy tale *The Snow Queen*. Frozen was released for digital download on February 25, 2014 on Google Play, the iTunes Store, and Amazon Video. It was subsequently released by Walt Disney Studios Home Entertainment on Blu-ray Disc and DVD on March 18, 2014. In Indonesia, this movie was released at the end of 2014 through the Fox Movie Premium program, but it is still in English audio. Meanwhile, the national TV which first published this movie is RCTI on August 24, 2015 as a block *Big Movie Family's family* which used Indonesian subtitles.

³²Merriam Webster Inc. *Webster's Third New International Dictionary*. (USA:1961), 53.

³³Merriam Webster Inc. *Webster's Third New International Dictionary*. (USA:1961), 53.

The film tells the story of a fearless princess who sets off on an epic journey alongside a rugged iceman, his loyal reindeer, and a naive snowman to find her estranged sister whose icy powers have inadvertently trapped the kingdom in eternal winter.

In the winter landscape, Ice man worked so hard to earn the giant of ice block, they cut the ice by the tools that were brought by them and they sing a song about how the beautiful and dangerous of the ice to escort their work. They piled the block of the ices into the wagon. After their job was done they went away in the night.

The landscape was changing to the kingdom named Arendelle. There lived two little princesses and their family. One of them had got dangerous power that could control and manipulate ice named princess Elsa. The other named Princess Anna. In an accident, Elsa shoot Anna a chunk of snow on her head unintentionally which colored her hair to be white instantly. From that accident their parents prohibited Elsa used her power again and keep her away into her room. Elsa, the first Princess has special power to turn anything to be ice and snow in a flash from her fingertips. After seriously injuring accident on the night, Elsa's parents decide to keep her confined in the castle until she can learn to control the powers. This leaves Elsa and her entire childhood in her room.

When Elsa was becoming an adult Princess, the Kingdom prepares for her to be a Queen and make a celebration. Anna was very happy because the Kingdom was opened for all people and she can not wait to meet people out

there. Anna meets Prince Hans from the Southern Island when she walks around the city. Anna asks Elsa to bless her to marry Hans, but Elsa refused it and orders the guards to close the Kingdom again. Anna and Elsa argue until Elsa accidentally casts her ice magic and makes people afraid. Elsa goes away into the North mountain because she was very panic all people knows her secret.

Anna decided to go into the North Mountain and find Elsa back to Kingdom. On the way to find Elsa, Anna meets and find so many good and bad situation until she knows the real kind person between her and Elsa. Finally, Anna can bring Elsa back to the Kingdom and they can live happily ever after in the Arendelle Kingdom

C. The Use of Film To Teach English Vocabulary

1. Teaching Vocabulary through Film

Teaching English as the foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the successful learning process including learning vocabulary. The use of media such as film give positive effect to improve the student's vocabulary and more easy to understand the lesson.

The media could help students interested to the material and motivated the students in teaching learning process. Film is one of instrument to make communicate between teacher and student become effective so the student not bore about the lesson. As we know that vocabulary is one of component which has to be mastered and acquired in learning newlanguage.

According to Harmer, there are many reasons why video can be a special, extra dimension to the learning experience:³⁴

a. Seeing language inuse

Students not only can hear the language but also they can see it. By watching video, students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions.

b. Cross cultureawareness

³⁴Harmer, J. *The practice of English Language Teaching* (2003), 282.

Video can help students who want to see westerns' culture by watching it in their classroom. It is especially when they want to know how their body language are when they are inviting someone out, or how American speaks to waiters. Video is also a great value in giving students a chance to see all of cultures from other countries. In order that, by using video students can see the culture.

c. The power of creation

Students suddenly get some considerable power when they use video camera. They can make video that could be unforgettable moment by them. It can be good media because they can remember all of vocabulary inside of the video they made and it can enrich their vocabulary mastery. The task of video making can make students creative

d. Motivation

For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task.

2. The Advantages of Using Film in Teaching Vocabulary

Film can be both a good stimulator and helpful illustrator. film can also assist students in framing an experience around the film scene, replace the current visual material to a use of printed material. film offers scenes that can serve as targets use and bring diversity to the classroom

experience. Moreover, Nasution states that the advantages of using film in teaching and learning process are:³⁵

- a. Film is very good in describing a process, if necessary by using a “slow motion”.
- b. Each student can learn something from the film, from the clever one or lessintelligent.
- c. Film can take a child from one country to another country and from one period to anotherperiod.
- d. Film can be repeated if necessary to addclarity.

³⁵Nasution, *TeknologiPendidikan*, (Jakarta: BumiAksara, 2005), 104.

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of Research²

In this research, the researcher wants to analyze the types of idioms, the meaning of them, and how many idioms of each type in the script of Frozen Film by Jennifer Lee.³⁶ It is surely more suitable using qualitative.

This research is designed as descriptive qualitative. According to Creswell, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Characteristic of qualitative research according to Creswell, as follows:

1. Exploring a problem and developing a detailed understanding a central phenomenon.
2. Having the literature review play a minor role but justifies the problem.
3. Stating the purpose and research questions in a general and Broadway as as to the participants' experiences.
4. Collecting data based on words from a small number of individuals so that the participants' views are obtained.
5. Analyzing the data for description and themes using text analysis and

³⁶Jenifer Lee, *Frozen Film Script*, https://www.scripts.com/script/frozen_91 (Accessed 08/03/19 02.22pm)

interpreting the larger meaning of the findings.

6. Writing the report using flexible, emerging structures and evaluate criteria, and including the researchers' subjective reflexivity and bias.

Based on the explanation above, the researcher investigation used a descriptive qualitative research in order to describe and interpret the data or the result.

B. Data Resource

In this research the source of the data would be based on two kinds of data. They are primary and secondary data. For gathering information, it is must to discover important and accurate data from qualified source.

1. Primary Source

The primary source of the study is a whole text of Frozen Film Script written by Jenifer Lee consist of 113 pages.

2. Secondary source

Then, the secondary sources are from books, articles, English dictionary, encyclopedia and documentation that was related to the research was gained.

C. Data Collection Technique

Research Creswell stated that "In many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural

setting gathering information.”³⁷ In collecting the data, the researcher needs the instrument. The instrument that will be used by the researcher is documentation.

Meanwhile, Zinaagrue, “The term ‘document’ can refer to omre than just paper and can include photographs, works of art and even television program.”³⁸ Documentation is method used to obtain information from the written sources, wheter in the form of books, magazines, regulations, daily notes and so on.

In getting the data, the researcher uses the documentation method to get the detail data about idiom expressions found in Frozen Film script written by Jenifer Lee. The techniques will be used in collecting data are:

1. Reading, the researcher reads Frozen Film script written by Jenifer Lee.
2. The data will be selected by the researcher then collect systematically in accordance with the problems of the study.

D. Data Analysis Technique

Discussion of the plan for analyzing the data might have several components. As Creswellll stated, the process of data analysis involves preparing the data for analysis, reading through all the data, applying the

³⁷John W. Creswell, “*Research Design: Qualitative, Quantitative, and Mixed Method Approachs Second Edition.*” (USA: Sage Publication, Inc. 2003), 189.

³⁸Zina O’Leary, *The Essential Guide to Doing Research*, (London: Sage Publication, 2004), 177.

coding process, description, representation and interpretation.³⁹ Because of that, the researcher applied the six steps to analyze the gained data. The steps could be explained as follows:

- 1) The first step, the researcher prepares the data for analysis. For this step, the researcher conduct to the Frozen Film Script written by Jenifer Lee.
- 2) The second step, reading all the data. The researcher read all collect data. The researcher tries to understand the information convey.
- 3) The third step is coding process. After reading all data, the researcher can make the some categories of the finding result. The categories involve inappropriate use of the discourse analysis. They were coded on the field note in each data. They are code into symbols, numbers and word forms.
- 4) The next step is describing the data. This description was the result of the coding process. In this step, the researcher preferred to analyze by using Makai's theory.⁴⁰ Those idioms expressions were classified in 6 types. Those were phrasal verbs idioms, tournures idioms, irreversible binomial idioms, phrasal compound idioms, incorporating verbs idioms, and pseudo-idiom.
- 5) The fifth step, the researcher conveys and generate the descriptive information of finding other analysis about the idiom expressions result. The researcher will analyze the Frozen Film Script written by

³⁹ John W. Creswell, "*Research Design: Qualitative, Quantitative, and Mixed Method Approachs Second Edition.*" (USA: Sage Publication, Inc. 2003), 191.

