

**AN UNDERGRADUATE THESIS**  
**AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS**  
**IN ALICE IN WONDERLAND SCRIPT**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY**  
**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H/ 2021 M**

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS  
IN ALICE IN WONDERLAND SCRIPT**

Presented as a partial Fulfillment of the Requirements

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In English Education Department

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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# **AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT**

## **ABSTRACT**

**BY**

**EKA ANNISA YULI PRASTITI**

The purpose of the research was to identify types of idiomatic expression and to find out the real meaning of idiomatic expression which is used in Alice in Wonderland script. This thesis will be useful for both theoretical and practical source in learning how to translate English Idiom and also for those who conduct further study about analysis of idiomatic expression.

The technique of analyzing the data the researcher used descriptive qualitative. Qualitative research referred to the meaning, concepts, definitions, symbols and description of the things. The data was analyzed by using O'dell and McCarthy theory about six types of idiomatic expression. The theory used to explain the idiomatic expression were used by characters in Alice in Wonderland movie script.

As the result of analyzing, there are 105 idiomatic expression found in six types of idiomatic expression either it is simile, binomial, trinomial, proverb, cliché, and fixed statement. From those types, in Alice in Wonderland script found the types of idiom as follows: there are 7 idiomatic expressions of similes with 6, 7 %, 2 idiomatic expressions of binomials with 1, 9 %, 1 idiomatic expression of trinomial with 0, 9 %, 9 idiomatic expressions of proverb with 8, 6 %, 46 idiomatic expressions of clichés with 43, 8 %, and 40 idiomatic expressions of fixed statements with 38, 1 %. Meanwhile, the meaning of idiomatic expressions was based on the context of the dialogues and the narratives in Alice in Wonderland script.

**Keywords:** Idiomatic Expression, Types Idiom, Alice in Wonderland script

# AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT

## ABSTRAK

OLEH

EKA ANNISA YULI PRASTITI

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis ekspresi idiomatik dan untuk mengetahui makna sebenarnya dari ekspresi idiomatik yang digunakan dalam naskah *Alice in Wonderland*. Tesis ini akan bermanfaat baik sebagai sumber teoritis maupun praktis dalam mempelajari bagaimana menerjemahkan Idiom Bahasa Inggris dan juga bagi mereka yang melakukan studi lebih lanjut tentang analisis ekspresi idiomatik.

Teknik analisis data peneliti menggunakan deskriptif kualitatif. Penelitian kualitatif mengacu pada makna, konsep, definisi, simbol, dan deskripsi sesuatu. Data dianalisis dengan menggunakan teori O'dell dan McCarthy tentang enam jenis ekspresi idiomatik. Teori yang digunakan untuk menjelaskan perangkat ekspresi idiomatik yang digunakan oleh karakter dalam naskah film *Alice in Wonderland*.

Dari hasil analisis, terdapat 105 ungkapan idiomatik yang ditemukan dalam enam jenis ungkapan idiomatik baik itu simile, binomial, trinomial, peribahasa, klise, dan pernyataan tetap. Dari jenis-jenis tersebut, dalam naskah *Alice in Wonderland* ditemukan jenis-jenis idiom sebagai berikut: terdapat 7 ungkapan idiomatik simile dengan 6, 7 %, 2 ungkapan idiomatik binomial dengan 1, 9 %, 1 ungkapan idiomatik trinomial dengan 0, 9 %, 9 ungkapan idiomatik peribahasa dengan 8, 6 %, 46 ungkapan idiomatik dari klise dengan 43, 8%, dan 40 ekspresi idiomatik pernyataan tetap dengan 38, 1%. Sedangkan makna ungkapan idiomatik didasarkan pada konteks dialog dan narasi dalam naskah *Alice in Wonderland*.

**Kata kunci:** Ekspresi Idiomatik, Jenis Idiom, naskah *Alice in Wonderland*



## STATEMENT OF RESEARCH ORIGINALITY

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The researcher



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## MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ۝۷

**“So, whoever does good weighing zarrah, surely he will see (reply),”**

**(Az-Zalzalah: 7)**

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. Allah who always give His full rohmah and blessing.
2. My beloved parents Sodikin and Sumartini who always pray and support in their endless loved.
3. My Sponsor and Co-sponsor, Mr. Dr. Ahmad Subhan Roza, M.Pd and Mom Syahreni Siregar, M. Hum thanks for guiding me.
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7. My Almamater IAIN Metro the place where I got much knowledge and good experience.

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The researcher would like thanks to Mr. Dr. Ahmad Subhan Roza, M. Pd and Mom Syahreni Siregar, M. Hum 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 head of English Education Department Mr. Andianto, M. Pd, 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, October 2021

The researcher



**EKA ANNISA YULI PRASTITI**  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

People use language to communicate with one another. When they speak to others in various contexts, they use different forms of language. Language is what is spoken by members of a given community. Language is an imperative portion in each communication. Individuals can communicate well in the event that they can convey their message from their articulation. Language permits individuals to say things to others and communicates their communicative needs. Language and society may impact each other since as a human being, individuals cannot be isolated with society and environment and they still require another individual.

Meanwhile, language can be used for more than just transmitting information; it can also be used to create and sustain social relationships. If there were no language, miscommunication would arise and it would be impossible for humans to communicate with others.

Furthermore, English is used as a foreign language in Indonesia to communicate with people who do not speak Indonesian or to communicate with foreign people or visitors; in that process sometime there is confusion between Indonesians and tourists. It is happened because sometimes the tourist use many word with different meaning or idiom which is difficult to understand the true meaning.

Hence, 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, particularly for people who do not master English and do not know about idiom.

However, idiom is a phrase that does not infer meanings from the meanings of the terms that make it up, or an idiom is a multiword construction that is a semantic unit that cannot deduce meanings from the meanings of its constituents and has a syntactic structure that is not productive. Idioms are an essential part of acquiring language and often indicate learning. An idiomatic expression is a phrase that has a different meaning from its original definition. Students with cultural literacy and language weaknesses often confront idioms. By understanding figurative expressions such as idiomatic expressions, students can better understand words containing metaphorical meaning. However, students are still unfamiliar with the understanding of idiom's concepts.<sup>1</sup> It means that the learners must learn what an idiom is, since it is essential for learning, an idiom is also not meant by word for word, but an idiom is a matter of language by a native speaker. It means that learning the idiom is essential and idiomatic expression must also be included in an English study, for the student to know more about idiomatic expression.

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<sup>1</sup>Atiqah Nurul Asri, "*Innovative Teaching of English Idiomatic Expressions for EFL Learners*," University of PGRI Adibuana Surabaya 02, no. 01 (2017): 47.

However, in the English Education Department idioms are not only in semantics but also in grammar and other lessons. Therefore learning idioms for students is very important so that they are able to master English as a whole. Idioms are closely related to learning English, in practice they can take many forms. Idiom learning can cover various subjects in English and can be found in forms, for example: conversations in movies, novels, songs, and dramas. Students cannot interpret it word for word, so students must be diligent in honing and memorizing the use of idioms. Besides, students must remember they must also be able to use idioms in accordance with the appropriate context and situation. That is the reason why learning and adding insight into idioms is very important for students, especially students in the English Education Department.

In this research, the movie is the subject of investigation. Movie is one of the literary works which people often watch to entertain and gain information. As with books or other printed works, movie is a conductor of information to the society. The knowledge provided in a movie teaches society something new. Watching movies is entertainment for many people when they have spare time. When the pressure of having to stay at home, watching movie help us get out of stress and anxiety because of the pandemic. During the quarantine period, our activities only ranged from the rooms in the house. At most, we can go outside to the garden around the house, even then we don't dare to be close to other people. Now, watching movies or drama series is a safe way to get out of the daily routine at home that might be boring.

Whatever the genre of the theme, movie always leaves a moral message to people that can be absorbed easily. Besides, understanding a movie can be easier than reading a written text like a book. That is why; movie is strategically used for communication tools for many people. Language in the movie has a very important role and purpose. Without language, movie will lose its strength because language is an effective element in conveying the information. Moreover, idioms might appear in a movie. Nowadays, idiomatic expressions are very useful in movie scripts because they can enrich diction.

Absolutely, each idiom that appears in the dialogue of a movie has a certain meaning. In watching a movie, a lot of people hardly understand the meaning of the idioms, because the meanings of the idioms are unpredictable from grammatical rules. Furthermore, the movie's idioms can only achieve their goal because words have a specific meaning. Idiomatic expressions have several meanings. The meaning is derived from their language's context. Several criteria and points of view can be used to discern the context. It can be divided into lexical and grammatical meanings based on semantics. On the other hand, there are associative meaning, reflective meaning, and idiomatic meaning.

Furthermore, idioms can be described both lexically and contextually. In short, the meaning of an idiom can be deduced from its context, as certain idioms have different meanings depending on the situation. The purpose of this research is to identify and classify the idiom forms found in the *Alice in Wonderland* movie script, and to analyze the meanings of idioms in *Alice in Wonderland*. Theoretically, this research can make a contribution in the field

of linguistics. Meanwhile, in practical terms, this research can provide information to readers especially students who want to research about idioms. Idiom is a part of semantics that can be difficult for people to understand, particularly students. In this research, the researcher wants to contribute to semantic learning, especially in the field of idiomatic expressions to help students understand idiomatic expressions which are often considered difficult to learn.

Based on the explanation above, the researcher is really eager to analyse the idiomatic expressions meaning found in Alice in Wonderland movie script because the researcher thinks that there are so many idiomatic expressions are used in the movie which is very difficult to be understood. So, we cannot translate the idiomatic expressions word by word to understand them. The researcher will choose Alice in Wonderland movie script because it is the popular movie produced by Walt Disney about the adventure of Alice in Wonderland. Alice is a 19 years old girl. She falls down the rabbit hole and enters a very strange world. Alice then joins the White Queen to defeat the Red Queen to restore the White Queen's power. This movie is very entertaining and not boring. From one plot to another, it seems as if the audience is invited to go on an adventure with Alice in Wonderland. This movie has received many awards such as: best achievement in costume design and best achievement in art direction in Oscar awards and can be watched by all ages. As a result, with great expectations, this research can help people who do not master English well to read that script, watch that movie, and read

another English texts because idiomatic expression is one of the most difficult aspects to know the real meaning of the text (movie script), especially on the script of Alice in Wonderland, entitle *"AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT"*.

## **B. Research Question**

Based on the background above, the problem that will be studied in this research are formulated as follows:

1. How many types of idiomatic expressions found in the movie script of Alice in Wonderland?
2. What is the real meaning of idiomatic expressions found in the movie script of Alice in Wonderland?
3. What is moral value of idiomatic expressions found in the movie script of Alice in Wonderland?

## **C. Objective and Benefit of the Study**

### **1. The objective of the Study**

This research is aimed to:

- a. To investigate how many types of idiomatic expressions found in the movie script of Alice in Wonderland.
- b. To identify the real meaning and moral value of idiomatic expressions found in the movie script of Alice in Wonderland.



- c. To identify moral value of idiomatic expressions found in the movie script of Alice in Wonderland.

## **2. Benefits of the Study**

The benefits of study are as follow:

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

## **D. Prior Research**

Recently studies have reported, Muchamad Suliman, in his thesis entitled “An Analysis of The Translation of The Idiomatic Expressions Used in the Subtitles of Tangled”, this research focuses on describing what idiomatic expressions are found in Tangled and misinterpretation resulted in incorrect translations of idiomatic expressions.<sup>2</sup>Moreover, Leonardus Winarto and Sufriati Tanjung, in his thesis entitled “An Analysis of English Idiomatic Expressions in Transformers III –Dark of The Moon,” focus on describing the types of idiomatic expressions, explain the translation strategy used to

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<sup>2</sup>Muchamad Suliman, “*An Analysis of the Translation of Idiomatic Expressions Used in the Subtitles of Tangled*” (Surabaya, Wijaya Putra University Surabaya, 2013), 6.

translate the movie's idiom into the Indonesia language, and evaluates the comparative degree of the meaning of the translated idiom.<sup>3</sup>

Afterward, study by Tiany Daulay, "Idiomatic Expression Found in Avril Lavigne's Song Lyrics Album Let Go 2002".<sup>4</sup> In their analysis, they show a founding idiom in Avril Lavigne's album Let Go, released in 2002, and the result is that "there were 56 idioms found, with the majority of them having contextual." The research "Idiom Comprehension in English as a Foreign Language" by Fotovatnia and Gourdazi demonstrates analyzability in the field of idiom comprehension in English as a foreign language. The students who received 90 idioms and their translation into Persian were divided into three categories: regular analyzable, abnormal analyzable, and unanalyzable, according to the findings.

Overall, there are similarity and difference between this study and that previous study. The similarity is a subject, and the subject is idiom analysis. The differences are in the source of data used to analyze idiom, the previous studies use novel, song, and movie. But this research use movie script as source of data. The researcher uses secondary data source to support primary data such as: textbooks, dictionary, another undergraduate thesis, and internet sources. The researcher interested to analyze a movie script that is focus on the type, real meaning, and moral value of idiomatic expressions. The

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<sup>3</sup>Leonardus Winarto and Sufriati Tanjung, "An Analysis of English Idiomatic Expressions in Transformers III –Dark of The Moon," *Yogyakarta State University* Volume 1-Nomor 1 (2015): 20.

<sup>4</sup>Tiany Daulay, Ummi, Antoni Rivi, "Idiomatic Expression Found in Avril Lavignes's Song Lyrics Album Let Go 2002, *International Journal of Multidisciplinary Research and Development*, Vol. XI, No.12, (February, 2015), 102.

researcher will choose “Alice in Wonderland” movie because it’s the popular movie produced by Walt Disney. This study is very important to conduct for the reasons mentioned above.

Equally, most of the research only focused on types of idiomatic expressions, so it does not explore its real meaning and classifications of idiomatic expressions. This study aims to identify types of idiomatic expression, real meaning, and classifications of idiomatic expression.

Based on both of the study above, the researcher decided to focus on analyze the type, real meaning, and moral value of idiomatic expressions found in Alice in Wonderland movie script. After knowing the type, real meaning, and moral value of the idioms, the researcher hopes this study will give some information of understanding the meaning of idioms based on the context.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Idiom

##### 1. The Definition of Idiom

Idiom is a part of connotation. According to Kridalaksana, connotation is a specific meaning given to a word or group of words based on the qualities or ideas conveyed by the speaker (writer) and listener (reader). In everyday speech and writing, idiomatic phrases are recognized as common use. People do not understand and dismiss idioms, despite the fact that they are colorful phrases. Less understanding of idioms can make the use of a language uncomfortable and quiet. Barbara said, "Whenever you hear a phrase whose meaning can't be understood even if you know the separate definition words involved, you may encounter an idiom."<sup>5</sup>

Furthermore, the idiom is an expression that always reveals when we pertain related to the English because of idioms are an interesting and exciting aspect of English. They are generally used in all types of language, informal and formal, spoken and written.<sup>6</sup>Therefore, the native speaker always uses the idiom in their daily communication.

Meanwhile, according to Richard, most of the world's languages have phrases or sentences that can't be understood literally. Even though, if you know all the words in a phrase and thoroughly the full grammar of

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<sup>5</sup>Barbara K. Ganies, *Idiomatic American English* (Japan: Kodansha International, 1986), vii.

<sup>6</sup>Michael McCarthy, *Cambridge International Dictionary of Idioms* (Cambridge: Cambridge Univ. Press, 1998), vi.

the phrase, its meaning may still be challenging to understand. A phrase or sentence of this type is called idiomatic.<sup>7</sup> According to Hoffman, idioms are common in everyday conversation that refers to a native speaker in English. It began in the history of society, politics, sports, and cultures, idioms become the mirror of their world, their hopes, and their lives, and deaths.<sup>8</sup>

Furthermore, according to Webster Dictionary, state idioms, proverbs, slang, famous quotations, and other expressions can be termed as idiomatic expressions, and an idiomatic expression is a word or phrase which can't be understood by word to word.<sup>9</sup>

Besides, an idiom is a phrase or form of speech from a particular language that is grammatical can't be understood to the meaning of the individual, according to Tang.<sup>10</sup>

Furthermore, an idiom is a composite of two or more words that serve as part of meaning (Cowie and Mackin's).<sup>11</sup> An idiom is as meaning an expression which means it can't come from the parts' (Stein and Su).

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<sup>7</sup>Richard A. Spears, *NTC's Thematic Dictionary of American Idioms* (Chicago: NTC Publishing Group, 1998), v.

<sup>8</sup>John I Liontas, "Why Teach Idioms? A Challenge to the Profession," *University of South Florida* 3 (2017): 9.

<sup>9</sup>Banafsheh Ghafel, Abbass Eslami Rasekh, and Abdolreza Pazhakh, "Idiomatic Expressions of the Sewing Frame in English and Their Persian Counterparts," *International Education Studies* 4, no. 2 (May 3, 2011): 160.