⁴⁰ A. Makkai, *Idiom Structure in English.* (The Hague: Mouton, 1972), 135.

Jenifer Lee and calculate the proportions (frequency and percentage) of the types of idiom expressions and how many idiom expressions found.

The formula below is used:⁴¹

$$P = \frac{f}{n} \times 100\%$$

Note:

P= Percentage

f= Frequency of a type

n= Number of total

- 6) The last step is the interpretation the data. In this step, interpreting and explaining is needed to analyze the problems in understanding the meaning of idiom expressions found.

⁴¹Allan G Bluman, *Elementary Statistics: A Step by Step Approach*, (New York: McGraw Hill,2004), 74.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher will serve the finding and discussion of the research of idiomatic expressions in Frozen Film Script by Jenifer Lee consist of 113 pages.

D. Findings

The purpose of this study was to find the idiomatic expressions in Frozen Film Script by Jenifer Lee, the types of each idiom, and the meaning. The data of this research was taken from all teks of the script, in total 113 pages. After reading and analyzing the text of Frozen Film Script by Jenifer Lee, the researcher found 84 idiomatic expressions.

After presenting the words attached with idiomatic expressions which found in the text, selecting the type, and the meaning of each type, the researcher presents some tables which is going to show the idiomatic expression found. From the types found, the researcher will present the chart to know the precentage of each type.

1. Data Analysis

In this section, the researcher present the data analysis according to Makai's theory about the kinds of idiom; *Phrasal Verb Idiom, Tournure Idiom, Irreversible Idiom, Phrasal Compound Idiom, Incorporating Verb Idiom, Pseudo Idiom* which found in Frozen Film Script by Jenifer Lee.

In order to make the idiom is easy to be understood, the researcher presents all idioms in a sentence, and give additional information of the meaning and pages of the data.

a. Phrasal Verb Idiom

Expression 1

OPEN ON: ICE.

We're underwater **looking up** at it. A saw cuts through, heading right for us. (p.1)

The phrasal verb '*looking up*' consist of verb and adverb.

Looking up can be added direct object between the two word verbs because looking up is separable phrasal verb. In this sentence, *lookingup* means 'rear: menengadah'.

Expression 2

A young Sami boy, KRISTOFF (8), and his reindeer calf, SVEN, share a carrot as they try to **keep up** with the men.(p.1)

The phrasal verb '*keep up*' consist of verb and adverb. *Keep up* can be added direct object between the two word verbs because keep up is separable phrasal verb. In this sentence, *keepup* means 'following: mengikuti'.

Expression 3

ELSA (8) sleeps in her bed. Her little sister ANNA (5)*pops up* beside her. (p.2)

The phrasal verb '*pops up*' consist of verb and adverb. *Pops up* can be added direct object between the two word verbs because *pops up* is separable phrasal verb. In this sentence, *pops up* means 'Appear unexpectedly'.

Expression 4

Elsa, what have you done? This is *getting out of hand*! (p.5)

The constituent of phrasal verb *getting out of hand* is verb + adverb. *Getting out of hand* includes into transitive phrasal verb that has a direct object. *Getting out of hand*, the object come after the adverb when the object is a phrase. *Getting out of hand* has meaning 'unable to control'.

Expression 5

Grand Pabbie*pulls out* a glowing blue energy from Anna's head. We see her memories floating right above her. Grand Pabbie changes all of her magical memories to ordinary memories -- snowy play indoors with the girls in their nightgowns changes to outdoors on the winter fjords with the girls in winter gear. He puts

the ordinary memories back in her head.(p.7)

The constituent of phrasal verb *pulls out* is verb and adverb. *Pulls out* includes into transitive phrasal verb which has a direct object. *Pulls out* is separable phrasal verb that the phrasal verb can be separated by a direct object. The object should put after the verb. *Pulls out* has meaning 'remove'.

Expression 6

We *look out* on a gentle snowfall.

The phrasal verb '*look out*' consist of verb and adverb. '*Look out*' is unseparable phrasal verb, because it can be added direct object after verb. In this sentence, it means 'go to watch out for something'.

Expression 7

-INT. ANNA'S ROOM — Anna plays with two dolls, *gives up*, sad.(p.9)

Gives up is a phrasal verb composes and adverbial particle. *Gives up* includes to unseparable phrasal verb which can not be added an object after verb. *Gives up* has meaning 'to stop trying to do something'

Expression 8

Ships *pull up* to the docks.(p.12)

The phrasal verb consists of pull as verb and up as adverbial particle. *Pull up* includes into transitive phrasal verb that can be added a direct object after verb. *Pull up* is a separable phrasal verb. *Pull up* means ‘something to drive up close to something’

Expression 9

A BOY tries to *get away* as his MOTHER tries to stuff him in his bunadjacket. (p.12)

The constituent structure of phrasal verb *get away* is verb and adverbial particle. *Get away* includes into transitive phrasal verb that has a direct object. The object can be placed either between the verb or the adverb, because it is separable phrasal verb. The meaning of *get away* is ‘runaway’.

Expression 10

-INT. LIBRARY. ELSA, now a very poised 21, *watches out* the window as the coronation guests arrive.(p.16)

Watches out is a phrasal verb that consists of a verb and an adverbial particle. *Watches out* involves to transitive phrasal verb which can be added a direct object. It can be separated by a direct object. In this sentence the object puts after the adverb,

because the object forms a phrase. **Watch out** has meaning 'to be on watch for the arrival or approach of someone or something.'

Expression 11

Elsa moves to a painting of her father's coronation. She **takes off** her gloves and mimics the painting by holding a candlestick and ornament in place of an orb and scepter.(p.16)

The structure of phrasal verb above is takes as verb and off as adverbial particle. **Takes off** includes into separable phrasal verb because it can be added an object after the verb. The meaning of **takes off** is 'remove'.

Expression 12

DUKE

Speaking of, so great to have the gates open. Why did they shut them in the first place? Do you know the reason? Hmm? (p.22)

The phrasal verb consists of **speaking** as verb and **of** as particle. In this sentence, **speaking of** is unseparable phrasal verb because there is no object used in the phrasal verb. **Speaking of** has meaning 'by the way'.

Expression 13

But then Elsa catches herself. She stiffens up, **looks away**.(p.23)

Looks away is a phrasal verb that consists of verb and adverbial particle. In that sentence, *looks away* is intransitive phrasal verb because it does not have an object. Actually, *looks away* can be included into transitive verb if an object add after verb. However, *looks away* is separable phrasal verb. Looks away means ‘turnaway’

Expression 14

ANNA

...And sisters. Elsa and I werereally close when we were little.

But then, one day she just *shut me out*, and I never knew why.

(p.25)

The constituent of *shut out* is verb and adverbial particle. *Shut out* includes into transitive phrasal verb that has a direct object. In this sentence, pronoun me as direct object, the direct object puts between the two parts of the verbs because shut out is separable phrasal verb. In that sentence, *shut out* means ‘keep away from something’.

Expression 15

ANNA

(singing)

ALL MY LIFE HAS BEEN A SERIES OF DOORS IN MY FACE.

AND THEN SUDDENLY I **BUMP INTO** YOU. (p.25)

The phrasal verb **bump into** consists of verb and adverbial particle. In this sentence, **bump into** is intransitive phrasal verb because it has not an object after the verb, meanwhile the object placed after the particle. It is included into unseparable phrasal verb. **Bump into** has a meaning 'meet by chance'.

Expression 16

ANNA

Well, we haven't **worked out** all the details ourselves. We'll need a few days to plan the ceremony. Of course we'll have soup, roast, and ice cream and then—

Wait. Would we live here? (p.29)

Worked out is a phrasal verb that has structure a verb and an adverbial particle. **Worked out** has an object, because the phrasal verb involves to transitive phrasal verb. **Worked out** includes into separable phrasal verb which can separate with an object. However, in this sentence, the object puts after the adverbial, because the term of object is a long phrase. **Worked out** means 'to do a program'.

Expression 17

Anna grabs Elsa's hand. She **pulls off** Elsa's glove. Elsa gasps, spins around and reaches for the glove in panic. (p.31)

This phrasal verb ***pull off*** composes ***pull*** as verb and ***off*** as adverbial particle. ***Pull off*** has a direct object, because the phrasal verb involves into transitive phrasal verb. ***Pull off*** is separable phrasal verb because it can separate with an object after the verb. Meanwhile, in this sentence, the object puts after particle because it in form of phrase. ***Pull off*** has meaning ‘remove’.

Expression 18

Elsa sees Anna’s hurt face. It’s too much. She can’t ***hold it in***. She turns and rushes away.(p.31)

The structure of ***hold in*** is verb and adverb. ***Hold in*** includes into transitive phrasal verb that has a direct object. In this sentence, pronoun ***it*** as direct object, the direct object puts after verb because hold in is separable phrasal verb. ***Hold in*** has meaning ‘restrain something’.

Expression 19

Elsa ***bursts out*** of the castle door. The CITIZENS CHEER!(p.32)

Burst out is a phrasal verb composes verb and adverbial particle. ***Burst out*** has no object, because the phrasal verb involves into intransitive phrasal verb. In this sentence, it includes into unseparable phrasal verb. ***Burst out*** has a meaning ‘to break open under force’.

Expression 20

ELSA

(to the Duke)

Please, just *stay away* from me.

Stay away! (p.32)

Stay away is a phrasal verb that consists of verb and adverbial particle. In this sentence, **stay away** includes into intransitive object because there is no object between the two parts of the word.

Stay away has meaning 'Go away (from someone or something).'

Expression 21

DUKE

Look! It's snowing! It's snowing!

The Queen has cursed this land! She must be stopped! (to his thugs)

You have to *go after* her. (p.34)

This phrasal verb *go after* composes verb and adverb. In this sentence, *go after* includes into unseparable phrasal verb which can not separate with an object. It has a meaning 'chase, try to get'.

Expression 22

The Duke hides behind his thugs and *points out* at Anna.(p.34)

Points out is a phrasal verb that consists of verb and adverbial particle. *Point out* has an object, because the phrasal verb involves into transitive phrasal verb. *Point out* includes into separable phrasal verb which can separate with an object. However, the object puts after the adverbial. It has meaning ‘make someone aware of something’.

Expression 23

She snaps the reins and rides out. Hans *watches after* her.(p.36)

The constituent of *watch after* is verb and adverb. *Watch after* is a phrasal verb which cannot be added an object after verb because it is inseparable phrasal verb. The object places after the adverb and it calls as intransitive phrasal verb. *Watch after* meaning ‘Keep an eye on something or someone to check that there's no trouble’.

Expression 24

Elsa *takes off* her glove and throws it into the air.(p.36)

Take off is phrasal verb that consists of verb and adverbial particle. *Take off* includes into direct phrasal verb. In this sentence, the object add after the adverbial particle. In the other

hand, *take off* also include into separatable phrasal verb because it can be added an object between the two words. It has meaning 'remove'.

Expression 25

ANNA

I want you to *take me up* the North Mountain.(p.43)

The constituent of this phrasal verb is verb and adverbial particle. In this sentence, *take up* includes into separable phrasal verb because an object can be added between verb and adverbial. In this term, pronoun me is in the middle of verb and adverb. The meaning of *take up* is 'to accompany'.

Expression 26

ANNA

Yeah. Anyway, I got mad and so she got mad and then she tried to *walk away*, and I grabbed her glove—(p.45)

Walk away is a phrasal verb that consist of walk as verb and away as adverb. **Walk away** is intransitive phrasal verb, because it has no object after the phrasal verb. **Walk away** also cannot be separate because it is inseparable phrasal verb. **Walk away** has meaning 'Leave something you don't like'.

Expression 27

Anna eyes Kristoff up and down, then *slides away* from him.(p.46)

The structure of **slides away** is verb and adverb. Slides away includes into transitive phrasal verb because use pronoun him as an object after the phrasal verb. Actually, the object of this sentence can be put between the verb and the adverb. It shows that slide away also includes into separable phrasal verb. The meaning of slide away is 'keep a distance from someone'.

Expression 28

KRISTOFF (CONT'D) (shockedsadness)

...But I just *paid it off*. (p.50)

Paid off is the past form of pay off. **Pay off** is phrasal verb that the structure formed by a verb and an adverb. Pay off is includes into transitive phrasal verb. In this sentence, the object is pronoun it that placed between the verb and the adverb. It shows that pay of is separable phrasal verb. The meaning of pay off is 'completely repay adebt'

Expression 29

Anna *walks off*, sadly. Sven comes over and nuzzles Kristoff.(p.50)

The structure of *walks off* is a verb and an adverb. *Walks off* is one of the inseparable phrasal verb and intransitive phrasal

verb. It known from the object which does not exist after the phrasal verb in this sentence. Besides, it can not be added an object between the verb and the adverb. **Walk off** has meaning ‘Go for a walk to reduce the effects of an illness or badfeeling’.

Expression 30

KRISTOFF (AS SELF) (CONT'D) (to Anna)

Hold up. We're coming?! (p. 51)

Hold up is a phrasal verb that consists of verb and adverb. **Hold up** is includes into intransitive phrasal verb. In this sentence there is no object can be found. **Hold up** also includes into separable phrasal verb because it is possible to add an object between the verb and adverb. The meaning of hold up is ‘to wait’.

Expression 31

ANNA (excited) You are?!

(catching herself)

I mean, sure. I'll let you **tag along**. (p.51)

The constituent of **tag along** is verb and adverb. **Tag along** can be added an object after the verb because it is separable phrasal verb. In this sentence, **tag along** is intransitive phrasal verb because it has no object found. The meaning of **tag along** is ‘Accompany someone, especially if they haven't specifically invited’.

Expression 32

He stops between Kristoff and Anna. They **look down** at him. How did he get there? He suddenly looks up at Anna. (p.52)

Look down is phrasal verb consists of verb and adverb. **Look down** is separable phrasal verb because it can be added an object between the verb and an adverb. In this sentence, the object puts after the adverb and it shows that look down includes into transitive phrasal verb. **Look down** means ‘have a low opinion of something or someone’.

Expression 33

OLAF(O.S.)

All right, we **got off** to a bad start. (p. 54)

The phrasal verb **got off** is formed by verb and adverbial particle. **Got off** is the past form of **get off**. The phrasal verb includes into inseparable that cannot be separated by another word between them. **Got off** has meaning ‘Start a journey’.

Expression 34

She **looks over** his innocent face, gets an idea. (p.54)

The constituent of phrasal verb **looks over** consists of verb and adverb. **Looks over** includes into transitive phrasal verb which has an object, but the object cannot put between the two words

verb because looks over is inseparable phrasal verb. The object puts after the adverb because the term of object is a phrase. **Looks over** has meaning 'observe'.

Expression 35

KRISTOFF

I'll tell you why. We need Elsa to **bring back** summer. (p. 56)

The constituent of phrasal verb **bring back** is verb and adverb. **Bring back** includes into transitive phrasal verb because the object puts after the adverb. In **bring back**, the object can be added in the middle of verb and adverb because it is separable phrasal verb. The meaning of **bring back** is 'return'.

Expression 36

-Olaf and the seagull **break out** into a tap-dance. (p.57)

Break out is phrasal verb that consists of **break** as verb and **out** as adverbial particle. **Break out** is separable phrasal which can be added an object after the verb. In this sentence, **break out** includes into transitive phrasal verb which object puts after the adverbial particle. **Break out** means 'start doing something'.

Expression 37

OLAF(CONT'D)

WHEN LIFE GETS ROUGH I LIKE TO **HOLD ON** TO MY
DREAM / OF

RELAXING IN THE SUMMER SUN JUST LETTING OFF
STEAM! (p.58)

The structure of phrasal verb **hold on** is verb and adverbial particle. **Hold on** includes into transitive phrasal verb which the object puts after the adverbial particle. In this sentence, **hold on** also includes into inseparable phrasal because it can be added an object between the verb and adverb. The meaning of **hold on** is 'to maintain something'.