<sup>10</sup>Chihsia Tang, "A Comparative Study of English and Chinese Idioms With Food Names," *Linguistics Institute*, 2007, 92.

<sup>11</sup>Eli Hinkel, "Teaching Idiomatic Expressions and Phrases: Insights and Techniques," *Urmia University Press* 3 (2017): 48.

The idiomatic interpretation of the spilled the beans, for example, have nothing to do with spilling beans in the literal sense.<sup>12</sup>

Rather than complex, polished compositions, idiomatic expressions can be used in everyday English speech. This is because idioms sound rather informal. Thus, most idioms are perfectly acceptable forms of expression and appear in literature, magazine and Newspaper articles, and can be heard in speeches, and radio and television broadcasts (McPartland).<sup>13</sup> An idiom, defined by Nida and Taber, is a term made up of several terms whose meaning cannot be deduced from the meanings of the individual words, also known as exocentric language.<sup>14</sup> McPartland gives a similar description, defining an idiom as a group of words (two or more) that together form a unit. The meaning of the unit is not the same as the meaning of each individual term. Furthermore, an idiom is a phrase or sentence whose meaning cannot be deduced from the meanings of its individual words and must be interpreted as a whole, according to Hornby. For example, the idiom spill the beans means to tell people secret information and kick the bucket means to die.<sup>15</sup> Under normal conditions, an idiom, according to Baker, makes no shape variation. A speaker or

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<sup>12</sup>Suzanne Irujo, "A Piece of Cake: Learning and Teaching Idioms," National Dong Hwa University, 2014, 236.

<sup>13</sup>P. McPartland, *Take It Easy: American Idioms* (New Jersey: Prentice-Hall, 1981), vi.

<sup>14</sup> E. A. Nida and Taber, C. R., *The Theory and Practice of Translation* (Netherlands: E. J. Brill, Leiden, 1982), 202.

<sup>15</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: Oxford University Press, 1995), 589.

writer cannot usually do any of the following with an idiom unless she is deliberately making a joke or attempting a play on words:

- a. Rearrange the terms in the sentence;
- b. delete a word from it;
- c. add a word to it;
- d. Replace a word with another;
- e. Change its grammatical structure.<sup>16</sup>

Hence, the writer concludes from all the views that idiom is a term that has a pattern that differs in significance from its constituent elements. In both formal and informal language, idioms are often used. Variations of idiomatic expression are often found in the phrase rather than in the word. The meaning of idiomatic expressions also varies base on the context of its usage. The idiomatic expression has its fixed meaning.

## 2. Types of Idiom

In this section, there are certain types of idioms, based on McCarty and O'Dell define:

- a. Similes

Similes are statements that compare two things; they continuously incorporate the words as or like. You will be able to utilize likenesses to form you are talked, and composed English has

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<sup>16</sup> M. Baker, *In Other Words: A Course book on Translation*, (London and New York: Routledge, 1992), 63.

become more colorful and your differences more capable. For example:

- My sister's **as thin as a rake**. (extremely thin)
- The baby's peel is **as smooth as silk** (Greatly smooth)

b. Binomials

Binomials are type of idiom in which two words are joined by a conjunction (linking word), usually “and”, example: We always say **black and white** (separate and clear).

c. Trinomials

Trinomials are a type of expression that is comparable to binomials, in which three words combined. For instance:

- I have been looking **here, there, and all over** for my glasses but can't discover them (Everywhere)
- It takes a lot of **sweat, tears, and blood** to run a business (Hard work)

d. Proverbs

Proverbs are short sentences that refer to something that most people have encountered and that, for example, gives or warnings: for our skiing trip, we should buy additional travel insurance. **Better safe than sorry**.

e. Clichés



Clichés are words that are commonly used in daily situations. For example:

- Until **the fat lady sings**, it's not over. (You cannot be sure what will happen until the very end of something, often a sporting event. The term refers to a long opera that ends with the final song being sung by a female).

- **Truth will out!** (The fact will continuously end up known)

f. Fixed Statements

You will be able to listen regularly and utilize these settled expressions in ordinary discussions. For example:

- **Take it easy!** (Calm down! Relax!)

- **So far, so good** (Everything was going well until now)<sup>17</sup>

Classification is the most critical problem in the idiom.<sup>18</sup>

Based on Cambridge Advanced Learner's Dictionary, the definition of classification can be uncountable and countable noun. To begin, classification is characterized as "the act or process of grouping items according to their form (uncountable noun)." Secondly, classification is "a group that something is divided into (countable noun)".

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<sup>17</sup> Felicity O'Dell and Michael McCarthy, *English Idioms in Use Advanced*, Second edition. (Cambridge: Cambridge University Press, 2017), 22–28.

<sup>18</sup> Gabriella Kovács, "About the Definition, Classification, and Translation Strategies of Idioms," *Acta Universitatis Sapientiae, Philologica* 8, no. 3 (December 1, 2016): 88.

### 3. Idiomatic Expressions Meaning

In written or spoken form, people sometimes hardly understand the meaning of the idioms, because the meaning of the idioms is unpredictable from grammatical rule. Idiomatic expressions have several meaning based on their contextual usage, reflecting the purpose of the speaker that can't be generated by combining the literal meanings of the individual words in each phrase, according to Hufford.<sup>19</sup>

Moreover, idiomatic expressions are part of every language. All languages have phrases that can't be comprehended literally and, along these lines, can't be used with certainty. Regardless of whether you know the significance of the considerable number of words in expression and see all the sentence structure of the state total, the importance of the expression may still be confusing. An expression or sentence of this type is said to be an idiom. "Idiom is a set mixture of terms whose meaning is always difficult to guess from the meaning of each individual word," according to O'dell and McCharity.<sup>20</sup> From that statement, we know it's hard for knowing the meaning of the idiom, its need a device for searching the real meaning of the idiom, and then the researcher uses a dictionary of idiom for knowing the real meaning of the idiom.

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<sup>19</sup>Asti Ramadhani Endah Lestari, "Translation of English Idiomatic Expressions in Zootopia into Indonesian Context," *Jurnal Ilmiah Bina Bahasa* 12, no. 1 (June 29, 2019): 3.

<sup>20</sup>Felicity O'dell and Michael McCarthy, *English Idiom in Use Advanced*, 6.

Furthermore, the dictionary will demonstrate helpful for the researcher who is searching for synonymous colloquial expressions. The researcher can discover the vast majority of what they need by looking into words speaking to enter thoughts in the document and following the references to phrases in the vocabulary itself. According to Boers in MED Magazine, all words have idioms. Native speaker tends to use idiomatic expressions literally without thinking of the figurative meaning. In linguistics science, the idiom is defined as regulatory expressions generally used in a figurative sense and arbitrary. It is an idiomatic expression to coincide with its meaning. In English, the expressions idiom is used by native speakers each day. This is a central part of the English lexicon and vocabulary.<sup>21</sup>

Hence, idiomatic expressions are often found in English. Many of them seem non-idiomatic to non-native speakers. This led to the literally translated idiom and lost its original meaning. That is why translators must pay close attention. Each language has its idiomatic expression. They are unique and have special abilities in individual words. This indicates that an idiom is important to know, but it is also an exciting subject discussion and study.<sup>22</sup> From above explanation, to interpret the meaning of idiomatic expression, people have to know the form of idiomatic expression and

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<sup>21</sup>Abid Thyab Rana, "The Necessity of Idiomatic Expressions to English Language Learners," *International Journal of English and Literature* 7, no. 7 (July 31, 2016): 106.

<sup>22</sup>Winarto and Tanjung, "An Analysis of English Idiomatic Expressions in Transformers III –Dark of The Moon," 33.

look up in the dictionary to get accurate meaning then understand the idiomatic expression meaning contextually.

#### **4. Difficulties in Translating Idioms**

According to Newmark, matching equivalence of meaning with equivalence of frequency is especially difficult when translating idiomatic into idiomatic language. He assumes that the key issues that a translator faces are lexical rather than grammatical, i.e. words, collocations, and fixed phrases or idioms. The first step in translating idioms, according to Mollanazar, is to understand them. The translator's pitfall is literal translation of idioms. A direct translation of an idiom is often ridiculous, if not humorous.<sup>23</sup> Baker describes the major challenges of idiom translation as follows:

- a. There may be no counterpart in the target language for an idiom or fixed phrase.
- b. In the target language, an idiom or fixed expression might have a similar equivalent, but the sense of use may be different.
- c. In the source text, an idiom can be used in both literal and idiomatic contexts at the same time.

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<sup>23</sup>H. Mollanazar, *Principles and Methodology of Translation*, (Tehran: SAMT, 2004),

- d. In the source and target languages, the convention of using idioms in written discourse, the ways in which they may be used, and their frequency of use can differ.<sup>24</sup>

## **B. The Concept of Script in The Movie**

### **1. The Definition of Movie**

Movie is one of literary work that delivers information and idea. Movie can also develop an idea or explore visual qualities and sound texture, this experience challenge minds and emotions their viewers. More than 1000 years film have attracted in human lives, it is the experiences are often driven by stories, with characters people come to care about, According to David and Kristin, since 19th century film has become part of human life, and it's hard to imagine a world without them.<sup>25</sup>

According to Hornby, a movie is a series of short stories telling a narration shown on television or at the movies.<sup>26</sup> The movie became a vital art form to learn a great deal through it. Movies as works of art are born of a process of creativity that should have charm.<sup>27</sup>

Furthermore, people enjoy them in theaters, at home, in offices, in cars, buses, and on airplanes. Because the film is an entertainment made to give a different effect and imagination to the audience. Many of the new

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<sup>24</sup>M. Baker, *In Other Words: A Course book on Translation*, (London and New York: Routledge, 1992), 68-71.

<sup>25</sup> David Brodwewll and Kristin Thomson, *An Introduction Film Art* (New York: Mc Graw-Hill 2008), 2.

<sup>26</sup>Chairina Nasir et al., "*An Analysis of Moral Values in TheMovie 'Coco,'*" Faculty of Education and Social Sciences, Universiti Selangor, *Malaysia*, 2019, 22.

<sup>27</sup>Ibid., p. 23.

traditions of telling fictional stories, capturing real events, animating objects or images, and playing with pure form aimed to provide audiences with interactions they couldn't get from other forms of media.

## 2. Types of Movie

There are many types of movies made for a different purpose. According to Bordwell and Thompson, types of the movie are broken down into:

### a. Documentary Movie

A documentary helps to present factual information about the world outside the movie. As a type of movie, a documentary movie shows itself factually and trustworthy.<sup>28</sup>

- 1) Compilation movies; made by assembling images from archival sources.
- 2) Direct Cinema; recording an ongoing program 'just as it did' with minimal interference from the filmmaker.<sup>29</sup>

### b. Fictional Movie

A fictional movie presents imaginary creatures, places, or events. However, if a movie is a fiction, it does not mean that it is an entirely unrelated reality. For one thing, not everything featured by fiction movies needs to be imaginary. Fictional movies are bound to

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<sup>28</sup>David Bordwell, Kristin Thompson, and Jeff Smith, *Film Art an Introduction*, Eleventh Edition. (New York: McGraw-Hill Education, 2017), 352.

<sup>29</sup>Ibid., p. 353.

truth in other ways. Typical fiction movie shows all or nearly all its events; they are prepared, planned, guided, filmed, and perfected. As a result, in a fictional movie, his character is portrayed by actors.<sup>30</sup>

c. Animated Movie

The types of work performed in the development stages differentiate animated films from live-action films. Instead of continuing to shoot the action in real situations, the animator created a series of pictures by shooting one frame at a time.<sup>31</sup>

d. Experimental or Avant-grade Movie

Some filmmakers oppose the normal idea of what a movie shows and how it can be shown. Experimental movies were made for a variety of reasons.

- 1) The filmmakers want to express personal knowledge or perspective.
- 2) The filmmakers may also want to explore the possibility of the medium itself.
- 3) The experimental filmmakers may not tell the story, but they can create imaginary stories that usually challenge the audience.<sup>32</sup>

Furthermore, a movie tells a story and contains characters, items, and places, as well as events. In this job, movie events are described as events that occur in most films, such as action, dialogue, suspense, and

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<sup>30</sup> *Ibid.*, p. 353.

<sup>31</sup> *Ibid.*, p. 387.

<sup>32</sup> *Ibid.*, p. 369.

emotional events. The plot can be expressed in a variety of ways, and its discourse can be considered. Almost always, when we say we're going to the cinema, we're referring to a narrative film. As a consequence, we might argue that the movie is a story and therefore conforms to narrative theory.

### **3. The Definition of Script in The Movie**

Script comes from the Latin *scribere*, meaning "to write," and all its meanings have to do with something written. Your handwriting is your script. A script is a written version of what you're going to say, whether it's for a wedding toast or for a play. If you wanted to be more traditional, you might refer to the grocery list as a script. It's also a verb. Script in the movie is a written work by screenwriters for a film, television program, or video game. These screenplays may be original or adaptations of previously published works. The characters' movements, attitudes, expressions, and dialogues are also described in them.

Furthermore, screenplays in the United States are printed single-sided on three-hole-punched paper in the regular letter format (8.5 x 11 inch). The top and bottom holes are then tied together with two brass brads. The middle hole is left blank because it would make it more difficult to read the script quickly if it were filled. Double-hole-punched A4 paper is commonly used in the United Kingdom, which is slightly taller and narrower than US letter size. Because the pages will be cropped if printed on US paper, some UK writers' format their scripts for use in US letter size, particularly when their scripts are to be read by American



producers. Since each country's standard paper size is difficult to find in the other, British authors often submit an electronic copy to American producers, or crop the A4 size to US letter size.<sup>33</sup>

Meanwhile, a single brad at the top left-hand side of the page can be used to connect a British script, making it easier to flip through during script meetings. A light card stock cover and back page are normally used to bind screenplays, covers are there to shield the script during handling, which may minimize the intensity of the paper. They also display the logo of the Production Company or agencies submitting the script. This is particularly relevant if the script will be passed between many people or sent via the mail.<sup>34</sup>

### **C. Alice in Wonderland Movie**

#### **1. The Concept of Alice in Wonderland**

Tim Burton coordinated *Alice in Wonderland*, a 2010 American live-action/animated dim daydream experience motion picture based on a screenplay by Linda Woolverton. Alan Rickman, Stephen Sear, Michael Luster, and Timothy Spall give voices for Johnny Depp, Anne Hathaway, Helena Bonham Carter, Crispin Glover, Matt Lucas, and Mia Wasikowska within the film. The motion picture tells the story of a nineteen-year-old Alice Kingsleigh, who is persuaded that she can reestablish the White Ruler to her position of royalty with the help of the Frantic Hatter, and is

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<sup>33</sup> Judith H. Haag, Hillis R. Cole, *The Complete Guide to Standard Script Formats: The Screenplay* (CMC Publishing, 1980), 23.

<sup>34</sup> David Trottier, *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script* (Silman-James Press, 1998).

freely, based on Lewis Carroll's daydream books *Alice's Enterprises in Wonderland* and *Through the Looking-Glass* and Walt Disney's 1951 energized motion picture of the same title. She is the as it were one competent of killing the Jabberwocky, a dragon-like animal ruled by the Ruddy Ruler and terrorizing the individuals of Underland. In this situation, Alice fights the Ruddy Ruler in arrange to spare the world.

Moreover, Walt Disney Pictures made *Alice in Wonderland*, which was shot within the Joined together Kingdom and the Joined together States. On February 25, 2010, the motion picture debuted at the Odeon Leicester Square in London, and on Walk 5, 2010, it was discharged within the Joined together Kingdom and the Joined together States in Disney Advanced 3D, RealD 3D, and IMAX 3D designs, as well as in conventional theaters. It's too the year's second-highest-grossing motion picture. Whereas lauded for its visual plan, outfits, melodic score, and uncommon impacts, *Alice in Wonderland* gotten blended surveys upon its starting discharge. It was criticized for its need of account coherence. At the 68th Brilliant Globe Grants, it won three designations, counting Best Movement Picture – Melodic or Comedy. *Alice in Wonderland* won Best Craftsmanship Course and Best Outfit Plan at the 83rd Foundation Grants, and was moreover assigned for Best Visual Impacts. Amid its showy discharge, the motion picture earned over \$1.025 billion, making it the fifth highest-grossing motion picture of all time.

However, *Alice in Wonderland* was not the primary live-action pixie story or daydream motion pictures; it did kick off a drift of live-action pixie story and daydream motion pictures being green-lit, particularly from Walt Disney Studios.