Expression 38

HANS(CONT'D)

Here. **Pass these out**. (p.60)

Pass out is phrasal verb which consists of verb and adverbial particle. **Pass out** in this terms is includes into separable phrasal because there is word '*these*' between the verb and adverb. It also known as transitive phrasal verb which has a direct object in the middle of the phrase. The meaning of **pass out** is 'distribute'.

Expression 39

KRISTOFF

That's your plan? My ice business is *riding on* you talking to your sister. (p.61)

Ride on is phrasal verb that formed of verb and adverb. It includes into transitive phrasal verb which has a direct object. The object puts after the adverb. *Ride on* is inseparable phrasal verb that the phrasal verb cannot be separated by an object. *Ride on* in this sentence has meaning 'to deliver someone'.

Expression 40

ANNA(O.S.)

I'm just *blocking you out* cause I gotta concentrate here. (p. 62)

Block out is phrasal verb that consists of verb and adverbial particle. *Block out* includes transitive phrasal verb which has a direct object. Pronoun *you* is the object that puts after the verb. It shows that *block out* is separable phrasal verb because the phrasal verb can be separated by add an object in it. The meaning of *block out* is 'Try not think about or feel something because it is upsetting or painful'.

Expression 41

KRISTOFF

Hang on.

He pulls the rope from his bag. Just then Olaf steps out from behind a rock and waves to Kristoff. (p. 63)

The structure of *hang on* is verb and adverbial particle. In this sentence, *hang on* includes intransitive phrasal verb because there is no object found after the phrasal verb. *Hang on* is inseparable phrasal verb that cannot be separated by an object. Hang on has meaning 'hold tightly'.

Expression 42

ANNA

But I just *got here*. (p. 66)

The constituent of *got here* is verb and adverb. *Got here* is past form from *get here*. *Get here* is intransitive phrasal verb which has no object. In this sentence, *got here* includes into inseparable phrasal verb which cannot be added by an object in the middle of words got and here. The meaning of *got here* is 'arrive'.

Expression 43

ANNA (CONT'D)

PLEASE DON'T SLAM THE DOOR.

YOU DON'T HAVE TO KEEP YOUR DISTANCE ANYMORE.
 'CAUSE FOR THE FIRST TIME IN FOREVER,
 I FINALLY UNDERSTAND.
 FOR THE FIRST TIME IN FOREVER, WE CAN FIX THIS
 HAND IN HAND.
 WE CAN **HEAD DOWN** THIS MOUNTAIN TOGETHER. YOU
 DON'T HAVE TO LIVE IN FEAR.
 'CAUSE FOR THE FIRST TIME IN FOREVER, I WILL BE
 RIGHT HERE.(p.68)

Head down is a phrasal verb which consists of verb and adverb. Head down includes into transitive phrasal verb which use a direct object. The object puts after the adverb because it is in phrase form. The meaning of head down is 'Leave somewhere to go to another place'.

Expression 44

ANNA

No, I know we can **figure this out** together— (p. 71)

The constituent of **figure out** is verb and adverbial particle. **Figure out** involves to transitive phrasal verb that has a direct object between the verb and the adverb. It means **figure out** is separable phrasal verb because it can be separated by the object. **Figure out** has a meaning 'Find the answer to a problem'.

Expression 45

OLAF

Watch out for my butt!

Anna and Kristoff duck as the rest of Olaf slams into the snowbank.

(p.72)

Watch out is phrasal verb consists of verb and adverbial particle. **Watch out** is transitive phrasal verb which need an object. In this sentence, the object puts after the adverbial article because the object is in phrase form. **Watch out** is inseparable phrasal verb which can be separated by an object in the middle of *watch* and *out*. The meaning of **watch out** is 'becarefull'.

Expression 46

Marshmallow goes **charging after** Anna and Kristoff as Olaf's head falls and lands face down in snow. (p.73)

The phrasal verb **charge after** consists of verb and adverb. Charge after includes into transitive verb which has a direct object. The object puts after the adverb because the object is in long phrase. **Charge after** is inseparated phrasal verb which cannot be separated by an object beetwen the word *charg* and *after*. In this sentence, **charge after** means 'to follow'.

Expression 47

Anna *whips out* a knife and cuts the rope. Kristoff comes to just as they fall. They both SCREAM! (p.76)

Whip out is a phrasal verb which structure consists of *whip* as verb and *out* as adverb. *Whip out* is separable phrasal verb which can be added the object in the middle of word whip and out. In this sentence, *whip out* includes transitive phrasal verb which has adirect objet. The object is *a knife and cuts the rope* which puts after the adverb. *Whip out* has meaning ‘remove quickly’.

Expression 48

ANNA (shy)

Now what? (then...panicking) Now what?! Oh! What am I gonnado? She *threw meout*. I can't go back to Arendelle with the weather like this. And then there's your ice business— (p.78)

The constituent of *threw out* is verb and adverbial particle. *Threw out* includes into transtive verb which use a direct object. The object is pronoun *me* which puts between the idiom. It also called as separable idiom because there is another word betwen the words. The meaning of *threw out* is ‘expel something or someone’.

Expression 49

KRISTOFF

(taking a deep breath)

So, about my friends... well, I say

friends, they're more like

family... Anyway, when I was a

kid, it was just me and

Sven... until they *took me in*. (p.80)

Take in is phrasal verb which structure formed by verb and adverbial particle. *Take in* includes into transitive phrasal verb which has a direct object. Pronoun *me* becomes the direct object which puts after the verb. *Take in* also known as separable idiom. It has meaning 'Assume care or support'.

Expression 50

PICK ME UP TROLL

Pick me up.

The kid troll jumps up on Kristoff's arm. Kristoff sinks under the weight of him. (p.83)

Pick up is phrasal verb which includes into transitive phrasal verb. As a transitive phrasal verb, *pick up* has a direct object. Pronoun *me* is an object of *pick up* which is put in the middle of the words. *Pick up* is separable phrasal verb because the phrasal

can be separated by an object. In this sentence, *pick up* means 'lift something'.

Expression 51

TROLLS

HIS ISOLATION

IS CONFIRMATION

OF HIS DESPERATION FOR HEALING HUGS. SO HE'S A BIT

OF A FIXER UPPER,

BUT WE KNOW WHAT TO DO.

THE WAY TO FIX UP THIS FIXER UPPER IS TO *FIX HIM UP*

WITH YOU. (p.85)

The structure of *fix up* is *fix* as a verb and *up* as an adverb. *Fix up* includes transitive phrasal verb which the object (pronoun *him*) puts in the middle of *fix* and *up*. In this sentence, *fix up* is separable phrasal verb because it can be separated by add an object between verb and adverb. *Fix up* means 'make an arrangement to date'.

Expression 52

ALL TROLLS

EVERYONE'S A BIT OF A FIXER UPPER, THAT'S WHAT

IT'S ALL ABOUT FATHER, SISTER, BROTHER

WE NEED EACH OTHER

TO RAISE US UP AND **ROUND US OUT** (p. 86)

Round out is a phrasal verb consists of verb and adverbial particle. **Round out** is transitive phrasal verb that has a direct object. Pronoun *us* becomes the object that located between the verb and adverb. It is also shows that **round out** in this sentence includes into separable phrasal verb because it can be separated by an object. The meaning of **round out** is ‘to complete or make something perfect’.

Expression 53

KRISTOFF

Help us out, Sven. (p. 88)

The constituent of **help out** phrasal verb is *help* as a verb and *out* as an adverb. **Help out** includes into transitive phrasal verb which the object (pronoun *us*) puts in the middle of *help* and *out*. It also shows that **help out** is separable phrasal verb because it can be separated by an object. **Help out** has a meaning ‘lift something’.

Expression 54

HANS

I’m going back out to **look for**

Princess Anna. (p. 93)

Look for is a phrasal verb that consist of verb and adverbial places. *Look for* is transitive phrasal verb, it has an object. The object can not be put between the verb and the adverb, because *look for* includes into inseparable phrasal verb. In this sentece, the objectputs after the verb. *Look for* has meaning ‘try tofind’.

Expression 55

GERDA

We’ll give you two some privacy.

Everyone *shuffles out*, leaving Hans and Anna alone. (p. 94)

Shuffle out is a phrasal verb idiom which consists of verb and adverbial particle. In this sentence, *shuffle out* is intransitive phrasal because it does not followed by an object. *Shuffle out* includes into separable phrasal verb which can be separated by add an object in the middle of *shuffle* and *out*. The meaning of *shuffle out* is ‘move to leave something or someone’.

Expression 56

SPANISHDIGNITARY

Prince Hans, Arendelle*looks to* you. (p. 97)

The constituent of look to is verb and adverb. Look to includes into transitive phrasal verb which an object puts after the adverb. In this sentence, look is inseparable phrasal verb that the

phrasal verb cannot be separated by an object. The meaning of look to in this term is ‘to trust’.

Expression 57

At first there’s nothing but the wind and the tumbling icy water. But suddenly, Sven surfaces and claws his way to a floating ice chunk. He *calls out (a)*, signalling for Kristoff to *go on(b)*. (p.104)

Call out (a) is a phrasal verb that form from verb and adverbial particle. In this sentence, *call out* includes into intransitive phrasal because there no object which follows the phrasal verb. Besides, *call out* is separable phrasal because it can be added an object after the verb. *Call out* means ‘accuse someone of wrongdoing or incompetence’. Meanwhile, *go on(b)* consists of verb and adverbial particle. *Go on* includes to inseparable phrasal verb. It means it cannot be added an object after the verb. *Go on* means ‘to continue’.

Expression 58

ANNA (CONT’D)

No!

In that instant, Anna freezes to solid ice. The sword hits her instead of Elsa. The sword shatters completely. The force of it sends Hans flying back and *knocks him out*. (p. 106)

The phrasal verb ***knock out*** consists of verb and adverb. ***Knock out*** includes to transitive phrasal verb which construed with an object. In this sentence, pronoun *him* become the direct object. ***Knock out*** is separable phrasal because it can be added an object after the verb. It has meaning ‘defeat someone or something’.

Expression 59

KRISTOFF

Look out. Reindeer coming through! (p. 111)

The constituent phrasal verb ***look out*** is verb and adverbial particle. ***Look out*** includes into transitive phrasal verb, it does not have a direct object. It also involves to inseparable phrasal verb, look out cannot be added other word in middle of them. The meaning of ***look out*** is ‘to be careful ofcaution’.

b. Tournure Idiom

Expression 1

ELSA (CONT'D) CONCEAL. DON'T FEEL. ***PUT ON ASHOW.***

MAKE ONE WRONG MOVE AND EVERYONE WILL KNOW.

(p. 16)

Put on a show is a tournure idiom which consists of four words. As a tournure idiom, ***put on a show*** has *aas* indefinite article. The meaning of ***put on a show*** is ‘show off’.

Expression 2

She *falls back a sleep* while sitting. She snores. Her head drops, startling her awake. (p.17)

The structure of *fall back a sleep* is verb, adverb, indefinite article and verb. *Fall back a sleep* has meaning 'sleep again'.

Expression 3

OLAF

(to Kristoff)

Ooh. Hey, *do me a favor*, grab my butt. (p. 76)

Do me a favor is a noun phrase idiom which consists of verb, pronoun, indefinite article, and noun. *Do me a favor* is a separable idiom which can be separated by another word within the idiom. The meaning from *do me a favor* is 'to help someone'.

Expression 4

The Duke's thugs *exchange a look*. Suddenly, a mass of snow rises from the ground behind Hans. It's Marshmallow, Elsa's snow guard. (p.88)

The constituent of *exchange a look* is verb, indefinite article, and noun. *Exchange a look* is a separable noun phrase idiom which can be separated by an object after the verb. The meaning of *exchange a look* is 'looked at each other'.

c. Irreversible Binomial Idiom

Expression 1

Anna bursts out of her room, wearing her coronation dress. She finishes pinning ribbons in her hair. Seeing the *hustle and bustle* of preparations, she can't help but SING. (p.14)

Hustle and bustle is irreversible binomial idiom which consists of verb, conjunction and, and verb. In this sentence, the word *hustle and bustle* are mutually complementary each other because they are verb and they have similar meaning. *Hustle and bustle* means 'busy and noisy activity'.

Expression 2

Back up top, Olaf emerges from the woods. He's a complete mess, all his body parts are in the wrong places. He *huffs and puffs*, struggling to run. (p.74)

The constituent of *huff and puff* is verb, conjunction and, and verb. The function of *puff* is to embody a variation upon *huff*. The meaning of *huff and puff* is 'to breathe in a noisy manner'.

Expression 3

Elsa is surrounded. It's *do or die*. In two swift moves, Elsa traps one thug in a cage of spikes that threaten his neck. (89)

Do or die is irreversible binomial idiom which consists of verb, conjunction, and die. In this idiom, the function of *dies* is the opposite of *do*. The meaning of *do or die* is 'to try to achieve a goal or fail making the effort'.

d. Phrasal Compound Idiom

Expression 1

He offers her a hand and their *eyes meet*. Chemistry. He helps her to her feet. (p. 18)

The structure of *eyes meet* is verb and noun. *Eyes meet* is phrasal compound that includes into inseparable phrasal compound which cannot be added an object between the word eye and meet. The meaning of *eyes meet* is 'looked each other'.

Expression 2

The Northern Lights shine as Anna struggles, *out of breath*, reaching the top of a hill. (p.38)

Out of breath is phrasal compound idiom which consists of adverbial particle and noun. In this sentence, noun (*breath*) becomes the head of phrasal compound. *Out of breath* is intransitive phrasal compound because there is no object after the idiom. The meaning of *out of breath* is 'to become an adult'.

Expression 3

OLAF(CONT'D)

THE HOT AND THE COLD ARE BOTH SO INTENSE / PUT
 'EM TOGETHER, IT JUST **MAKES SENSE!** (p.57)

The constituent of *makes sense* is verb and noun. *Make sense* is intransitive phrasal compound because there is no object. *Make sense* includes to unseparable phrasal compound. *Make sense* means 'to be reasonable'.

Expression 4

ANNA(CONT'D)

PLEASE DON'T SLAM THE DOOR.

YOU DON'T HAVE TO KEEP YOUR DISTANCE ANYMORE.

'CAUSE FOR THE FIRST TIME IN FOREVER,

I FINALLY UNDERSTAND.

FOR THE FIRST TIME IN FOREVER, WE CAN FIX THIS
HAND IN HAND.

WE CAN HEAD DOWN THIS MOUNTAIN TOGETHER. YOU
 DON'T HAVE TO LIVE IN FEAR.

'CAUSE FOR THE FIRST TIME IN FOREVER, I WILL BE
 RIGHT HERE. (p.68)

Hand in hand is phrasal compound which consists of noun +
 adverbial particle + noun. *Hand in hand* includes into inseparable

phrasal compound. The meaning of *hand in hand* is ‘together, one with the other’.

Expression 5

TROLLS(VARIOUS)

SO SHE'S A BIT OF A FIXER UPPER, THAT'S A *MINOR THING*. THIS QUOTE “ENGAGEMENT” IS A FLEX ARRANGEMENT. (85)

Minor thing consists of adjective and adverb. *Minor thing* includes into inseparable phrasal compound verb which cannot be added a word within it. *Minor thing* means ‘unimportant’.

Expression 6

HANS

We are here to find Princess Anna. *Be on guard*, but no harm is to come to the Queen. Do you understand? (p. 88)

The phrasal compound *be on guard* consists of adverbial particle and noun. The phrasal compound is transitive verb because it can be added by an object between the word on and guard. The meaning of *be on guard* is ‘to be careful to avoid being tricked or getting into a dangerous situation’.

Expression 7

MARSHMALLOW

Go away! He slams a fist inches from Hans. Hans deftly dodges out of the way. All of the guards *take up arms* against Marshmallow, who quickly knocks them over. (p.88)

Take up arms is phrasal compound which consists of verb + adverb + noun. In this sentence, *take up arms* includes into inseparable phrasal compound. *Take up arms* means 'to prepare to fight against someone or something.'

e. Incorporating Verb Idiom**Expression 1**

MOTHER

Because the Queen has *come of age*. It's Coronation Day!