## **2. Synopsis *Alice in Wonderland* Movie**

Tells the story of Alice Kingsley (Mia Wasikowska), who is no longer a little girl in this story. However, it is a 19 year old adolescent girl who has recently died at the hands of her father. Without understanding that her mother, Helen (Lindsay Duncan), and sister, Margaret Manchester (Jemma Powell), were trapping her and that she will be taken to an engagement party herself, she goes to the party, Alice was finally proposed by a millionaire, Lord Hamish Ascott (Leo Bill). Alice was at last gotten away from the engagement party. On his run, he saw a white rabbit wearing a coat and a clock (The White Rabbit - Michael Luster), and taken after him. Unknowingly, Alice fell into a gap that finished in a put called Underland (but more prevalently known as Wonderland, for its occupants). Because it turned out, Alice had gone to this put, ten a long time prior, but her recollections of this put had totally vanished. In Wonderland, he once more meets The Frantic Hatter (Johnny Depp), who asks for his offer assistance to assist the White Ruler (Anna Hathaway) get freed of the Ruddy Ruler (Helena Bonham Carter) who has fair seized the position of authority from the hands of the White Ruler. Frantic Hatter too tells Alice that as it were he is able to murder The Jabberwock (Christopher Lee), a

dragon belonging to the Ruddy Ruler who panics the whole populace of Wonderland.

Additionally, Alice Kingsleigh (Mia Wasikowska), tormented by a shrouded rehashing dream and deploring the mishap of her worshiped father (Martin Csokas), goes to a develop party at Ruler Ascot's (Tim Piggot-Smith) inheritance, where she is gone up against by an unanticipated marriage recommendation from Hamish Ascot (Leo Charge). Uncertain of how to answer and without a doubt more perplexed, he fled to chase the blue-vested rabbit, and unexpectedly fell into a sweeping rabbit crevice. She is transported to a world called Underland, where she is invited by White Rabbit (Michael Gloss), Dormouse (Barbara Windsor), Dodo (Michael Gough), Tall Sprouts (Imelda Staunton) and Tweedledum and Tweedledee (Matt Lucas). They fight over her identity as "the veritable Alice", which is expected to kill Jabberwocky (Christopher Lee) having a put to the Reddish Ruler on Frabjous Day and reestablish the control of the White Ruler as told by Absolem the caterpillar (Alan Rickman) and his Oraculum. They were at that point caught by Bandersnatch and accumulate of card troopers driven by Rogue of Hearts (Crispin Glover) and rapidly caught the White Rabbit and the Dodo fowl. Alice, Tweedledum and Tweedledee evade into the forest, while Villain takes a fallen Oraculum and Dormouse cuts Bandersnatch in one eye. But Tweedledum and Tweedledee are captured by the Reddish Queen's Jubjub feathered animal. They were at that point caught by Bandersnatch and

assemble of card troopers driven by Lowlife of Hearts (Crispin Glover) and rapidly captured the White Rabbit and the Dodo winged animal. Alice, Tweedledum and Tweedledee escape into the forest, while Rogue takes a fallen Oraculum and Dormouse wounds Bandersnatch in one eye. But Tweedledum and Tweedledee are captured by the Reddish Queen's Jubjub fowl. They were at that point caught by Bandersnatch and a assemble of card officers driven by Scalawag of Hearts (Crispin Glover) and instantly caught the White Rabbit and the Dodo winged animal.

Then, Alice, Tweedledum and Tweedledee elude into the timberland, whereas Blackguard takes a fallen Oraculum and Dormouse wounds Bandersnatch in one eye. But Tweedledum and Tweedledee are captured by the Ruddy Queen's Jubjub winged creature. Scoundrel advises the Ruddy Ruler (Helena Bonham Carter) that Alice has returned and is undermining her run the show. At that point the warriors and Bayard Hound dogs were requested to discover Alice quickly. In the meantime, Alice meanders the lanes and experiences the Cheshire Cat (Stephen Broil), who presents her to the Walk Rabbit (Paul Whitehouse) and Hatter (Jonathan Rhys Meyers) (Johnny Depp). Hatter relates the frightfulness of the Ruddy Queen's rule on his way to the White Queen's royal residence, commenting that Alice isn't who she utilized to be. The hatter makes a difference Alice dodge capture by permitting her to be seized instep. Afterward, Alice is found by Bayard Bloodhound, who needs to require

her to the White Ruler (Anne Hathaway), but Alice demands on making a difference Hatter, so they go to the Ruddy Queen's royal residence.

Besides, the Ruddy Ruler is unconscious of Alice's character and is subsequently invited as a visitor. The Vorpal Sword (the as it were weapon competent of pulverizing Jabberwocky) is found profound interior the Bandersnatch walled in area, agreeing to Alice. Blackguard discourteously tries to tempt Alice, but Alice rebukes her; the subordinates saw this and educated the Ruddy Ruler, but Villain answered that Alice enticed him to begin with, on hearing that articulation, the Ruddy Ruler requested Alice's head executed. Alice at that point oversees to require the sword and gets to know Bandersnatch since Alice returns one eye that was kept by Dormouse. Scoundrel finds him with a sword and tries to capture him. Alice gets away and gives the sword to the White Ruler. The Cheshire Cat spares Hatter from the killer (Jim Carter) and Hatter gets to be the trailblazer of disobedience against the Ruddy Ruler. Alice is still uncertain around her trusts of getting to be the winner of the White Ruler and she chooses to meet Absolem. He reminded Alice of her past visit to Wonderland thirteen a long time prior and it made a difference deliver her the mettle to battle Jabberwocky and accomplish "what she must do."

In any case, when Frabjous Day arrives, both the White and the Ruddy Rulers amass their gigantic armed force on the front line like a chessboard and transmit the champions of their choice to decide the destiny of Wonderland. As Alice starts a battle with Jabberwocky, the

White and Ruddy Queens' armed forces start to fight each other, with the comes about of the Ruddy Queen's armed force wavering. Empowering herself with her late father's words, Alice overseen to decapitate Jabberwocky and finished the fight. The White Ruler at that point drove her fiendish brother, the Ruddy Ruler and the charlatan, Blackguard of Hearts to the Outlands; Scoundrel tries to murder the Ruddy Ruler but when he is halted by the Hatter, he asks to be slaughtered rather than being tossed out. The White Ruler gives Alice a bottle of Jabberwocky purple blood, which can take her domestic, after the Hatter performs a celebratory move called Futterwacken. Alice returns domestic, where she stands up for her family and guarantees to live her claim life. Awed, Ruler Ascot took him as his understudy with the thought of setting up a ocean exchange course to China. As the story closes, Alice plans to withdraw on a exchanging dispatch. A butterfly in shinning blue landed on her bear, which Alice recognized as Absolem and welcomed her some time recently she pounded absent.

### **3. Characters and Voice Cast Alice in Wonderland Movie**

- a. Johnny Depp as Tarrant Hightopp, the Mad Hatter: Wonderland's hammy and bitter mayor and the leader/captain of the resistance to Iracebeth.
- b. Mia Wasikowska as Alice Kingsleigh

- c. Helena Bonham Carter as Iracebeth, the Red Queen: Mirana's grumpy, obstinate, and murderous sister and Wonderland's queen..
- d. Anne Hathaway as Mirana, the White Queen: Iracebeth's calm and caring sister.
- e. Crispin Glover as Ilosovic Stayne, the Knave of Hearts: Iracebeth's husband and assistant. The Knave of Hearts is conceited and clever.
- f. Tweedledee and Tweedledum, played by Matt Lucas, are two identical men who serve as Tarrant's lieutenants in the Red Queen's resistance and are the Red Queen's "fat boys" during their capture.
- g. Imogene is Alice's aunt, played by Frances de la Tour. She suffers from paranoia and is also waiting for her fictitious fiancé, whom she believes to be a prince.
- h. Leo Bill as Hamish Ascot: Alice's would-be fiancé.
- i. The Talking Flowers, starring Imelda Staunton: Despite the fact that many flowers appear in Underland, only one talks, and one of them is obviously a caricature of Staunton.
- j. Stephen Fry as Cheshire: Tarrant's bodyguard and the general of the resistance.

Overall, Alice in Wonderland movie will take us into a unique and fun fantasy world. The story in this movie shows Alice as the brave main character, despite the many obstacles that confront her. The other



characters in this movie, such as the Mad Hatter, the Red Queen, and the Cheshire Cat also have interesting characters that are not easy to forget.

## CHAPTER III

### RESEARCH METHOD

#### A. Characteristics and Types of The Research

Approach of the study used descriptive qualitative method because the data were in form of words or written language. Descriptive qualitative method is appropriate for this study as Sugiyono says that the writer was led in exploring and capturing the social situation to be analyzed thoroughly, broadly, and intensively by the formulation of descriptive problems.<sup>35</sup> On the other hand, Merriam defines “Qualitative research as an umbrella concept covering several forms of inquiry that helps us understand and explain clarify the nature of social phenomena with as little disruption of the natural setting as possible”.<sup>36</sup> What Sugiyono and Merriam say are true, as descriptive qualitative approach is needed to analyze and explore a written language form? It can help people to gain the meaning from social phenomena in this term such as idioms which always spread and develop through time to time.

Moreover, qualitative research is a general term that embraces various interpretive techniques that attempt to represent, decode, translate, and otherwise pertain to the meaning, rather than the frequency, of the phenomena that occur in the natural social world.<sup>37</sup>

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<sup>35</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2015), 283.

<sup>36</sup> Sharan B. Merriam, *Qualitative Research A Guide to Design and Implementation* (San Francisco: Jossey-Bass, 2009), 13.

<sup>37</sup> Sharan B. Merriam, *Qualitative Research* (San Francisco: Jossey-Bass, 2009), 13..

Therefore, in this research, the researcher will use qualitative descriptive research to examine idiomatic expressions in the movie script of Alice in Wonderland.

## **B. Data Source**

Data are the important thing of the research. Data refers to and represents phenomena (such as emotions, beliefs, experiences, or events) that occur independently of the data and the environment in which they were collected or produced (Ritchie and Lewis). Meanwhile, data source refers to the location from which data is collected. The individuals or objects from which the researcher gathers data are referred to as data sources. The following are the data and data sources that were used in this research:

### **1. Data**

For gathering accurate information, the researcher needs accurate data from a qualified source. In conducting this research, the researcher has used the movie script of Alice in Wonderland as a source of data. Basically, data sources are divided into two kinds of data, that is, primary and secondary data. In the analysis or documentary history, the quality of primary and secondary sources is the primary qualification to be included in the database.<sup>38</sup> The data of this research is presented in the form of words. The unit of analysis is then idiomatic expression-containing utterances or sentences. These utterances and sentences serve as the primary source of data for analysis.

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<sup>38</sup>Merriam, p. 75.

## 2. Data source

The source of this study was taken from movie script of Alice in Wonderland. Alice in Wonderland is an animated movie produced by Walt Disney, which was adapted from Lewis Carroll's story titled Alice's Adventures in Wonderland and Through the Looking-Glass. This animation is the 13th series of the Walt Disney Animated Classics series. The movie was released in New York City and London on July 26, 1951, distributed by RKO Pictures. Alice's voice actor is Kathryn Beaumont (who also voices Wendy Darling in the next animated series titled Peter Pan), and Ed Wynn voices Mad Hatter. The movie was supervised by Walt Disney, which is known as one of the best Disney studios in the history of animated movie. The research centered on the dialogue and narrative forms that were analyzed in the film. Then, the researcher uses secondary data to other sources outside the movie that are closed to the subject and can support primary data, such as textbooks, dictionary, another undergraduate thesis, and internet sources.

### **C. Data Collecting Technique**

In collecting data, the researcher needs instruments. The instrument to be used by the researcher is its documentation.

#### 1. Documentation

Documentation is a method used to get information from written sources, in the form of books, magazines, regulations, diaries, and so forth. In obtaining data, the researcher has used a documentation method to get

detailed data on the idiom used in *Alice in Wonderland* movie script. Documentation is a wide range of written material can produce qualitative information.

## 2. Observation

In this research, the main source is a sentence containing idiom from movie script of *Alice in Wonderland*. Then, the researcher uses secondary data to other sources outside the movie that are closed to the subject and can support primary data, such as textbooks, another undergraduate thesis, and internet sources.

The technique of being used in collecting data is:

- a. Choosing movie.
- b. Watching the movie several times to comprehend the whole stories.
- c. Reading the whole text in *Alice in Wonderland* movie script which is transcript by Lewis Carroll's.
- d. Identifying the idiom used in the movie script.
- e. Marking the words, phrases, or sentences related to idiomatic expression.
- f. Analyzing the movie script by using qualitative method to understand idiomatic expression in the movie script.
- g. Grouping the idiomatic expressions.

## **D. Data Analysis Technique**

Analyzing data is an important aspect of a research analysis because the outcome becomes a conclusion from all of the research. Analysis of data

means studying the tabulated material in order to determine character facts or meanings. It entails breaking down existing complex variables into basic pieces and reassembling them in new configurations for interpretation. Words are widely used to describe qualitative data (descriptions, observations, impressions, recordings, and the like).

The technique of the data analysis in this research is descriptive analysis, in order to get an interpretation of the text and content analysis dealing with the education perspective of the movie script. The data was analyzed by using O'dell and McCarthy theory about six types of idiomatic expressio. The theory used to explain the idiomatic expression ware used by charactes in Alice in Wonderland movie script. The researcher will be cross-checking the idiomatic expression in the dictionary of idioms and idiomatic expressions by Joseph J. Sullivan and the Oxford dictionary of idioms. In order to provide a description and solve the problem and analyze the data researcher presented in form of tables of the types of idiom.

In analyzing data, researchers use the following procedure:

1. Watching "Alice in Wonderland" movie and searching and downloading the original movie script from *simplyscript.com*.

In this step, the researcher pays full attention to every dialogue between movie players to get idiomatic.

2. Reading the script.

The researcher read all the dialogues in the script over and over again to find the idiomatic expressions that appear in the movie. The researcher

identified the idiomatic expressions found in by watching and matched them with scripts.

### 3. Identifying the idiomatic expressions in Alice in Wonderland movie.

In the next step, the data was analyzed by using O'dell and McCarthy theory about six types of idiomatic expression. The theory used to explain the idiomatic expression were used by charactes in Alice in Wonderland movie script. The researcher will be cross-checking the idiomatic expression in the dictionary of idioms and idiomatic expressions by Joseph J. Sullivan and the Oxford dictionary of idioms.

### 4. Grouping the idiomatic expressions.

After all the script taken from the movie was identified, these idioms are classified. In this step, the researcher put the idioms found and the interpretation of idioms in the table, so the reader gets easier in understanding them.

### 5. Drawing conclusions

After the data is shown and interpreted, the researcher concludes. The conclusions were made clear to make it easier for the reader to know the result of the judgment.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISSCUSION**

In this chapter, the researcher will serve the finding and discussion of the research of idiomatic expressions in Alice in Wonderland Script by Lewis Carroll consists of 67 pages. There are three sub-chapters of this part, the first is data findings, the second is data analysis, and the last is discussion.

#### **A. Data Finding**

In this section, the writer took the data by script Alice in Wonderland movie as document of sources data and finding the data appropriate on three of statement problem that mentioned on chapter one. The purpose of this study was to find the idiomatic expressions in Alice in Wonderland Script by Lewis Carroll, the types of each idiom, and the real meaning. The data of this research was taken from all text of the script, in total 67 pages. The first is finding types of idiomatic expression according to O'dell and McCarthy theory about six types of idiomatic expressions which were found in Alice in Wonderland

script and in order to make the idiom easy to understand the researcher presents all idioms every movie on table. The second is finding the real meaning of idiomatic expressions by crosschecking in dictionaries of idiom. The researcher hopes that's this thesis will be useful for both theoretical and practical source in learning how to translate English Idiom and also for those who conduct further study about analysis of idiomatic expression.

Furthermore, after reading and analyzing the text of Alice in Wonderland Script by Lewis Carroll, the researcher found 105 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 the table which is going to show the idiomatic expression found.