Meaning 'to become an adult' (p. 12)

The constituent of *come of age* is verb and noun. In this sentence, the word *age* followed by a preposition attached to verb *come*. *Come of age* cannot be separated by another word because it includes into inseparable incorporating verb idiom. The meaning of *come of age* is 'to become an adult'.

Expression 2

ELSA

...Just *take care* of my sister. (p. 105)

Take care is incorporating verb idiom which consists of a verb and adjective. The adjective is attached into verb. *Take care* includes into separable incorporating verb idiom because it can be separated by an object. The meaning of *take care* is ‘to attend or nurse’.

Expression 3

-INT. EMPTY LIBRARY — DAY. *Looks like* no one’s around.

ANNA (9)(CONT’D)

IT GETS A LITTLE LONELY ALL THESE EMPTY ROOMS. (p. 10)

The structure of *looks like* is verb and verb. *Looks like* is includes into inseparable idiom which cannot be added another word between the word *looks* and *like*. The meaning of *look like* is ‘to give the appearance of predicting (something).’

Expression 4

-EXT. CEMETERY — DAY. Anna *looks small*, standing before her people, beside burial stones. (p.11)

Looks small is incorporating verb idiom whic consists of

verb and adjective. The adjective *small* attaches to the verb *look*. In this sentence, *look small* cannot be separated by another word because it includes into inseparable idiom. *Look small* means ‘someone feel weak or helpless’.

Expression 5

ANNA

Yes. *Pay attention*. But the thing is she wore the gloves all the time, so I just thought, maybe she has a thing about dirt. (p. 46)

The construction of the idiom *pay attention* is verb and noun. The noun *attention* attaches to verb *pay*. *Pay attention* cannot be separated by another word because it includes into separable idiom. *Pay attention* has meaning ‘to give attention (to someone or something)’.

Expression 6

KRISTOFF

You almost *set me on fire*!

Anna reaches out a hand, pulls Kristoff back onto the sled. (p. 49)

The constituent of *set on fire* is verb, adverbial particle, and noun. *Set on fire* is includes into transitive incorporating verb idiom because it has an object which puts after the verb. It shows that *set on fire* is separable idiom which can separated by an object

within it. *Set on fire* means ‘make someone in dangerous situation’.

Expression 7

As they step out of the thick trees, Anna *catches sight* of something far below. (51)

Catch sight is incorporating verb idiom which consists of verb and noun. The noun attaches into the verb. *Catch sight* includes into unseparable incorporating verb idiom because it can be separated by another word. The meaning of *catch sight* is ‘to get a quick look at someone or something’.

Expression 8

KRISTOFF

All right, *take it easy*. I gotcha. (64)

Take easy is incorporating verb idiom which consists of verb and adjective. The adjective ‘*easy*’ attaches into verb ‘*take*’. In this sentence, *take easy* includes into transitive idiom which has a direct object. The pronoun *it* is the object of *take easy*. It shows that *take easy* is separable incorporating verb idiom. *Take easy* means ‘Calm down.; Relax.; Do not get excited’.

Expression 9

KRISTOFF

Stay out of sight, Olaf! OLAF

I will!

He disappears into the village streets. (p. 92)

Stay out of sight is incorporating verb idiom which consists of verb and noun. The noun *sight* attaches into the verb phrase *stay out*. In this sentence, *stay out of sight* is inseparable incorporating verb idiom which cannot be separated by another words. The meaning of *stay out of sight* is 'not visible'.

Expression 10

Anna moves blindly across the fjord. Anna's hands frost over an icy blue. She stumbles on, determined. But she's *running out of time*. (p.104)

The constituent of *run out of time* is verb and noun. The noun *time* attaches to the verb phrase *run out*. It shows that *run out of time* includes into inseparable incorporating verb idiom which cannot be separated by another word. The meaning of *run of time* is 'to have no time left.'

E. Discussion

From the result of the research above, the researcher would like to explain the data that have been found in Frozen Film Script by Jenifer Lee by using Makai's theory; there are 84 expressions in whole script text; *phrasal verb idiom* (60), *tournure idiom* (4), *irreversible idiom* (3), *phrasal compound idiom* (7), *incorporating verb idiom* (10). In this below, the researcher present the tabel for easier understanding the result of analyzing by using percentage. The formula to figure out the percentage of each linguisticsform is as follows:

$$P = \frac{f}{n} \times 100\%$$

Note:

P= Percentage

f= Frequency of a type

n= Number of total

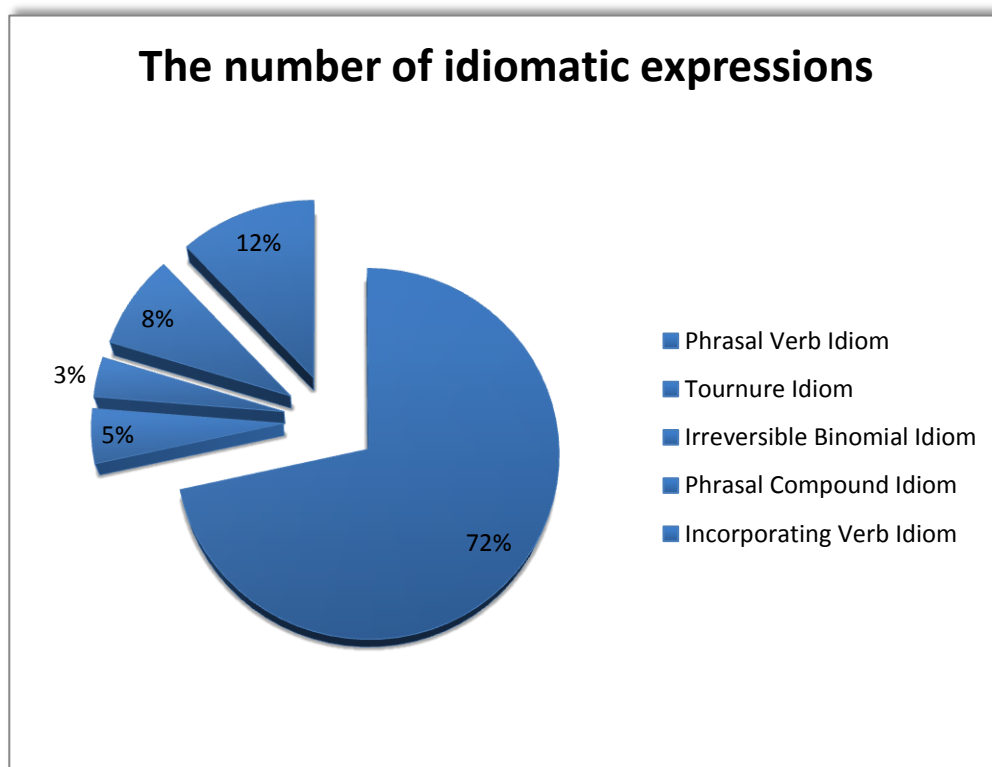
Tabel 4.1 The result of each types of idiomatic expressions.

No	Type of Idiom	The number of expression	Percentage (%)
1.	Phrasal Verb Idiom	60	71,5%
2.	Tournure Idiom	4	4,8%
3.	Irreversible Binomial Idiom	3	3,5%
4.	Phrasal Compound Idiom	7	8,3%

5.	Incorporating Verb Idiom	10	11,9%
6.	Pseudo Idiom	-	-
	Total data	84	100%

From the tabel above, the phrasal verb idiom is the most dominant idiomatic expressions used in the script. The researcher also present the chart for easier reading the result of the data.

Chart 1. The number of idiomatic expressions



The explanation of those findings are clearly described as follows:

1. Phrasal Verb Idiom

There are 60 idiomatic expressions in the script that classified into phrasal verb idiom. Phrasal verb usually called two-word verb of multiple verb which consist two or three words. Makkai mentions that phrasal idiom is type of idiom which the constituent is verb + adverb or preposition. These adverb or prepositions are used after verb are sometimes called adverbial particle, example back, down, off, on etc.