**Table 4.1**  
**Types of Idiomatic Expressions**

No.	SL Text: <i>Alice in Wonderland</i> Script	TL Text: The Real Meaning of Idiomatic Expressions	Types of Idiomatic Expression
	<b>Act 1</b> <b>Down the Rabbit Hole</b>	<b>Adegan 1</b> <b>Meluncur ke</b> <b>Lubang Kelinci</b>	
1.	...and <b>looking for</b> rabbit hole. (Scene 1, p. 4)	...dan <b>mencari</b> lubang kelinci.	Cliché
2.	I've never <b>fallen down</b> a rabbit-hole before, so I'm sure I wouldn't know. (Scene 1, p. 6)	Saya belum pernah <b>jatuh</b> ke lubang kelinci sebelumnya, jadi saya yakin saya tidak akan tahu.	Cliché
3.	As Alice falls Cheshire Cat <b>pops up out</b> of rabbit hole. (Scene 2, p. 7)	saat Alice jatuh kucing Cheshire <b>muncul</b> dari lubang kelinci.	Fixed Statement
4.	How funny it'll seem to <b>come</b>	Betapa lucunya akan	Fixed

	<b>out</b> among the people that walk upside down. (Scene 2, p. 7)	<b>muncul</b> di antara orang-orang yang berjalan terbalik.	Statement
5.	How funny it'll seem to come out among the people that walk <b>upside down</b> . (Scene 2, p. 7)	Betapa lucunya akan muncul di antara orang-orang yang berjalan <b>terbalik</b> .	Cliché
6.	She <b>comes upon</b> a large flower-bed, with a border of daisies. (Scene 2, p. 8)	Dia <b>menemukan</b> petak bunga besar, dengan batas bunga aster.	Fixed Statement
7.	<b>If only</b> the flowers could talk... (Scene 2, p. 8)	<b>Andai</b> bunga bisa bicara...	Fixed Statement
8.	<b>As well as you can</b> and a great deal louder. (Scene 2, p. 8)	<b>Sebaik</b> yang Anda bisa, dan jauh lebih keras.	Simile
9.	<b>Excuse me...</b> (Scene 4, p. 9)	<b>Permisi...</b>	Cliché
10.	Ready ladies? <b>Counts out</b> 5, 6, 7, 8... (Scene 4, p. 9)	Siap gadis? <b>menghitung</b> 5, 6, 7, 8...	Fixed Statement
11.	<b>Put your hand down</b> , and feel the dirt, then you'll know why. (Scene 4, p. 9)	<b>Turunkan</b> tanganmu, dan rasakan kotorannya,	Cliché

		maka kamu akan tahu kenapa.	
12.	How do you do accomplish that <b>walking around</b> ?... (Scene 4, p. 9)	bagaimana Anda bias <b>berjalan-jalan</b> ?	Cliché
13.	Finally <b>open up</b> your eyes. (Scene 4, p. 9)	Akhirnya <b>buka</b> matamu.	Fixed Statement
14.	<b>Come on</b> flowers, we don't have to stand around here. (Scene 4, p. 12)	<b>Ayo</b> bunga, kita tidak harus berdiri di sekitar sini.	Fixed Statement
15.	...flying along <b>as usual</b> ,... (Scene 5, p. 13)	...terbang <b>seperti biasa</b> ...	Cliché
16.	Never did <b>take to</b> Rugby... (Scene 5, p. 13)	Tidak pernah <b>turun ke</b> Rugby...	Fixed Statement
17.	We still <b>ended up</b> in the sewer! (Scene 5, p. 13)	Kami masih <b>berakhir</b> di saluran pembuangan!	Cliché
18.	How is it that you appear <b>as dry as a melodrama</b> , my dear? (Scene 5, p. 13)	Bagaimana bisa kau tampak <b>sekering</b> melodrama, sayangku?	Simile
19.	I fell from quite <b>a long way up</b> ! (Scene 5, p. 13)	Aku jatuh dari jarak <b>yang cukup jauh</b> !	Fixed Statement

20.	<b>Of course</b> it will work! (Scene 5, p. 14)	<b>Tentu</b> itu akan berkerja!	Fixed Statement
21.	<b>Sit down</b> , all of you, and listen to me! (Scene 5, p. 14)	<b>Duduklah</b> , kalian semua, dan dengarkan aku!	Fixed Statement
22.	How are you <b>getting on</b> now? (Scene 5, p. 14)	<b>Bagaimana kabarmu sekarang?</b>	Fixed Statement
23.	<b>As wet as ever!</b> (Scene 5, p. 14)	<b>Basah seperti biasa!</b>	Simile
24.	<b>In that case.</b> I move that the meeting adjourn... (Scene 5, p. 14)	<b>Karena itu</b> , saya memindahkan pertemuan itu untuk ditunda...	Fixed Statement
25.	First, everyone <b>lines up</b> spreading out toe to toe. (Scene 5, p. 15)	Pertama, semua orang <b>berbaris</b> menyebar dari ujung kaki ke ujung kaki.	Cliché
26.	First, everyone lines up <b>spreading out</b> toe to toe. (Scene 5, p. 15)	Pertama, semua orang berbaris <b>menyebar</b> dari ujung kaki ke ujung kaki.	Cliché

27.	For then we all <b>go into</b> dance. (Scene 5, p. 15)	Untuk itu kita semua <b>mulai</b> menari.	Fixed Statement
28.	The faster you can fly the quicker wet <b>turns into</b> dry. (Scene 5, p. 15)	Semakin cepat Anda bisa terbang semakin cepat basah <b>menjadi</b> kering.	Fixed Statement
29.	<b>So just have fun</b> , start up your dance. (Scene 5, p. 15)	<b>Jadi bersenang-</b> <b>senanglah</b> , mulai tarianmu.	Cliché
30.	So just have fun, <b>start up</b> your dance. (Scene 5, p. 15)	Jadi bersenang- senanglah, <b>mulai</b> tarianmu.	Fixed Statement
31.	Well, <b>all right...</b> (Scene 5, p. 15)	<b>Baiklah...</b>	Fixed Statement
32.	Wait! Please <b>come back!!</b> (Scene 5, p. 16)	Tunggu! Tolong <b>kembali!!</b>	Cliché
33.	<b>Hold your tongue!</b> (Scene 5, p. 16)	It means that “ <b>kamu</b> <b>lebih baik diam</b> ” you shouldn’t talk and don’t say anything.	Proverb
34.	She’ll eat a little bird <b>as soon</b> <b>as look at it!</b> (Scene 5, p. 16)	Dia akan memakan seekor burung kecil	Simile

		<b>segera</b> setelah melihatnya!	
35	Alice <b>starts out</b> and... (Scene 5, p. 16)	Alice <b>berangkat</b> dan...	Fixed Statement
36.	<b>At least</b> I know who I was when I got up this morning. (Scene 6, p. 17)	<b>Setidaknya</b> saya tahu siapa saya ketika saya bangun pagi ini.	Cliché
37.	At least I know who I was when I <b>got up</b> this morning. (Scene 6, p. 17)	Setidaknya saya tahu siapa saya ketika saya <b>bangun</b> pagi ini.	Fixed Statement
38.	I'm not particular <b>as to</b> size...(Scene 6, p. 17)	Saya tidak terlalu spesifik <b>mengenai</b> ukuran...	Fixed Statement
39.	It's <b>as hard as you make it.</b> (Scene 6, p. 17)	Ini <b>sesulit</b> yang Anda lakukan.	Simile
40.	Everyone knows a verse changes to a bridge <b>sooner or later.</b> (Scene 6, p. 17)	Semua orang tahu sebuah ayat berubah menjadi jembatan <b>lama-kelamaan.</b>	Binomial
41.	You'll <b>get used to</b> it in time. (Scene 6, p. 18)	Anda akan <b>terbiasa</b> pada waktunya.	Cliché

42.	Oh, I'm so very late! I <b>drop gloves, hat, and scarf.</b> (Scene 7, p. 20)	Oh, aku sangat terlambat! Aku <b>panik.</b>	Trinomial
43.	But I don't want it done <b>at all!</b> (Scene 7, p. 20)	Tapi saya tidak ingin itu dilakukan <b>sama sekali!</b>	Cliché
44.	Well, I dare say, <b>no wonder</b> you're late. (Scene 7, p. 20)	Yah, saya berani mengatakan, <b>tidak mengherankan</b> Anda terlambat.	Cliché
45.	Well, I don't want it <b>at any rate.</b> (Scene 7, p. 20)	Yah, aku tidak menginginkannya <b>bagaimanapun caranya.</b>	Fixed Statement
46.	I <b>set out</b> to borrow, but I end up giving things away. (Scene 7, p. 21)	Saya <b>memutuskan mulai</b> meminjam, tetapi akhirnya saya memberikan sesuatu.	Fixed Statement
47.	I set out to borrow, but I <b>end up</b> giving things away. (Scene 7, p. 21)	Saya memutuskan mulai meminjam, tetapi <b>akhirnya</b> saya memberikan sesuatu.	Fixed Statement
48.	I <b>grow up</b> and then I'm born.	Saya <b>tumbuh</b> dan	Cliché

	(Scene 7, p. 21)	kemudian saya lahir.	
49.	<b>For instance</b> , the King's Messenger. (Scene 7, p. 22)	<b>Misalnya</b> , Utusan Raja.	Cliché
50.	<b>Take care!</b> (Scene 7, p. 22)	<b>Hati-hati!</b>	Proverb
51.	What would be the good of doing it <b>all over</b> again? (Scene 7, p. 22)	Apa <b>gunanya</b> <b>mengulanginya</b> lagi?	Cliché
52.	Oh, don't <b>go on</b> like that! (Scene 7, p. 23)	Ah, jangan <b>terus</b> seperti itu!	Fixed Statement
53.	Can you <b>keep from</b> being upset by considering things? (Scene 7, p. 23)	Bisakah Anda <b>menahan diri</b> untuk tidak marah dengan memikirkan berbagai hal?	Fixed Statement
54.	Sometimes I've considered <b>as many as six impossible things</b> before breakfast. (Scene 7, p. 23)	Terkadang saya mempertimbangkan <b>sebanyak</b> enam hal yang <b>mustahil</b> sebelum sarapan.	Simile
55.	That depends a <b>good deal</b> on where you want to <b>get to</b> . (Scene 8, p. 24)	Itu sangat tergantung <b>di mana Anda ingin pergi</b> .	Cliché
56.	So, why not just <b>give in</b> and	Jadi, mengapa tidak	Cliché



	have a try? (Scene 8, p. 25)	<b>menyerah</b> saja dan mencoba?	
57.	Oh <b>by the way</b> if you'd like to know, he went that way. (Scene 8, p. 26)	Oh <b>omong-omong</b> jika Anda ingin tahu, dia pergi ke arah sana.	Fixed Statement
58.	Now <b>cut</b> that <b>out!</b> (Scene 8, p. 28)	Berhenti sekarang!	Fixed Statement
59.	I wouldn't <b>bet on</b> it. (Scene 8, p. 28)	saya tidak akan <b>bertaruh</b> untuk itu.	Cliché
60.	A table <b>set out</b> under a tree. (Scene 9, p. 30)	Meja yang <b>ditata</b> di bawah pohon.	Cliché
61.	...Hatter Crowd in not letting her <b>sits down.</b> (Scene 9, p. 30)	...Hatter Crowd tidak membiarkannya <b>duduk.</b>	Fixed Statement
62.	I <b>dare say</b> you've never even spoken to Time! (Scene 9, p. 33)	Saya <b>kira</b> Anda bahkan belum pernah berbicara dengan Time!	Fixed Statement
63.	Now, if you only <b>kept on</b> good terms with him, he'd do almost anything you'd like with the clock. (Scene 9, p. 33)	Sekarang, jika Anda hanya <b>terus</b> berhubungan baik	Fixed Statement

		dengannya, dia akan melakukan hampir semua hal yang Anda suka dengan jam itu.	
64.	...when the Queen <b>jumped up</b> and <b>bawled out</b> , “He’s murdering the time!” (Scene 9, p. 33)	...ketika Ratu <b>melompat</b> dan berteriak, “Dia membunuh waktu!”	Cliché
65.	...when the Queen jumped up and <b>bawled out</b> , “He’s murdering the time!” (Scene 9, p. 33)	...ketika Ratu melompat dan <b>berteriak</b> , “Dia membunuh waktu!”	Cliché
66.	Is that the reason so many tea-things are <b>put out</b> here? (Scene 9, p. 35)	Apakah itu alasan begitu banyak teh <b>diletakkan</b> di sini?	Cliché
67.	...whenever a thing <b>gets used up</b> . (Scene 9, p. 35)	...setiap kali sesuatu <b>akan digunakan</b> .	Cliché
68.	<b>Once upon a time</b> there were three sisters, you see. (Scene 9, p. 36)	<b>Suatu hari</b> ada tiga saudara perempuan, Anda tahu.	Cliché
69.	What did they <b>live on</b> ? (Scene 9, p. 36)	Untuk apa mereka <b>hidup</b> ?	Cliché

70.	Take some more tea to <b>settle</b> you <b>down</b> . (Scene 9, p. 36)	Minum teh lagi untuk <b>menenangkanmu</b> .	Fixed Statement
71.	You can <b>draw</b> water <b>out</b> of a water well, ... (Scene 9, p. 37)	Anda dapat <b>menimba</b> air dari sumur,	Cliché
72.	<b>Hold on, hold on!</b> That's too easy. (Scene 9, p. 38)	<b>Tunggu, tunggu!</b> Itu terlalu mudah.	Proverb
73.	<b>How about...</b> Food! (Scene 9, p. 38)	<b>Bagaimana kalau...</b> makanan!	Fixed Statement
74.	<b>How do you do that?</b> (Scene 9, p. 38)	<b>Bagaimana kamu melakukannya?</b>	Fixed Statement
75.	<b>After all,</b> it was his idea. (Scene 9, p. 38)	<b>Bagaimanapun,</b> itu adalah idenya.	Cliché
	<b>Act 2</b>  <b>Pre-set Dee/Dum: Rabbit: and Cheshire Cat</b>	<b>Adegan 2</b>  <b>Dee/Dum: Kelinci: dan Kucing Cheshire yang telah ditentukan sebelumnya.</b>	
76.	Alice <b>went on and on,</b> ... (Scene 1, p. 40)	Alice <b>terus menerus,</b> ...	Binomial
77.	...and <b>shake hands,</b> state your	...dan <b>bersalaman,</b>	Cliché

	name and purpose. (Scene 1, p. 40)	sebutkan nama dan tujuan Anda.	
78.	She's been friendly; she's been curious and <b>at times</b> a bit sad. (Scene 2, p. 46)	Dia ramah, dia ingin tahu dan <b>terkadang</b> sedikit sedih.	Cliché
79.	Or to rabbits <b>on the run</b> . (Scene 3, p. 47)	Atau ke kelinci dalam <b>pelarian</b> .	Cliché
80.	...I prefer the <b>short cut</b> . (Scene 3, p. 49)	...Saya lebih suka <b>jalan pintas</b> .	Cliché
81.	I can't believe we planted the white roses <b>by mistake</b> . (Scene 4, p. 50)	Saya tidak percaya kami menanam mawar putih <b>secara tidak sengaja</b> .	Cliché
82.	<b>Oh my Goodness!</b> (Scene 4, p. 50)	<b>Ya Tuhan!</b>	Fixed Statement
83.	<b>What for?</b> (Scene 4, p. 50)	<b>Mengapa?</b>	Fixed Statement
84.	...and if the Queen was to <b>find it out</b> , we should all have our heads cut off, you know. (Scene 4, p. 51)	...dan jika Ratu <b>mengetahuinya</b> , kita semua harus memenggal kepala kita, kau tahu.	Cliché
85.	...and if the Queen was to find	...dan jika Ratu	Fixed

	it out, we should all have our heads <b>cut off</b> , you know. (Scene 4, p. 51)	mengetahuinya, kita semua harus <b>memenggal</b> kepala kita, kau tahu.	Statement
86.	She <b>showed up</b> . (Scene 4, p. 51)	Dia <b>muncul</b> .	Cliché
87.	...Now a have <b>to face</b> this evil queen all by myself. (Scene 4, p. 52)	..Sekarang aku harus <b>menghadapi</b> ratu jahat ini sendirian.	Fixed Statement
88.	...Now a have to face this evil queen <b>all by myself</b> . (Scene 4, p. 52)	..Sekarang aku harus menghadapi ratu jahat ini <b>sendirian</b> .	Cliché
89.	<b>No matter</b> how far, as sure as a star, ... (Scene 4, p. 52)	<b>Tidak apa</b> seberapa jauh,sepasti bintang,	Cliché
90.	No matter how far, <b>as sure as a star</b> , ... (Scene 4, p. 52)	Tidak apa seberapa jauh, <b>sepasti</b> bintang,	Simile
91.	It's nice to know you've got a friend there <b>standing by!</b> (Scene 4, p. 52)	Senang mengetahui Anda punya teman di sana yang <b>siap siaga!</b>	Cliché
92.	<b>Turn out</b> your toes, curtsy, and always say "Yes, You're Majesty".	<b>Angkat</b> jari kaki Anda, hormat, dan selalu berkata "Ya,	Proverb

	(Scene 5, p. 55)	Yang Mulia”.	
93.	<b>Leave off that!</b> (Scene 5, p. 56)	<b>Tinggalkan itu!</b>	Proverb
94.	...you see nobody would ever say anything <b>so that.</b> . . . (Scene 5, p. 56)	...Anda lihat tidak ada yang akan mengatakan apa-apa <b>sehingga...</b>	Fixed Statement
95.	Well it isn't <b>picked at all</b> , its ground. (Scene 5, p. 58)	Yah itu tidak <b>dipetik sama sekali</b> , itu digiling.	Cliché
96.	...You mustn't <b>leave out</b> so many things. (Scene 5, p. 58)	...Anda tidak boleh <b>meninggalkan</b> begitu banyak hal.	Cliché
97.	What is the <b>cause of</b> lightning? (Scene 5, p. 58)	Apa <b>penyebab</b> petir?	Cliché
98.	<b>Get out of my way!</b> (Scene 5, p. 58)	<b>Minggir!</b>	Proverb
99.	<b>How are you getting on?</b> (Scene 6, p. 61)	<b>Bagaimana kabarmu?</b>	Fixed Statement
100.	<b>Wait a minute.</b> (Scene 6, p. 61)	<b>Tunggu sebentar.</b>	Proverb
101.	<b>At once?</b> (Scene 6, p. 65)	<b>Sekaligus?</b>	Fixed Statement
102.	Alice exits <b>bumping into</b>	Alice keluar	Cliché

	Queen. (Scene 6, p. 66)	<b>menabrak Ratu.</b>	
103.	All the dreams that you have now are bound to <b>come true.</b> (Scene 6, p. 67)	Semua impian yang Anda miliki sekarang pasti akan menjadi <b>kenyataan.</b>	Cliché
104.	<b>See the world like a Queen,</b> (Scene 6, p. 67)	Lihat dunia seperti seorang Ratu, its mean that “ <b>you must to You have to be confident, feel that there will be great things for you, not be afraid and doubt your choice.</b> ”	Proverb
105.	<b>Yes your mind is the key.</b> (Scene 6, p. 67)	Ya pikiran anda adalah kuncinya. Its mean that” <b>yourself that you should trust. You will find your fate. In your mind believe that everything will be</b>	Proverb

		<b>better.”</b>	
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To know the types and real meaning of idiomatic expressions mostly found in the movie script of Alice in Wonderland refer to the theories conveyed by O’Dell and McCarthy, and the data is calculated and it could be seen in the following the table 4.1. The idiom used in movie script of Alice in Wonderland after the researcher analyzed it was six types of idioms. The six types of idiomatic expressions are simile, binomial, trinomial, proverb, cliché, and fixed statement. The researcher found out 105 idiomatic expressions that are in these movies script. From those types, in Alice in Wonderland script found the types of idiom as follows : there are 7 idiomatic expressions of similes, 2 idiomatic expressions of binomials, 1 idiomatic expression of trinomial, 9 idiomatic expressions of proverb, 46 idiomatic expressions of clichés, and 40 idiomatic expressions of fixed statements.

## **B. Data Analysis**

In this part, the research would like to analysis the data that have been found in Alice in Wonderland script by using McCarty and O’Dell theory, there are six types of idioms. The six types of idiomatic expressions are simile, binomial, trinomial, proverb, cliché, and fixed statement.<sup>39</sup> The researcher presents the idiomatic expression that used in Alice in Wonderland script by

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<sup>39</sup> Felicity O’Dell and Michael McCarthy, *English Idioms in Use Advanced, Second edition* (Cambridge: Cambridge University Press, 2017), 22–28.



showing the data from every type of idiomatic expressions that have been found in the script that appears.

### 3. Types of Idiomatic Expressions

#### a. Similes

Similes are statements that compare two things; they often use the words *as* or *like*. You can use proverbs to make your written and spoken English more colorful, and your English has more robust comparisons. It means that similes are a statement that compares two things and can be used for written and spoken.

In the Alice in Wonderland script, from Act 1 to 2 there are 7 simile data units. One of the examples of them is:

SL: How is it that you appear **as dry as a melodrama**, my dear? (Act 1, Scene 5, p. 13)

TL: Bagaimana bisa kau tampak **sekering** melodrama, sayanku?

The expression “**as dry as a melodrama**” is categorized into the simile type because there is statement that compares two things and uses the word *as*.

#### b. Binomials

Binomials are a sort of expression when two words are joined with the conjunction (interfacing word) generally *and*. The arrangement of the two terms is predetermined. The words can be synonyms, opposites, same words, rhyming, and alliterative.

In the Alice in Wonderland script, from Act 1 to 2 there are 2 binomial data units. The example of binomial is:

SL: Alice **went on and on...** (Act 2, Scene 1, p. 40)

TL: Alice **terus-menerus...**

The expression “**went on went**” is categorized into the binomial type because there are two words that are joined by a conjunction. That is “went on **and** on...”

### c. Trinomials

Trinomials are a type of expression that is comparable to binomials, in which three words combined. It means that in one sentence, trinomial types have three words that are almost identical to their meaning.

In the Alice in Wonderland script, from Act 1 to 2 there are 1 trinomial data unit. The example of trinomial is:

SL: Oh, I’m so very late! I **drop gloves, hat, and scarf.** (Act1, Scene 7, p. 20)

TL: Oh, aku sangat terlambat! Aku **panik.**

The expressions “**I drop gloves, hat, and scarf**” is categorized into the trinomial type because there are three words combined and have three words that are almost identical to their meaning.

### d. Proverbs

Proverbs are brief sentences that appear like something a few individuals have experienced and which provide counsel or criticism.

Like idioms, their shape is fixed, and it is not conceivable to figure the meaning from looking at the person's words. It means that proverbs are a sentence that gives counsel or criticism to a person.

In the Alice in Wonderland script, from Act 1 to 2 there are 9 proverb data units. One of the examples of them is:

SL: **Take care!** (Act 1, Scene 7, p. 22)

TL: Hati-hati!

The expressions “**Take care!**” is categorized into the proverb type because the means of giving a warning or advice to someone.

#### e. **Clichés**

Clichés are frequently utilized in ordinary everyday circumstances. This can be a recognizable utterance to most individuals and, therefore, is not genuine. Clichés are regularly used in regular discussion, and it is also played regularly in promoting mottos and daily paper features. It means that clichés are often used in everyday settings and are frequently used in newspaper headlines and daily newspapers.

In the Alice in Wonderland script, from Act 1 to 2 there are 46 cliché data units. One of the examples of them is:

SL: ...and **looking for** rabbit hole. (Act 1, Scene 1, p. 4)

TL: ...dan **mencari** lubang kelinci.

The expression “**looking for**” is categorized into types of clichés because this word is often used in everyday situations and this word is often recognized by some people.

**f. Fixed statements**

Fixed statements do not sit well used in formal writing. In other words, fixed statements are always used in everyday situations or conversations. It means that the fixed statements are only used when talking instead of for proper use.

In the Alice in Wonderland script, from Act 1 to 2 there are 40 fixed statement data units. One of the examples of them is:

SL: **Oh my Goodness!** (Act 2, Scene 4, p. 50)

TL: Oh Ya Tuhan!

The expression “**Oh my Goodness!**” is categorized into types of fixed statement because this word is often used in everyday situations and this word is always used in everyday conversation situations.

**4. Moral Value of Idiomatic Expressions**

Moral values in the literary work must always exist; because readers are appreciating the results of literature will find it a useful for life. According to Guidance says of literary works were created in addition to providing amusement or pleasure, also became a means of cultivation of moral values. Literary work serves to develop feelings of the subject values achieve

intimacy towards a semi-democracy. The moral is a very important regulation enforced in a society because it can be a sign in life as well as the patron for the community itself.

Furthermore, let guides through some of life's most important lessons. Lewis Carroll's Alice has been enchanting audiences across the world for over 150 years. Since first darting down the rabbit hole in 1865's Alice's Adventures in Wonderland, the eponymous adventurer has appeared in more than 40 cinematic adaptations, with the last as recent as 2016. It's no wonder that Alice continues to inspire, with all versions of her story brimming with applicable, everyday wisdom and advice. By tripping through all the twisty linguistics, amazing animation and iterations of Alice, we can learn important lessons to bring back from Wonderland.

#### **a. Risk has rewards**

Sure, crawling down a rabbit hole might be too big a risk in the real world, but Alice's decision to follow the White Rabbit leads to a magical journey. It's not all smooth sailing, as she encounters obstacles, gets lost and the Queen of Hearts is obsessed with taking her head, but by the time Alice wakes from Wonderland she's armed with new experience to help navigate real life. Though taking risks can be scary (like crawling down a rabbit hole), but standing still can be scarier. Without taking risks and challenging ourselves, we don't grow.

**b. Discover “Who you are?”**

When the Caterpillar asks Alice "Who are you?", she can't find a simple answer. Not just because she's shifted sizes so much since falling down the rabbit hole, but because Alice is unsure just who she is. While Alice's adventure might seem mad on the surface, its main goal is answering the Caterpillar's question and figuring out the greatest puzzle of all "who in the world am I?". Life can also seem mad but by discovering who we are, and accepting ourselves, assures a much smoother ride through our own journey. Also included in this idea is Alice's own lesson on advice, "She generally gave herself very good advice, though she very seldom followed it".

Furthermore, this is in line with existing idiomatic expressions, namely: “**Yes your mind is the key** (Act 2, Scene 6, p. 67)” its mean that “yourself that you should trust. You will find your fate. In your mind believe that everything will be better.” by learning to listen to our instincts and be a little more objective, we can apply the wisdom we give to others to ourselves.

**c. Accept the differences of others**

Learning to accept who we are is one of life's great lessons, but so is learning to accept the differences in others. Even if we're certain of who we are, the people around us aren't always going to be who we want them to be and that's fine. Celebrating people's differences makes life more interesting exposes us to new perspectives and opens new worlds,

just like Wonderland. For the example, "But I don't want to go among mad people," Alice remarked. "Oh, you can't help that," said the Cat: "we're all mad here. I'm mad. You're mad."

**d. Don't get stuck in the past**

In the script "It's no use going back to yesterday, I was a different person then," Alice tells the Mock Turtle and Gryphon. While this shows just how much has happened to Alice since her journey began, Lewis Carroll imbues the line with multiple meanings. Alice's adventures are about personal evolution, and this lesson affirms that by reminding ourselves that we've grown since yesterday, a week ago, a year ago or decades ago.

Furthermore, this is in line with existing idiomatic expressions, namely: "**See the world like a Queen**, (Act 2, Scene 6, p. 67)" its mean that "you must to You have to be confident, feel that there will be great things for you, not be afraid and doubt your choice." by closing past chapters, we can write our future without stewing on the regrets, mistakes and disappointments we all encounter.

**e. Stand up for yourself**

Accepting other people is good, but sometimes people are just jerks. The Queen of Hearts, for example, gets her excitement from belittling, berating and beating her subjects, including her own husband. But one of the most important lessons for any young person to learn is not to let bullies get you down and always stand up for yourself.

Furthermore, this is in line with existing idiomatic expressions, namely: "**Hold your tongue!** (Act 1, Scene 5, p. 16)" said the Queen, turning purple. Its mean if you hold your tongue, you do not say anything even though you might want to or be expected to, because it is the wrong time to say it. But Alice said "I won't!" by realizing that the Queen of Hearts minions are just a pack-of-cards, Alice changes her perspective to see that the aggressive people in her life cannot hurt her if she changes her view.

### C. Discussion

The last sub-chapter included in chapter four is discussion. The researcher has aim at initiating the discussion of finding. The first statement of the problem of this research is to analyze the types of idiomatic expression in Alice in Wonderland script.

To give better description, the result obtained from analysis sub-chapter can be seen in the table results analysis from types of idiomatic expressions according to O'Dell and McCarthy theory by using percentage. The formula to figure out the percentage of each linguistics form is as follows:

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

Note:

P= Percentage

f= Frequency of a type

n= Number of total



Table 4.2

## The Result of Each Type of Idiomatic Expressions

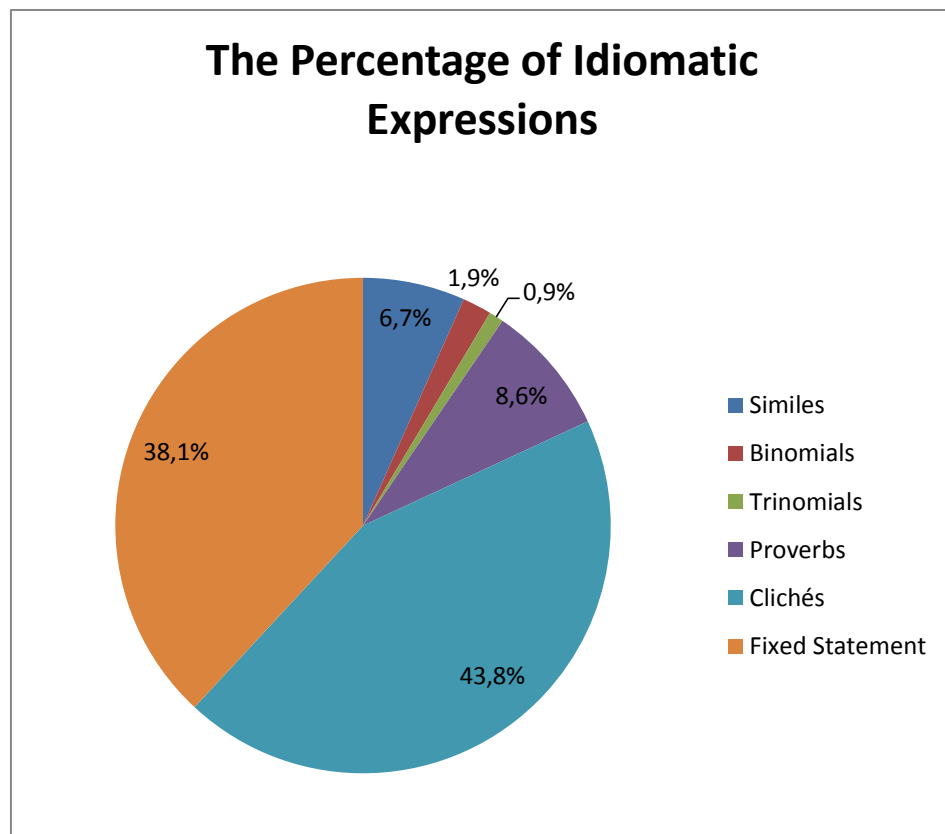
No.	Types of Idiomatic Expressions	The Number of Expression	Percentage (%)
1.	Similes	7	6,7 %
2.	Binomials	2	1,9 %
3.	Trinomials	1	0,9 %
4.	Proverbs	9	8,6 %
5.	Clichés	46	43,8 %
6.	Fixed Statement	40	38,1 %
	<b>Total data</b>	<b>105</b>	<b>100%</b>

From the above details, the researcher found out 105 idiomatic expressions that are in these movies script. Based on McCarty and O'Dell, there are six type of idiomatic expression either it is simile, binomial, trinomial, proverb, cliché, and fixed statement. From those types, in Alice in Wonderland script found the types of idiom as follows: there are 7 idiomatic expressions of similes, 2 idiomatic expressions of binomials, 1 idiomatic expression of trinomial, 9 idiomatic expressions of proverb, 46 idiomatic expressions of clichés, and 40 idiomatic expressions of fixed statements. It is clear that from six types of idiomatic expression there is one idiomatic expression that often appear, that is clichés with 43, 8 % and fixed statements with 38, 1 % from six

types idiomatic expression. It is clearly shown in the table. The researcher also presents the chart for easier reading the result of the data.

**Chart 4.1**

**The Percentage of Idiomatic Expressions**



From the above details, in Alice in Wonderland script found the types of idiom as follows: there are 7 idiomatic expressions of similes with 6,7%, 2 idiomatic expressions of binomials with 1,9%, 1 idiomatic expression of trinomial with 0,9%, 9 idiomatic expressions of proverb with 8,6%, 46 idiomatic expressions of clichés with 43,8%, and 40 idiomatic expressions of fixed statements with 38,1%.

The second statement problem of this research is analysis the meaning of idiomatic expression. Here to know the meaning of idiom in Alice in

Wonderland script the researcher will be cross-checking the idiomatic expression in the dictionary of idioms and idiomatic expressions by Joseph J. Sullivan and the Oxford dictionary of idioms as the resources. All of them found out to know their connotative meaning based on the context in script. From some idiomatic expressions found we will get moral value that we can use for our life lessons. Moral values in the literary work must always exist; because readers are appreciating the results of literature will find it a useful for life. The moral is a very important regulation enforced in a society because it can be a signs in life as well as the patron for the community itself.

However, this thesis will be useful for both theoretical and practical source in learning how to translate English Idiom and also for those who conduct further study about analysis of idiomatic expression. In the English Education Department idioms are not only in semantics but also in grammar and other lessons. Idiom learning can cover various subjects in English and can be found in forms, for example: conversations in movies, novels, songs, and dramas. Students cannot interpret it word for word, so students must be diligent in honing and memorizing the use of idioms.