There are the example of idiomatic expression that classified into phrasal verb idiom; *looking up, pulls up, points out, watch after, go off, etc.*

2. Tournure Idiom

There are 4 idiomatic expressions in the script that classified into tournure idiom. Tournure idiom is a verb phrase idiom which contains at least three lexicons or words and containing the definite article or indefinite article. The tournureidiom brings metaphorical meaning. For example: *to blow a fuse* means to get very angry.

There are the example of idiomatic expression that classified into tournure idiom; *put on a show, fall back a sleep, do me a favour, etc.*

3. Irreversible binomial idiom

There are 3 idiomatic expressions in the script that classified into irreversible binomial idiom. Irreversible binomialidiom is a kind of idioms consists two words which separated by conjunction. Irreversible has pattern A and/or B. A and B in this term haseach function. A and B

are mutually complementary, B become the variation of A, B is the opposite of A, and B as a consequence of A.

There are the example of idiomatic expression that classified into irreversible binomial idiom; *huff and puff, do or die, etc.*

4. Phrasal Compound Idiom

There are 3 idiomatic expressions in the script that classified into phrasal compound idiom. PhrasalCompound Idiom is a common form of idiom. Some words are combined into one, but its meaning is not based on its constituent elements. This kind contains primary nominal which pattern can be adjective + noun, noun + noun, and verb + noun.

There are the example of idiomatic expression that classified into phrasal compound idiom; *eyes meet, make sense, minor thing, etc.*

5. Incorporating Verb Idiom

There are 10 idiomatic expressions in the script that classified into incorporating verb idiom; *pay attention, set me on fire, stay out of sight, take it easy, etc.*

F. Implication in Teaching Vocabulary

Idiomatic expressions are daily expressions that used by English speakers where the meaning can not always be derived from the usual meaning of its constituent elements. Although there are various definitions of idiomatic expressions, all of them share common features. The researcher could say that idiomatic expressions are different from the actual literal meaning.

There are some examples of idiomatic expressions. The first one is the idiom

feeling blue in a sentence *he is feeling blue*. *He is feeling blue* does not have a meaning that the person feels his color is blue. The literal meaning is the person feels sick. The term idiomatic refers to expression which have different meaning from the literal meaning of the words that making up the respective expression.

In this research, there are 84 idiomatic expression found in Frozen Film Script. From those data, phrasal verb idiom is the most dominant idiomatic expressions appears in the film. Phrasal verb idiom is the types of idiom that have a specifict characteristic. It contains of two words; verb and participle. The meaning of those expression can not be separated from each other because it will change the meaning of each utterance. In order to be able to have a rich vocabulary, not only do students need to learn as many words as possible, but they also need to remember them because, in fact, learning is remembering.

Unlike grammar learning which is based on a system of rules, vocabulary knowledge implies accumulating individual items. It is a learning process that relies primarily on memory. Therefore, understanding about idiomatic expression is important to memorize the vocabulary in effective way. In teaching process, it is important to know how is the characteristics of idiom and each word or phrase that is contained in idiom, so the teacher can explain the construction of idiom and the meaning based on contextual meaning of every idiom in text or utterance.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher discusses about conclusion and suggestion of this study entitled *An Analysis of Idiomatic Expression Meaning in Frozen Film Script and Its Implication in Teaching Vocabulary*. The conclusion is concluded from the finding and discussion that had been analyzed by the researcher. This chapter also shows the suggestion related to the study.

A. CONCLUSION

Based on the previous analysis on whole script, it is found that Frozen's film script contains various idiomatic expressions.

1. By using Makai's theory, it is found out that there are five types of idiom found in the film's script. Those types are phrasal verb idiom, tournure idiom, irreversible binomial idiom, phrasal compound idiom, and incorporating verb idiom. The number of idiomatic expressions use in the film script is 84 with phrasal verb idiom is appear 60 times, tournure idiom is 4 times, irreversible binomial idiom is 3 times, phrasal compound idiom is 7 times, and incorporating verb idiom is 10 times.
2. The meaning of idiomatic expressions which are found in the Frozen's film script is commonly assigned in the dictionary of idiom. There are idioms in which the meaning based on context, while the meaning based on the dictionary of idioms. It is indicated that the contextual meaning of

idioms could have in common with the meaning of words contain in the dictionary or the real meaning of its idioms. Furthermore, it can be said that in understanding the meaning of idioms, in addition to see the original meaning, it need to see the context when the idioms is uttered or spoken. So, it is proved that a meaning oshaving a close relationship with its context.

3. For the teaching process, the teacher has an essential role in helping students to improve their vocabulary. In order to be able to have a rich vocabulary, not only do students need to learn as many words as possible, but they also need to remember them because, in fact, learning is remembering. Therefore, understanding the characteristics of idiomatic expression is important to memorize the vocabulary in effective way and it can help students to know the contextual meaning of idiom in the text or utterance.

B. SUGGESTION

From the conclusion above, the researcher recommends some suggestions.

The following suggestions are:

1. For the Students

The researcher suggests that the students should learn about discourse analysis because it can help the students to enrich their vocabularies.

2. For further researcher

The reseacher suggests the other researcher to develop a similar ressearch with different data souch and a better research technique.

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APPENDIX

Table 1 (LIST OF IDIOMATIC EXPRESSION)

NO	IDIOMATIC EXPRESSIONS	LOCATION (PAGE)
1.	Looking up	1
2.	Keep up	1
3.	Pops up	2
4.	Getting out of hand	5
5.	Pulls out	7
6.	Look out	8
7.	Gives up	9
8.	Looks like	10
9.	Looks small	11
10.	Pull up	12
11.	Get away	12
12.	Come of age	12
13.	Hustle and bustle	14
14.	Watches out	16
15.	Takes off	16
16.	Put on a show	16
17.	Falls back a sleep	17
18.	Eyes meet	18
19.	Speaking of	22
20.	Looks away	23
21.	Shut me out	25
22.	Bump into	15
23.	Worked out	29
24.	Pulls off	31
25.	Hold it in	31
26.	Burts out	32
27.	Stay away	32
28.	Go after	34
29.	Points out	34
30.	Takes off	36
31.	Watch after	36
32.	Out of breath	38
33.	Take me up	43
34.	Walk away	45
35.	Pay attention	46
36.	Slides away	46
37.	Set me on fire	49
38.	Paid it off	50
39.	Walks off	50
40.	Hold up	51

41.	Tag along	51
42.	Catches sight	51
43.	Look down	52
44.	Got off	53
45.	Looks over	54
46.	Bring back	56
47.	Break out	57
48.	Make sense	57
49.	Hold on	58
50.	Pass these out	59
51.	Riding on	61
52.	Blocking you out	62
53.	Hang on	63
54.	Take it easy	64
55.	Got here	66
56.	Hand in hand	68
57.	Head down	68
58.	Figure this out	71
59.	Watch out	72
60.	Charging after	73
61.	Huffs and puffs	74
62.	Whips out	76
63.	Do me favour	76
64.	Threw me out	78
65.	Took me in	80
66.	Pick me up	83
67.	Fix him up	85
68.	Minor thing	85
69.	Round us out	86
70.	Helps us out	88
71.	Be on guard	88
72.	Exchange a look	88
73.	Take up arms	88
74.	Do or die	89
75.	Stay out sight	92
76.	Look for	93
77.	Shuffles out	94
78.	Looks to	97
79.	Calls out	104
80.	Go on	104
81.	Running out of time	104
82.	Take care	105
83.	Knocks him out	106
84.	Look out	111

TABLE 2 (CLASSIFICATION OF IDIOMATIC EXPRESSION)

NO	TYPES OF IDIOMS	IDIOMATIC EXPRESSIONS
1.	Phrasal Verb Idiom	Looking up
2.		Keep up
3.		Pops up
4.		Getting out of hand
5.		Pulls out
6.		Look out
7.		Gives up
8.		Pull up
9.		Get away
10.		Watches out
11.		Takes off
12.		Speaking of
13.		Looks away
14.		Shut me out
15.		Bump into
16.		Worked out
17.		Pulls off
18.		Hold it in
19.		Burts out
20.		Stay away
21.		Go after
22.		Points out
23.		Takes off
24.		Watch after
25.		Take me up
26.		Walk away
27.		Slides away
28.		Paid it off
29.		Walks off
30.		Hold up
31.		Tag along
32.		Look down
33.		Got off
34.		Looks over
35.		Bring back
36.		Break out