Besides, students must remember they must also be able to use idioms in accordance with the appropriate context and situation. That is the reason why learning and adding insight into idioms is very important for students, especially students in the English Education Department. Idiom becomes an interesting expression when heard and spoken, but it can be a difficult learning phase by students in learning English as a second or foreign language, but

however, study about idiom must be applied in learning English classes. Besides, if a second student language doesn't learn idiom they won't know when the other person uses it or they cannot understand what are talking about by the speakers. Moreover, the use of idioms will be more attractive because of the beautiful to hear and they should be integrated into the teaching and learning process of foreign languages. Based on O'Dell said "idioms will often be found in English fiction, newspaper, or magazine, or can also be through TV shows, movie, and songs".<sup>40</sup> From all the information above the researcher takes the movie script as an object for his research in finding idioms. A movie as a popular literary work can be a bridge for learning and idiomatic expressions because it is provide audiovisuals that directly show the use of idioms by native speakers as characters in the movie.

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<sup>40</sup> Felicity O'dell and Micheal McCarthy, *English Idiom in Use Advanced*, (Cambridge: Cambridge Universiry Press, 2010), 6.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the study done by the researcher, it is known that in the script especially Alice in Wonderland script there are phrase that contain of idiomatic expressions. Based on the data analyzed on the study, the idiomatic expressions that are found have a certain type of idiom and real meaning. The conclusion of them as follows:

1. The first statement of the problem of this research is to analyze the types of idiomatic expression in Alice in Wonderland script. Here, the researcher found out 105 idiomatic expressions that are in these movies script. Based on McCarty and O'Dell, there are six type of idiomatic expression either it is simile, binomial, trinomial, proverb, cliché, and fixed statement. From those types, in Alice in Wonderland script found the types of idiom as follows : there are 7 idiomatic expressions of similes, 2 idiomatic expressions of binomials, 1 idiomatic expression of trinomial, 9 idiomatic expressions of proverb, 46 idiomatic expressions of clichés, and 40 idiomatic expressions of fixed statements. From six types of idiomatic expression there is one idiomatic expression that often appear, that is clichés and fixed statements idiomatic expression.
2. The second statement problem of this research is analysis the meaning of idiomatic expression. Here to know the meaning of idiom in Alice in Wonderland script the researcher will be cross-checking the idiomatic

expression in the dictionary of idioms and idiomatic expressions by Joseph J. Sullivan and the Oxford dictionary of idioms as the resources. All of them found out to know their connotative meaning based on the context in script.

3. The last statement problem about moral value of idiomatic expressions in the script. From some idiomatic expressions found we will get moral value that we can use for our life lessons. Moral values in the literary work must always exist; because readers are appreciating the results of literature will find it a useful for life. The moral is a very important regulation enforced in a society because it can be a signs in life as well as the patron for the community itself. The researcher hopes that's this thesis will be useful for both theoretical and practical source in learning how to translate English Idiom and also for those who conduct further study about analysis of idiomatic expression.

### **B. Suggestion**

Based on conclusion above the researcher gives some suggestions. The suggestions are:

1. For students, the researcher suggests to reading movie script in order to enrich vocabulary especially about idiomatic expressions.
2. For other researchers, the researcher suggests to conduct this topic intended to be one reference to further research on the translation of idiomatic expressions.

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# **APPENDICES**

## 1. The Blueprint of Idiomatic Expressions

No	Theory	Indicators	Sub Indicators
1.	The idiom is a combination of two or more words that serve as a unity of meaning. <sup>41</sup>	<ul style="list-style-type: none"> <li>-Combination of two or more words.</li> <li>-Having a unity of meaning.</li> </ul>	The researcher will analyze the idiomatic expressions that have a combination of two or more words that serve as a unity of meaning in the movie script of Alice in Wonderland.
2.	A translation is the transfer of text from the source language into the target language; the goal is a perfect equivalency of meaning between the two texts. (Huang Long:1988) <sup>42</sup>	<ul style="list-style-type: none"> <li>-Transfer text from the source language into the target language.</li> <li>-Perfect equivalency of meaning.</li> </ul>	The researcher will analyze the idiomatic expressions that have the transfer of text from the source language into the target language in the movie script of Alice in Wonderland.

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<sup>41</sup> Eli Hinkel, "Teaching Idiomatic Expressions and Phrases: Insights and Techniques," Urmia University Press 3 (2017): 48.

<sup>42</sup> Xiang Yinhua, "Equivalence in Translation: Features and Necessity," International Journal of Humanities and Social Science 1, no. 10 (2011): 170.

## 2. Table Classification of Idiomatic Expressions

No.	SL Text: <i>Alice in Wonderland</i> Script	TL Text: The Real Meaning of Idiomatic Expressions	Types of Idiomatic Expression
	<b>Act 1</b> <b>Down the Rabbit Hole</b>	<b>Adegan 1</b> <b>Meluncur ke</b> <b>Lubang Kelinci</b>	
1.	...and <b>looking for</b> rabbit hole. (Scene 1, p. 4)	...dan <b>mencari</b> lubang kelinci.	Cliché
2.	I've never <b>fallen down</b> a rabbit-hole before, so I'm sure I wouldn't know. (Scene 1, p. 6)	Saya belum pernah <b>jatuh</b> ke lubang kelinci sebelumnya, jadi saya yakin saya tidak akan tahu.	Cliché
3.	As Alice falls Cheshire Cat <b>pops up out</b> of rabbit hole. (Scene 2, p. 7)	saat Alice jatuh kucing Cheshire <b>muncul</b> dari lubang kelinci.	Fixed Statement
4.	How funny it'll seem to <b>come</b> <b>out</b> among the people that walk upside down. (Scene 2, p. 7)	Betapa lucunya akan <b>muncul</b> di antara orang-orang yang berjalan terbalik.	Fixed Statement
5.	How funny it'll seem to come	Betapa lucunya akan	Cliché

	out among the people that walk <b>upside down.</b> (Scene 2, p. 7)	muncul di antara orang-orang yang berjalan <b>terbalik.</b>	
6.	She <b>comes upon</b> a large flower-bed, with a border of daisies. (Scene 2, p. 8)	Dia <b>menemukan</b> petak bunga besar, dengan batas bunga aster.	Fixed Statement
7.	<b>If only</b> the flowers could talk... (Scene 2, p. 8)	<b>Andai</b> bunga bisa bicara...	Fixed Statement
8.	<b>As well as you can</b> and a great deal louder. (Scene 2, p. 8)	<b>Sebaik</b> yang Anda bisa, dan jauh lebih keras.	Simile
9.	<b>Excuse me...</b> (Scene 4, p. 9)	<b>Permisi...</b>	Cliché
10.	Ready ladies? <b>Counts out</b> 5, 6, 7, 8... (Scene 4, p. 9)	Siap gadis? <b>menghitung</b> 5, 6, 7, 8...	Fixed Statement
11.	<b>Put</b> your hand <b>down</b> , and feel the dirt, then you'll know why. (Scene 4, p. 9)	<b>Turunkan</b> tanganmu, dan rasakan kotorannya, maka kamu akan tahu kenapa.	Cliché
12.	How do you do accomplish that <b>walking around?</b> ...	bagaimana Anda bias <b>berjalan-jalan?</b>	Cliché

	(Scene 4, p. 9)		
13.	Finally <b>open up</b> your eyes. (Scene 4, p. 9)	Akhirnya <b>buka</b> matamu.	Fixed Statement
14.	<b>Come on</b> flowers, we don't have to stand around here. (Scene 4, p. 12)	<b>Ayo</b> bunga, kita tidak harus berdiri di sekitar sini.	Fixed Statement
15.	...flying along <b>as usual</b> ,... (Scene 5, p. 13)	...terbang <b>seperti biasa</b> ...	Cliché
16.	Never did <b>take to</b> Rugby... (Scene 5, p. 13)	Tidak pernah <b>turun ke</b> Rugby...	Fixed Statement
17.	We still <b>ended up</b> in the sewer! (Scene 5, p. 13)	Kami masih <b>berakhir</b> di saluran pembuangan!	Cliché
18.	How is it that you appear <b>as dry as a melodrama</b> , my dear? (Scene 5, p. 13)	Bagaimana bisa kau tampak <b>sekering</b> melodrama, sayangku?	Simile
19.	I fell from quite <b>a long way up</b> ! (Scene 5, p. 13)	Aku jatuh dari jarak <b>yang cukup jauh</b> !	Fixed Statement
20.	<b>Of course</b> it will work! (Scene 5, p. 14)	<b>Tentu</b> itu akan berkerja!	Fixed Statement
21.	<b>Sit down</b> , all of you, and listen to me! (Scene 5, p. 14)	<b>Duduklah</b> , kalian semua, dan	Fixed Statement

		dengarkan aku!	
22.	How are you <b>getting on</b> now? (Scene 5, p. 14)	<b>Bagaimana kabarmu sekarang?</b>	Fixed Statement
23.	<b>As wet as ever!</b> (Scene 5, p. 14)	<b>Basah seperti biasa!</b>	Simile
24.	<b>In that case.</b> I move that the meeting adjourn... (Scene 5, p. 14)	<b>Karena itu,</b> saya memindahkan pertemuan itu untuk ditunda...	Fixed Statement
25.	First, everyone <b>lines up</b> spreading out toe to toe. (Scene 5, p. 15)	Pertama, semua orang <b>berbaris</b> menyebar dari ujung kaki ke ujung kaki.	Cliché
26.	First, everyone lines up <b>spreading out</b> toe to toe. (Scene 5, p. 15)	Pertama, semua orang berbaris <b>menyebar</b> dari ujung kaki ke ujung kaki.	Cliché
27.	For then we all <b>go into</b> dance. (Scene 5, p. 15)	Untuk itu kita semua <b>mulai</b> menari.	Fixed Statement
28.	The faster you can fly the quicker wet <b>turns into</b> dry.	Semakin cepat Anda bisa terbang semakin	Fixed Statement

	(Scene 5, p. 15)	cepat basah <b>menjadi</b> kering.	
29.	<b>So just have fun</b> , start up your dance. (Scene 5, p. 15)	<b>Jadi bersenang-senanglah</b> , mulai tarianmu.	Cliché
30.	So just have fun, <b>start up</b> your dance. (Scene 5, p. 15)	Jadi bersenang-senanglah, <b>mulai</b> tarianmu.	Fixed Statement
31.	Well, <b>all right...</b> (Scene 5, p. 15)	<b>Baiklah...</b>	Fixed Statement
32.	Wait! Please <b>come back!!</b> (Scene 5, p. 16)	Tunggu! Tolong <b>kembali!!</b>	Cliché
33.	<b>Hold your tongue!</b> (Scene 5, p. 16)	It means that “ <b>kamu lebih baik diam</b> ” you shouldn’t talk and don’t say anything.	Proverb
34.	She’ll eat a little bird <b>as soon as look at it!</b> (Scene 5, p. 16)	Dia akan memakan seekor burung kecil <b>segera</b> setelah melihatnya!	Simile
35.	Alice <b>starts out</b> and... (Scene 5, p. 16)	Alice <b>berangkat</b> dan...	Fixed Statement

36.	<b>At least</b> I know who I was when I got up this morning. (Scene 6, p. 17)	<b>Setidaknya</b> saya tahu siapa saya ketika saya bangun pagi ini.	Cliché
37.	At least I know who I was when I <b>got up</b> this morning. (Scene 6, p. 17)	Setidaknya saya tahu siapa saya ketika saya <b>bangun</b> pagi ini.	Fixed Statement
38.	I'm not particular <b>as to</b> size...(Scene 6, p. 17)	Saya tidak terlalu spesifik <b>mengenai</b> ukuran...	Fixed Statement
39.	It's <b>as hard as you make it</b> . (Scene 6, p. 17)	Ini <b>sesulit</b> yang Anda lakukan.	Simile
40.	Everyone knows a verse changes to a bridge <b>sooner or later</b> . (Scene 6, p. 17)	Semua orang tahu sebuah ayat berubah menjadi jembatan <b>lama-kelamaan</b> .	Binomial
41.	You'll <b>get used to</b> it <b>in time</b> . (Scene 6, p. 18)	Anda akan <b>terbiasa</b> <b>pada waktunya</b> .	Cliché
42.	Oh, I'm so very late! I <b>drop gloves, hat, and scarf</b> . (Scene 7, p. 20)	Oh, aku sangat terlambat! Aku <b>panik</b> .	Trinomial
43.	But I don't want it done <b>at all!</b>	Tapi saya tidak ingin	Cliché



	(Scene 7, p. 20)	itu dilakukan <b>sama sekali!</b>	
44.	Well, I dare say, <b>no wonder</b> you're late. (Scene 7, p. 20)	Yah, saya berani mengatakan, <b>tidak mengherankan</b> Anda terlambat.	Cliché
45.	Well, I don't want it <b>at any rate</b> . (Scene 7, p. 20)	Yah, aku tidak menginginkannya <b>bagaimanapun caranya.</b>	Fixed Statement
46.	I <b>set out</b> to borrow, but I end up giving things away. (Scene 7, p. 21)	Saya <b>memutuskan mulai</b> meminjam, tetapi akhirnya saya memberikan sesuatu.	Fixed Statement
47.	I set out to borrow, but I <b>end up</b> giving things away. (Scene 7, p. 21)	Saya memutuskan mulai meminjam, tetapi <b>akhirnya</b> saya memberikan sesuatu.	Fixed Statement
48.	I <b>grow up</b> and then I'm born. (Scene 7, p. 21)	Saya <b>tumbuh</b> dan kemudian saya lahir.	Cliché
49.	<b>For instance</b> , the King's Messenger. (Scene 7, p. 22)	<b>Misalnya</b> , Utusan Raja.	Cliché
50.	<b>Take care!</b> (Scene 7, p. 22)	<b>Hati-hati!</b>	Proverb

51.	What would be the good of doing it <b>all over</b> again? (Scene 7, p. 22)	Apa <b>gunanya</b> <b>mengulanginya</b> lagi?	Cliché
52.	Oh, don't <b>go on</b> like that! (Scene 7, p. 23)	Ah, jangan <b>terus</b> seperti itu!	Fixed Statement
53.	Can you <b>keep from</b> being upset by considering things? (Scene 7, p. 23)	Bisakah Anda <b>menahan diri</b> untuk tidak marah dengan memikirkan berbagai hal?	Fixed Statement
54.	Sometimes I've considered <b>as many as six impossible things</b> before breakfast. (Scene 7, p. 23)	Terkadang saya mempertimbangkan <b>sebanyak</b> enam hal yang <b>mustahil</b> sebelum sarapan.	Simile
55.	That depends a <b>good deal</b> on where you want to <b>get to</b> . (Scene 8, p. 24)	Itu sangat tergantung <b>di mana Anda ingin pergi.</b>	Cliché
56.	So, why not just <b>give in</b> and have a try? (Scene 8, p. 25)	Jadi, mengapa tidak <b>menyerah</b> saja dan mencoba?	Cliché
57.	Oh <b>by the way</b> if you'd like to know, he went that way.	Oh <b>omong-omong</b> jika Anda ingin tahu,	Fixed Statement

	(Scene 8, p. 26)	dia pergi ke arah sana.	
58.	Now <b>cut that out!</b> (Scene 8, p. 28)	Berhenti sekarang!	Fixed Statement
59.	I wouldn't <b>bet on</b> it. (Scene 8, p. 28)	saya tidak akan <b>bertaruh</b> untuk itu.	Cliché
60.	A table <b>set out</b> under a tree. (Scene 9, p. 30)	Meja yang <b>ditata</b> di bawah pohon.	Cliché
61.	...Hatter Crowd in not letting her <b>sits down</b> . (Scene 9, p. 30)	...Hatter Crowd tidak membiarkannya <b>duduk</b> .	Fixed Statement
62.	I <b>dare say</b> you've never even spoken to Time! (Scene 9, p. 33)	Saya <b>kira</b> Anda bahkan belum pernah berbicara dengan Time!	Fixed Statement
63.	Now, if you only <b>kept on</b> good terms with him, he'd do almost anything you'd like with the clock. (Scene 9, p. 33)	Sekarang, jika Anda hanya <b>terus</b> berhubungan baik dengannya, dia akan melakukan hampir semua hal yang Anda suka dengan	Fixed Statement

		jam itu.	
64.	...when the Queen <b>jumped up</b> and bawled out, “He’s murdering the time!” (Scene 9, p. 33)	...ketika Ratu <b>melompat</b> dan berteriak, “Dia membunuh waktu!”	Cliché
65.	...when the Queen jumped up and <b>bawled out</b> , “He’s murdering the time!” (Scene 9, p. 33)	...ketika Ratu melompat dan <b>berteriak</b> , “Dia membunuh waktu!”	Cliché
66.	Is that the reason so many tea-things are <b>put out</b> here? (Scene 9, p. 35)	Apakah itu alasan begitu banyak teh <b>diletakkan</b> di sini?	Cliché
67.	...whenever a thing <b>gets used up</b> . (Scene 9, p. 35)	...setiap kali sesuatu <b>akan digunakan.</b>	Cliché
68.	<b>Once upon a time</b> there were three sisters, you see. (Scene 9, p. 36)	<b>Suatu hari</b> ada tiga saudara perempuan, Anda tahu.	Cliché
69.	What did they <b>live on</b> ? (Scene 9, p. 36)	Untuk apa mereka <b>hidup</b> ?	Cliché
70.	Take some more tea to <b>settle you down</b> . (Scene 9, p. 36)	Minum teh lagi untuk <b>menenangkanmu.</b>	Fixed Statement
71.	You can <b>draw water out</b> of a	Anda dapat	Cliché

	water well, ... (Scene 9, p. 37)	<b>menimba</b> air dari sumur,	
72.	<b>Hold on, hold on!</b> That's too easy. (Scene 9, p. 38)	<b>Tunggu, tunggu!</b> Itu terlalu mudah.	Proverb
73.	<b>How about...</b> Food! (Scene 9, p. 38)	<b>Bagaimana kalau...</b> makanan!	Fixed Statement
74.	<b>How do you do that?</b> (Scene 9, p. 38)	<b>Bagaimana kamu melakukannya?</b>	Fixed Statement
75.	<b>After all,</b> it was his idea. (Scene 9, p. 38)	<b>Bagaimanapun,</b> itu adalah idenya.	Cliché
	<b>Act 2</b>  <b>Pre-set Dee/Dum: Rabbit: and Cheshire Cat</b>	<b>Adegan 2</b>  <b>Dee/Dum: Kelinci: dan Kucing Cheshire yang telah ditentukan sebelumnya.</b>	
76.	Alice <b>went on and on,</b> ... (Scene 1, p. 40)	Alice <b>terus menerus,</b> ...	Binomial
77.	...and <b>shake hands,</b> state your name and purpose. (Scene 1, p. 40)	...dan <b>bersalaman,</b> sebutkan nama dan tujuan Anda.	Cliché
78.	She's been friendly; she's been curious and <b>at times</b> a bit sad.	Dia ramah, dia ingin tahu dan <b>terkadang</b>	Cliché

	(Scene 2, p. 46)	sedikit sedih.	
79.	Or to rabbits <b>on the run.</b> (Scene 3, p. 47)	Atau ke kelinci dalam <b>pelarian.</b>	Cliché
80.	...I prefer the <b>short cut.</b> (Scene 3, p. 49)	...Saya lebih suka <b>jalan pintas.</b>	Cliché
81.	I can't believe we planted the white roses <b>by mistake.</b> (Scene 4, p. 50)	Saya tidak percaya kami menanam mawar putih <b>secara tidak sengaja.</b>	Cliché
82.	<b>Oh my Goodness!</b> (Scene 4, p. 50)	<b>Ya Tuhan!</b>	Fixed Statement
83.	<b>What for?</b> (Scene 4, p. 50)	<b>Mengapa?</b>	Fixed Statement
84.	...and if the Queen was to <b>find</b> it <b>out</b> , we should all have our heads cut off, you know. (Scene 4, p. 51)	...dan jika Ratu <b>mengetahuinya</b> , kita semua harus memenggal kepala kita, kau tahu.	Cliché
85.	...and if the Queen was to find it out, we should all have our heads <b>cut off</b> , you know. (Scene 4, p. 51)	...dan jika Ratu mengetahuinya, kita semua harus <b>memenggal</b> kepala kita, kau tahu.	Fixed Statement

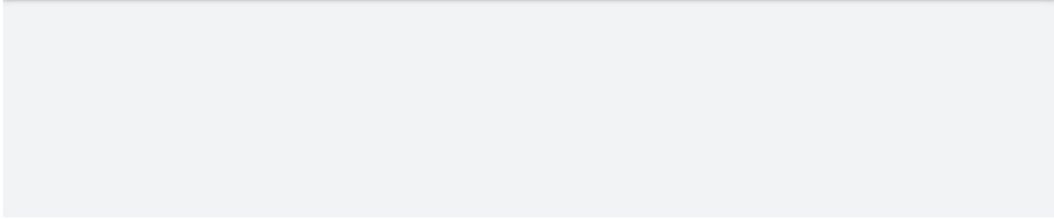
86.	She <b>showed up</b> . (Scene 4, p. 51)	Dia <b>muncul</b> .	Cliché
87.	...Now a have <b>to face</b> this evil queen all by myself. (Scene 4, p. 52)	..Sekarang aku harus <b>menghadapi</b> ratu jahat ini sendirian.	Fixed Statement
88.	...Now a have to face this evil queen <b>all by myself</b> . (Scene 4, p. 52)	..Sekarang aku harus menghadapi ratu jahat ini <b>sendirian</b> .	Cliché
89.	<b>No matter</b> how far, as sure as a star, ... (Scene 4, p. 52)	<b>Tidak apa</b> seberapa jauh,sepasti bintang,	Cliché
90.	No matter how far, <b>as sure as a star</b> , ... (Scene 4, p. 52)	Tidak apa seberapa jauh, <b>sepasti</b> bintang,	Simile
91.	It's nice to know you've got a friend there <b>standing by!</b> (Scene 4, p. 52)	Senang mengetahui Anda punya teman di sana yang <b>siap siaga!</b>	Cliché
92.	<b>Turn out</b> your toes, curtsy, and always say "Yes, You're Majesty". (Scene 5, p. 55)	<b>Angkat</b> jari kaki Anda, hormat, dan selalu berkata "Ya, Yang Mulia".	Proverb
93.	<b>Leave off that!</b> (Scene 5, p. 56)	<b>Tinggalkan itu!</b>	Proverb
94.	...you see nobody would ever say anything <b>so that</b> . . .	...Anda lihat tidak	Fixed

	(Scene 5, p. 56)	ada yang akan mengatakan apa-apa <b>sehingga...</b>	Statement
95.	Well it isn't <b>picked at all</b> , its ground. (Scene 5, p. 58)	Yah itu tidak <b>dipetik sama sekali</b> , itu digiling.	Cliché
96.	...You mustn't <b>leave out</b> so many things. (Scene 5, p. 58)	...Anda tidak boleh <b>meninggalkan</b> begitu banyak hal.	Cliché
97.	What is the <b>cause of</b> lightning? (Scene 5, p. 58)	Apa <b>penyebab</b> petir?	Cliché
98.	<b>Get out of my way!</b> (Scene 5, p. 58)	<b>Minggir!</b>	Proverb
99.	<b>How are you getting on?</b> (Scene 6, p. 61)	<b>Bagaimana kabarmu?</b>	Fixed Statement
100.	<b>Wait a minute.</b> (Scene 6, p. 61)	<b>Tunggu sebentar.</b>	Proverb
101.	<b>At once?</b> (Scene 6, p. 65)	<b>Sekaligus?</b>	Fixed Statement
102.	Alice exits <b>bumping into</b> Queen. (Scene 6, p. 66)	Alice keluar <b>menabrak</b> Ratu.	Cliché
103.	All the dreams that you have now are bound to <b>come true.</b> (Scene 6, p. 67)	Semua impian yang Anda miliki	Cliché



		sekarang pasti akan menjadi <b>kenyataan.</b>	
104.	<b>See the world like a Queen,</b> (Scene 6, p. 67)	Lihat dunia seperti seorang Ratu, its mean that “ <b>you must to You have to be confident, feel that there will be great things for you, not be afraid and doubt your choice.</b> ”	Proverb
105.	<b>Yes your mind is the key.</b> (Scene 6, p. 67)	Ya pikiran anda adalah kuncinya. Its mean that” <b>yourself that you should trust. You will find your fate. In your mind believe that everything will be better.</b> ”	Proverb

### 3. The Story of Alice in Wonderland Script



# Alice In Wonderland



*Book, Music and Lyrics by*  
**Tim Nelson**

*Based on the stories by Lewis Carroll*

Written 1996, 1999, 2003, 2010

Updated  
10/31/15

## Cast Needs

Alice  
Cheshire Cat/Dinah  
White Rabbit  
Queen Of Hearts  
Mad Hatter  
Dormouse  
Marche Hare  
Tweedle Dee  
Tweedle Dum  
King Of Hearts

Ace Of Clubs  
Two Of Clubs  
Three Of Clubs  
Rose  
Daisy  
Violet  
Tiger Lily  
Com Flower  
Tulip  
French Mouse  
Dodo  
Duck  
Lory  
Eaglet

Ensemble – Flowers, Cards, Neighbors and Firends, Forest Animals and Birds

# Alice In Wonderland

## Musical Numbers

### *Act 1*

#### *Overture*

Let's All Go To The Fair

*Orchestra*

All

#### *In My Mind Intro*

In My Mind

*Underscore*

Alice

The Fall

Alice, Cheshire Cat & All

Walking Around

Rose, Daisy, Violet, Tulip, Cornflower,  
Tiger Lily, Flowers In The Garden & Alice  
French Mouse, Dodo, Duck, Lory,

The Caucus Race

Eaglet & Alice

#### *Scene Shift #1*

Changing Is Growing

The Backward's Song

Everyone Is Mad

*Scene Change*

Caterpillar & Butterflies

White Rabbit & Alice

Cheshire Cat, Alice & All

#### *Scene Shift #2*

#### *Scene Shift #3*

The Song Of "M" Intro #1

The Song Of "M" Intro #2

The Song Of "M" Intro #3

The Song Of "M"

*The Song Of "M" Playoff*

*Scene Change*

*Scene Change*

Dormouse

Dormouse

Dormouse

Dormouse, Mad Hatter, Marche Hare & Alice

*Orchestra*

### *Act 2*

#### *Entr'act*

We're Two, But One Of A Kind

The Girl In The Dress

*Orchestra*

Tweedle Dee & Tweedle Dum

White Rabbit & Cheshire Cat

#### *Who Am I Intro*

Who Am I

*Underscore*

Alice & Cheshire Cat

#### *The Procession*

I'll Always Be There

The Croquet Song

King of Hearts & All Cards

The Chase #1 & Backwards Reprise

The Chase #2 & Song of "M" Reprise

*Orchestra*

Ace, Two, Three, Alice & All Cards

Queen Of Hearts, Knave of Hearts,

All

All

The Chase #3	All
<i>In My Mind Finale Intro</i>	<i>Underscore</i>
In My Mind Finale	All
<i>Bows</i>	<i>Orchestra</i>
<i>Exit Music (The Backwards Song)</i>	<i>Orchestra</i>

**ACT I Scene 1**

**OPENING SONG – ALL “LET’S ALL GO TO THE FAIR!”**

(At end of song all exit to fair)

**NARRATOR (or DINAH)**

Our story starts with Alice, reading beneath a tree, she closes her book with a thoughtful look and says...

**ALICE**

Dinah, This is dull to me. And what is the use of a book without pictures or conversations?

In my world the books would be nothing but pictures. That’s it, Dinah! If I had a world of my own everything would be nonsense. Nothing would be what it is, because everything would be what it isn’t, and contrary wise what it is, it wouldn’t be and what it wouldn’t be it would...you see?

(Dinah shrugs and meows, aside to audience)

**NARRATOR (or DINAH)**

Soon she closes her eyelids, falling asleep, dreaming her way to wonderland.

**IN MY MIND**

ALICE: (SINGS)

In my mind my life is free  
No one there controlling me  
I can do what I like  
Climb a hill or ride a bike  
By the Sea

In my mind I can escape  
From the things in life I hate  
I will search then instead  
For the sights inside my head  
and I’ll find my fate

ALICE: (SINGS)

With no-one to say what I can or can’t do  
All the dreams that I have now are bound to come true.  
See the world like a queen, with the squirrels I’ll converse.

(White Rabbit runs quickly by XSL to SR trying to find watch in jacket back and looking for rabbit hole)  
(Spoken to Dinah) Was that a white rabbit that just ran by?

ALICE: (SINGS)

With all of this knowledge, what should I do first?

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In my mind I'm sure to see  
The adventure waiting me  
I will learn yes I must  
It's myself that I should trust  
Yes my mind is the key.

(XSR to SL White Rabbit runs past one last time panicky)

RABBIT

(Looking at watch) I'm late, I'm late, for a very important date. (Backtracks, looking around) Oh my, oh my, I'm late, I'm late.

ALICE

(to Dinah) How very curious! I've never before seen a rabbit who could speak or tell time. (To rabbit) Please wait! (Dinah follows Alice)

RABBIT

If I wait I'll be late! I'll be late if I wait! (Stops at rabbit hole turns and talks to Alice) No time to say hello, goodbye, I'm late, I'm late, I'm late.

(Alice follows the White Rabbit to the hole.)

ALICE

Where are you going?

RABBIT

Down this rabbit-hole!

ALICE

May I come with you?

RABBIT

It's a long fall. Does falling make you ill?

ALICE

I've never fallen down a rabbit-hole before, so I'm sure I wouldn't know.

RABBIT

(Exits thru the hole) The Queen will never forgive me. Oh my ears and whiskers. Oh my dear ears and whiskers.

ALICE

He's gone. Should I follow? I dare say it would make for a curious adventure. (to Dinah who shrugs) Are you sure I should follow? (MUSIC) Well, here goes....(Alice jumps into the rabbit hole)

(B.O. FLYING/SCENE CHANGE/EFFECTS)

(Alice dives into the hole as the music swells. LIGHTS change)  
(Alice double starting top falling down w/scenery flying upwards)

Oh it's so dark! I seem to be falling right through the earth.

Act I Scene 2

(During scene Scrim comes in we see flashes of characters faces who will emerge during the play)

CHORUS

(Chant during whole sequence under Alice's/Cheshire's dialogue)

DOWN! DOWN! DOWN!DOWN

SHSSSS SHSSSS

DOWN! DOWN! DOWN!DOWN!

SHSSSS SHSSSS

DOWN! DOWN! DOWN!DOWN!

SHSSSS SHSSSS

(As Alice falls Cheshire Cat pops up out of rabbit hole)

CHESHIRE CAT (CHANT 2X –second Shsss go)  
DOWN THE RABBIT-HOLE!

ALICE Well, after such a fall  
as this, I shall think  
nothing of tumbling  
downstairs! How brave they'll all  
think me at home! Why, I wouldn't  
say anything about  
it, even if I fell off the top of  
the house!

CHESHIRE CAT UPSIDE DOWN Y OU'RE  
LOSING ALL CONTROL

CHESHIRE CAT OVER

CHESHIRE CAT UNDER  
many miles I've fallen by this time?

ALICE I wonder how

CHESHIRE CAT WONDER WHAT'S YOUR  
GOAL?

center of the earth. Let me see, that would be four thousand miles down, I think—yes.

ALICE I must be  
getting somewhere near the

CHESHIRE CAT(w/ Alice) AS YOU'RE FALLING  
DOWN THIS RABBIT HOLE!

ALICE Goodness  
what if I should fall right  
through the center of the  
earth! Ahhhhhhh. And come

out the other side where people walk upside down, Oh, but that's nonsense.

CHORUS

How funny it'll seem to

DOWN! DOWN! DOWN!DOWN!

come out among the people  
that walk upside down!

STOP!

Act I Scene 4

NARRATOR/CHESHIRE CAT



(Cat SR Tree with grin. Flowers frozen on stage) Alice set out down the path, determined to keep straight until she found the White Rabbit. For a few minutes all went on well, when the path gave a sudden twist and she came upon a large flower-bed, with a border of daisies.

(Music/with forest background. Pansies/Daisies pre-set in positions with leads. Just then the White Rabbit runs by, Alice runs after it stops by the flowers)

ALICE

(Distracted) What a wonderful and strange place this is. Now I wonder which way that rabbit could have gone. I'm sure I saw it go through there. If only the flowers could talk...Oh that's nonsense flowers can't talk.

ROSE

Excuse me, but of course we can talk, my dear.

CORNFLOWER

We can talk, when there's anybody worth talking to.

DAISIES

Or about...(they giggle)

CORNFLOWER

Oh, hush! You daisies are incorrigible! Your always popping up in other peoples business. I swear you worse than weeds.

ALICE

And can all the flowers talk?

TIGER LILY

As well as you can, and a great deal **louder**.

DAISIES

And we sing too. How about "Bicycle Built for Two"?

(SINGS W/ ENSEMBLE DAISIES)

Daisy, Daisy, Give me your answer do.

I'm half crazy, all for the love of you.

CORNFLOWER

( interrupts )Oh, please, stop! (like www in oz) I'm wilting, I'm wilting...

TULIP

Would you like to hear "Tell it to the Tulip"?

DAISIES

No, let's sing about us! (ALL FLOWERS TALKING AT THE SAME TIME)

VIOLET

Excuse me...excuse me...**Hey!** (Silence on stage) How about the one about the shy little violet?  
(giggle)

TIGER LILY

What? And put her to sleep? We need something more moving. How about "Lovely Lily of the Valley"? Ready ladies? (Counts out) 5,6,7,8...("Supreme's" Move)

ALICE

(interrupts) How is it you can all talk? I've been in many gardens before, but none of the flowers could talk!