37.		Hold on
38.		Pass these out
39.		Riding on
40.		Blocking you out
41.		Hang on
42.		Got here
43.		Head down
44.		Figure this out
45.		Watch out
46.		Charging after
47.		Whips out
48.		Threw me out
49.		Took me in
50.		Pick me up
51.		Fix him up
52.		Round us out
53.		Helps us out
54.		Look for
55.		Shuffles out
56.		Looks to
57.		Calls out
58.		Go on
59.		Knocks him out
60.		Look out
61.	Tournure Idiom	Put on a show
62.		Falls back a sleep
63.		Do me favour
64.		Exchange a look
65.		Hustle and bustle
66.		Huffs and puffs
67.		Do or die
68.	Phrasal Compound Idiom	Eyes meet
69.		Out of breath
70.		Make sense
71.		Hand in hand
72.		Minor thing
73.		Be on guard
74.		Take up arms
75.	Incorporating Verb Idiom	Looks like
76.		Looks small
77.		Come of age
78.		Pay attention
79.		Set me on fire
80.		Catches sight

81.		Take it easy
82.		Stay out sight
83.		Running out of time
84.		Take care

TABLE 3 (THE RESULT OF EACH TYPES OF IDIOMATIC EXPRESSION)

No	Type of Idiom	The number of expression	Percentage (%)
1.	Phrasal Verb Idiom	60	71,5%
2.	Tournure Idiom	4	4,8%
3.	Irreversible Binomial Idiom	3	3,5%
4.	Phrasal Compound Idiom	7	8,3%
5.	Incorporating Verb Idiom	10	11,9%
6.	Pseudo Idiom	-	-



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Perihal : **IZIN PRA-SURVEY**

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di-
Tempat

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Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

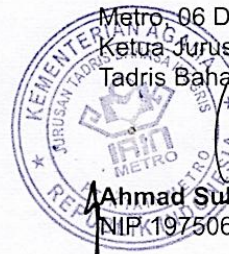
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Semester : 7 (Tujuh)
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Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING FOUND IN FROZEN FILM SCRIPT

untuk melakukan *pra-survey* di PERPUSTAKAAN IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Desember 2019
Ketua Jurusan
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Judul Skripsi : *AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING FOUND IN FROZEN FILM SCRIPT*

Melalui surat pernyataan ini, saya sebagai pembimbing 1 mengizinkan mahasiswa bimbingan saya tersebut untuk melakukan Seminar Proposal tanpa menggunakan surat balasan Pra Survey dikarenakan sifat penelitiannya yang tidak membutuhkan surat pra survey. Oleh karena itu, mahasiswa saya tersebut tidak dapat melampirkan surat balasan pra survey pada pendaftaran online ini.

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Metro, 09 September 2020

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2. Ahmad Subhan Roza, M.Pd. (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

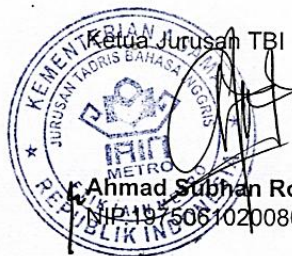
Nama : RIFKA NUR'AINI SYARIF
NPM : 1601070117
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb



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Kepada Yth.,
KEPALA PERPUSTAKAAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3112/In.28/D.1/TL.01/11/2020,
tanggal 30 November 2020 atas nama saudara:

Nama : **RIFKA NUR`AINI SYARIF**
NPM : 1601070117
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 November 2020
Wakil Dekan I,

Dra. Isti Fatmah MA
NIP. 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3112/In.28/D.1/TL.01/11/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **RIFKA NUR`AINI SYARIF**
NPM : 1601070117
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 30 November 2020



Mengetahui,
Pejabat Setempat

[Signature]
Drs. Mohtandi Sudin, M.Pd.
NIP. 195808311981031001



Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 196705311993032003



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UNIT PERPUSTAKAAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET
Nomor : P.51/In.28/U.1/OT. 1/12/2020**

Berdasarkan Surat Wakil Dekan I Nomor : B-3113/In.28/D.1/TL.00/11/2020 tanggal 30 November 2020 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

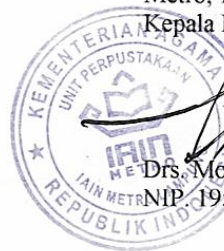
Nama : RIFKA NUR'AINI SYARIF
NPM : 1601070117
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 14 Desember 2020

Kepala Perpustakaan,



Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111,
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-928/ln.28/S/U.1/OT.01/11/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RIFKA NUR'AINI SYARIF
NPM : 1601070117
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070117.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 November 2020
Kepala Perpustakaan



[Handwritten Signature]
Drs. Mokhtarid/ Sudin, M.Pd
NIP.195808311981031001 *zf*

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : RIFKA NUR'AINI SYARIF

NPM : 1601070117

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : CREATING YOUR OWN MONOLOGUE

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : RIFKA NUR'AINI SYARIF

NPM : 1601070117

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : CREATING YOUR OWN MONOLOGUE

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IAIN METRO

Nama : RIFKA NUR'AINI SYARIF

Jurusan : TBI

NPM : 1601070117

Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Rabu 20 Mei 2020	✓	ada di server	

Mengetahui,
Ketua Jurusan TBI

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Pembimbing I

Dr. Mahrus As'ad M. Ag
NIP. 19611221199603 1 001



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IAIN METRO

Nama : RIFKA NUR'AINI SYARIF

Jurusan : TBI

NPM : 1601070117

Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Ramis, 30 April 2020	✓	Revisi chapter 1, II, III - Pemusnah halaman - Jarak spasi antar baris - Data collection tech.	
2.	Jumat 08 Mei 2020	✓	Revisi Bab 1, II - Connector tdk sesuai - Jarak spasi antar baris	
3.	Senin, 11 Mei 2020	✓	Revisi sec I dan 200	

Mengetahui,
Ketua Jurusan TBI

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Pembimbing II

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Nama : Rifka Nur'Aini Syarif
NPM : 1601070117

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
i-	Selasa 24/11/2020			APP Admivara : Ace & operasika	

Mengetahui
Ketua Jurusan TBI,

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Dosen Pembimbing I

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IAIN METRO

Nama : Rifka Nur'Aini Syarif
NPM : 1601070117

Jurusan : TBI
Semester : IX/2020

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	17/11 Selasa 2020			Alu kustrumeb	

Mengetahui
Ketua Jurusan TBI,

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Nama : Rifka Nur'Aini Syarif
NPM : 1601070117

Jurusan : TBI
Semester : IX/2020

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	7/12/2020 Selasa			- Revisi bab 1.2, - Idiom berubah idiomatic expression	
2.	Kamis 10/12/2020			- Revisi bab 2 - Concept of frozen film Pendahuluan, dan Daftar Isi	

Mengetahui
Ketua Jurusan TBI,

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Nama : Rifka Nur'Aini Syarif
NPM : 1601070117

Jurusan : TBI
Semester : IX/2020

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 25/11/2020		✓	-Revisi Bab 4 & 5 - Layout bab 4 - Page number	
2.	Senin 30/11/2020		✓	-Revisi table konten - Abstrak	
3.	Senin 30/11/2020		✓	Apa yang sudah dan I Adwior	

Mengetahui
Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
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AN ANALYSIS OF IDIOMATIC EXPRESSION MEANING IN FROZEN FILM SCRIPT AND ITS IMPLICATION IN TEACHING VOCABULARY

by Rifka Nur'aini Syarif 1601070117

Submission date: 18-Dec-2020 02:19PM (UTC+0700)

Submission ID: 1478420414

File name: SKRIPSI_RIFKA_NUR_AINI_SYARIF_CEK_TURNITIN.docx (132.55K)

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The names of the writers is Rifka Nur'Aini Syarif. She was born in Sumberrejo, April 16st 1997. She is the first daughter of Mr. Darwin Muchiyansori (Alm) and Mrs. Destria.

She studied at SD N 1 Sumberrejo 2003-2009. Soon after that, She continued to Junior High School at SMP N 2 Metro 2009-2012. She studied her study at SMK N 1 Metro (Accounting). It was a long journey for her to find out her dream. After graduating from vocational high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.