TULIP

Put your hand down, and feel the dirt, then you'll know why.

ALICE

It's very hard, but I don't see what that has to do with it.

TULIP

In most gardens, they make the beds too soft ... so that the flowers are always asleep.

ALICE

Oh, I never thought of that before! Are there any more girls in the garden?

ROSE

There are a few other flowers in the garden that can move about like you. (to other flowers) I wonder how she does it?

ALICE

Are they really like me? Are there other little girls in the garden somewhere?

VIOLET

Well they are similar to you. They walk about just like you. How do you accomplish that walking around? I'd like to do that!

TIGER LILY

Don't be ridiculous. Flowers were not meant to move about.

WALKING AROUND

ALL FLOWERS:(SINGS)

Walking around on the ground  
How do you manage to do it?  
Walking around and around  
Looking like there's nothing to it

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WALKING AROUND

(Cont.)

LEADS:

Rose: Oh, we want to know  
Please, show us the way

Ha!

TIGER LILY

Violet: So, we can tip toe  
Through Tulips  
And bushes and trees ev'ry day!

ALL FLOWERS: (SINGS)

Walking around on the ground  
Must be a wonderful feeling  
Walking around and around  
Nothing could be so appealing

LEADS:

Daisy: Oh, what can we do?  
How, how can we start?

Rose/Daisy/Violet

So, we can like you  
Change places  
And move around just as smart

TIGER LILY

Bah humbug

ALICE:

Well!  
First you close your eyes and picture the movement  
Next you imitate the motion you see  
Suddenly the feel and flow of the movement  
Grows inside your mind and sets you free

Fin'ly open up your eyes  
You will find to your surprise  
Walking all around has set you free

ALL FLOWERS: Now we've opened up our eyes  
And we found to our surprise  
Walking all around has set us Free!!

(DANCE SECTION)

ALICE: (SINGS)

You've heard your mind can move mountains  
So, how hard is one little stem?

ALL FLOWERS:

We've no desire to move mountains  
We just want to walk and climb over them  
For...

ALL FLOWERS:

Walking around on the ground  
Sure is a wonderful feeling  
Walking around and around  
Nothing could be so appealing  
Now we've opened up our eyes  
And we found to our surprise  
Walking all around has set us free

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WALKING AROUND

(Cont.)

ALL FLOWERS:

Now we've opened up our eyes  
And we found to our surprise  
Walking all around has set us free!!!

ALICE

Well, do other little girls ever come by here?

ROSE

I daresay you'll see one soon. They walk around all day.

TIGER LILY

Come on flowers, we don't have to stand around here. Let's go for a stroll. (Walking Around for exit music)

(FLOWERS WALK OFF STAGE EXCEPT VIOLET)

VIOLET

Wait! I think I hear someone coming, bye... (Violet exits, Caucus characters enter)

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Act I Scene 5

(DODO, LORY, DUCK & EAGLET ENTER ADLIBBINGLY COMPLAINING ABOUT BEING WET AND LOOKING SOAKED)

ALICE

My, but you are all soaked straight through! However did you manage to get so wet?

DODO

Confounded if I know, I never saw it coming.

EAGLET

There we were, flying along as usual, when suddenly the sky opened up.

Like tears from heaven, it was...

DUCK

It was terrible I tell you, complete mayhem. The rain started the size of golf balls, then it was the size of billiard balls, then cricket balls, then beach balls!!!

ALICE

What about Rugby?

DUCK

Never did take to Rugby, I'm more a croquet duck, myself.

EAGLET

It was all we could do to land.

LORY

For all the good that did us! We still ended up in the *(makes a smelly face)* sewer!

F. MOUSE

(ENTERING TOWARDS THE END OF THE PREVIOUS DIALOGUE AND HEARING THEAT LAST LINE) Excusez moi?!? (excus-ay mvoi) Do you have a problem with sewers? I am the French Mouse, Monsieur!

EAGLET

Oooops...

DODO

(to Alice - changing the subject) How is it that you appear as dry as a melodrama, my dear?

ALICE

I'm not sure why I didn't get wet – I fell from quite a long way up! But, I daresay you will all catch your deaths of cold, if we don't get you dry.

LORY

Updated  
10/31/15

---

I've got it!! We shall proceed to make wind!

DUCK

*(not thinking along the same lines!)* You're kidding.

LORY

*(explaining)* By fanning the air!!! That should make enough wind to dry us straight away!

DUCK

You're kidding.

ALICE

That doesn't seem very possible. I'm sure only clouds can make wind.

LORY

Of course it will work! I'm older than you and must know better.

ALICE

*(honestly interested)* Really? How old are you?

LORY

*(Insulted by the question)* I'm not telling you that!!

F. MOUSE

*(to his/herself – lamenting the birds)* Idiot! (Eh De Oh)

*(to everyone)* Everyone! Sit down, all of you, and listen to me! I'll soon make you dry enough! *(all quack, and make bird noises as they sit)* Silence all around, S'il-vous Plait! *(clearing throat)* Ahem!! Are you all ready? This is the *driest* thing I know. *(Takes a moment)* "To Be Or Not To Be – Zat is Zee Questione!!"

DUCK

You're kidding.

(THE FRENCH MOUSE GETS OFFENDED, HUFFS AND SPUTTERS SOME FRENCH BEFORE ADVANCING ON DUCK AS IF TO QUIET HIM/HER DOWN)

ALICE

*(to Lory – Trying to diffuse the situation)* How are you getting on now?

LORY

As wet as ever! "IT" (referring to F. Mouse) didn't seem to dry me at all!!

DODO

In that case, *(stands)* I move that the meeting adjourn, for the immediate adoption of more energetic remedies...

EAGLET

Updated  
10/31/15

Speak English! I don't know the meaning of half those long words, *and*, what's more, I don't believe you do either!

DODO

What I was going to *say*, was that the best thing to get us dry would be a Caucus-race."

ALICE

What *is* a Caucus-race?

DODO

Why, the best way to explain it is to do it!

CAUCUS-RACE

DODO: (SINGS)

First, Ev'ryone lines up spreading out toe to toe

EAGLET:

Next, do your own stretching limb by limb

LORY:

Then Ev'ryone takes their marks, Get set, ready and go!

DUCK:

That's just how a caucus race begins

ALL LEADS:

For then we all go into dance,

FRENCH MOUSE:

Oh oi! It's just like we're in France!

ALL LEADS:

The faster you can fly the quicker wet turns into dry

So just have fun, start up your dance-

pretend you've got ants in your pants!

The first one to get dry will win the race, so give a try!!!!

ALICE: (spoken) You mean, we just start to dance -anywhere and any way we like???

DODO: That's right, and when you're completely dry, just out "Bread and Butter" and we'll all race back the the starting line and check it out. It's really quite easy!

ALICE: Well, all right... (Dancers enter)

ALL:

First, Ev'ryone lines up spreading out toe to toe

Next, do your own stretching limb by limb

Then Ev'ryone takes their marks, get set, ready and go!

That's just how a caucus race begins

(Dance/Race Section)

GROUP I: I'm Almost dry

GROUP II: I'm Almost dry

GROUP III: I'm almost dry

GROUP IV: I'm almost dry

ALICE: Bread and Butter

Speak English! I don't know the meaning of half those long words, *and*, what's more, I don't believe you do either!

DODO

What I was going to *say*, was that the best thing to get us dry would be a Caucus-race."

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ALICE: Well, all right... (Dancers enter)

ALL:

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Next, do your own stretching limb by limb

Then Ev'ryone takes their marks, get set, ready and go!

That's just how a caucus race begins

(Dance/Race Section)

GROUP I: I'm Almost dry

GROUP II: I'm Almost dry

GROUP III: I'm almost dry

GROUP IV: I'm almost dry

ALICE: Bread and Butter

Updated  
10/31/15



(All Congratulate Alice)

ALICE

(Thoroughly enjoying herself) Oh, I do wish I had my Dinah here...

F. MOUSE

What's a Dina?

ALICE

(Eagerly) Dinah's our cat! (All are startled) And she's such a capitol one for catching mice!

F. MOUSE

Cat?? You're talking to me about a Cat??!! I cannot exist under these conditions. Aurevior! (*F. Mouse exits*)

ALICE

Wait! Please come back!!

EAGLET

What a pity "it" wouldn't stay.

DODO

(to Duck) Let this be a lesson to you never to lose *your* temper.

DUCK

(to Dodo) Hold your tongue!

ALICE

Dinah could soon fetch "it" back in an instant. Oh, I wish you could all see her after the birds! (Giggling) Why, she'll eat a little bird as soon as look at it!!"

(All scream at the thought, scatter around and exit)

ALICE

(Completely alone) Oh my. Everyone is so easily offended here. (sighs) I wish I hadn't mentioned Dinah! Nobody seems to like her, down here, and I'm sure she's the best cat in the world! Oh my dear Dinah, I wonder if I shall ever see you any more. (Alice starts out AND...)

ACT I Scene 6

(Alice stumbles into the Caterpillar)

CATERPILLAR

(Caterpillar turns to Alice) Who are you?

ALICE

I—I hardly know, just at present—at least I know who I was when I got up this morning, but I think I must have been changed several times since then.

CATERPILLAR

Who are you?

ALICE

I can't explain myself, I'm afraid, because I'm not myself, you see?

CATERPILLAR

Mmmm, mmmm, mmmm! (Shaking heads back and forth) Are you saying your not who you are?

ALICE

I'm afraid I can't put it more clearly, for I can't understand it myself, to begin with; and I have changed into so many different sizes today that it is very confusing.

CATERPILLAR

What size do you want to be? (very important question)

ALICE

Oh, I'm not particular as to size, only changing *so* often is hard on one, don't you think?

CATERPILLAR

It's as hard as you make it.

ALICE

Some day, you know - when you turn into a butterfly, I should think you'll feel it a little queer, won't you?

CATERPILLAR

Not a bit. Why, everything changes- tempo, rhythm, rhyme- notes change to melodies, and everyone knows a verse changes to a bridge sooner or later.

ALICE

Well, perhaps your feelings may be different, all I know is it would feel very queer to me.

CATERPILLAR

Yes but who are you? Maybe you ought to reflect on that before you answer for yourself.

#### **4. Biography of Writer**

Lewis Carroll (pseudonym of Charles Lutwidge Dodgson) was born on 27 January 1832. He was an English writer, photographer, priest, and mathematician who wrote the famous children's fairy tale, *Alice's Adventures in Wonderland*. Lewis Carroll is the third of 11 children, seven girls and three boys, of Frances Jane Lutwidge and Charles Dodgson. Lewis Carroll studied mathematics and logic at the University of Oxford and became a teacher there. In 1861, he became a deacon in Christ Cathedral Church after receiving a sacred order and committing not to marry. In 1865, he published the complete fairy tale *Alice's Adventures in Wonderland* which included illustrations by John Tenniel.

At a picnic on July 4, 1862, Carroll told a story to his childhood friend Alice Liddell. From there, the story of *Alice in Wonderland* (*Alice's Adventures in Wonderland*) was born into a fairy tale. Originally, the book was titled *Alice's Adventure Under Ground* and Carroll himself did the illustrations from the first issue. The book tells of Alice who fell asleep in the meadow and went down the rabbit hole. There he meets strange characters and gets on memorable adventures. However, he finally rejected the dream world and woke up again. In 1898, Dodgson had influenza. Having just recovered from this illness, pneumonia took over. This attack of pneumonia proved fatal. Dodgson finally died on January 14, 1898, at the age of 66 years.



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Nomor : B-2220/In.28.1/J/TL.00/09/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA PERPUSTAKAAN IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **EKA ANNISA YULI PRASITTI**  
NPM : 1701070085  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND 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, 10 September 2020

Ketua Jurusan  
Tarbiyah dan Ilmu Keguruan



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



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UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN IZIN RISET  
Nomor : P.43/In.28/U.1/OT. 1/10/2020**

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-2220/In.28.1/J/TL.00/09/2020 tanggal 10 September 2020 tentang Permohonan izin Pra-Survey di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : EKA ANNISA YULI PRASTITI  
NPM : 1701070085  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan Pra-Survey penelitian yang berjudul : "AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT." di Perpustakaan IAIN Metro.

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

Metro, 06 Oktober 2020  
Kepala Perpustakaan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : 1389/In.28.1/J/TL.00/05/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ahmad Subhan Roza (Pembimbing 1)  
Syahreni Siregar (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **EKA ANNISA YULI PRASITI**  
NPM : 1701070085  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

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

*Wassalamu'alaikum Wr. Wb.*





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Nomor : B-2393/In.28/D.1/TL.00/06/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
**KEPALA PERPUSTAKAAN**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-2394/In.28/D.1/TL.01/06/2021, tanggal 24 Juni 2021 atas nama saudara:

Nama : **EKA ANNISA YULI PRASTITI**  
NPM : 1701070085  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Juni 2021  
Wakil Dekan I,

  
Dr. Yudiyanto S.Si., M.Si.  
NIP 19760222 200003 1 003





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INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: B-2394/In.28/D.1/TL.01/06/2021

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

Nama : **EKA ANNISA YULI PRASTITI**  
NPM : 1701070085  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT".
  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 : 24 Juni 2021

Mengetahui,  
Pejabat Setempat

Dr. Asad, S.Ag., S.Hum., M.H.  
NIP. 197505052001121002

Wakil Dekan Akademik dan  
Kelembagaan



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003





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**SURAT KETERANGAN IZIN RISET  
Nomor : P.45/In.28/U.1/OT. 1/07/2021**


Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-2393/In.28/D.1/TL.00/06/2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : EKA ANNISA YULI PRASTITI  
NPM : 1701070085  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT" di Perpustakaan IAIN Metro.

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

Metro, 05 Juli 2021  
Kepala Perpustakaan,



Dr. As'ad, S. Ag., S. Hum., MH.  
NIP. 197505052001121002



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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-862/ln.28/S/U.1/OT.01/08/2021**

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

Nama : Eka Annisa Yuli Prastiti  
NPM : 1701070085  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070085

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Agustus 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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---

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Eka Annisa Yuli Prastiti  
NPM : 1701070085  
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 1 September 2021  
Ketua Jurusan TBI

**Andiarto, M.Pd**  
NIP: 1987 1102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Eka Annisa Yuli Prastiti  
NPM : 1701070085

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1	Jumat / 26 Maret 2021	✓		Bimbingan Proposal Bab I - The conjunction in paragraph - Add moral value from idiom - body note Bab II - Add conjunction & body notes - Add story from movie - footnote list Bab III - body notes	
2	Senin / 29 Maret 2021	✓		Revisi Bab II - Sinopsis Alita in Indonesia	
3	Rabu / 31 Maret 2021	✓		Ahmad Subhan Roza	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

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

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Eka Annisa Yuli Prastiti  
NPM : 1701070085

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1.	Senin/15 Maret 2021		✓	Revisi Proposal - Bab 1 • Background of Study • Prior research ditambah - Bab 2 • Enrich the theory of Idiom - Bab III • Penjelasan Dokumentasi - References	
2.	Senin/22 Maret 2021		✓	Acc Proposal	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Syahreni Siregar, M.Hum.**  
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Eka Annisa Yuli Prastiti  
NPM : 1701070085

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1	Jumat / 26 Maret 2021	✓		Bimbingan Proposal Bab I - The conjunction in paragraph - Add moral value from idiom - body note Bab II - Add conjunction & body notes - Add story from movie - footnote list Bab III - body notes	
2	Senin / 29 Maret 2021	✓		Revisi Bab I - Synopsis Alice in Wonderland	
3	Rabu / 31 Maret 2021	✓			

Mengetahui  
Ketua Jurusan TBI



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

Dosen Pembimbing I



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





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Nama : Eka Annisa Yuli Prastiti  
NPM : 1701070085

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1.	Senin/15 Maret 2021		✓	Revisi Proposal - Bab 1 • Background of Study • Prior research ditambah - Bab 2 • Enrich the theory of Idiom - Bab III • Penjelasan Dokumentasi - References	
2.	Senin/22 Maret 2021		✓	Aec Proposal	

Mengetahui  
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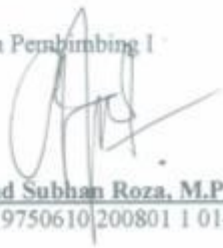
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Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
01-	Selasa / 23 Juni 2021	✓		- Bimbingan APD Ar Musonwati	

Mengetahui,  
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Nama : Eka Annisa Yuli Prastiti  
NPM : 1701070085

Jurusan : TBI  
Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
01	Senin/14 Juni 2021		✓	- Bimbingan APD	
	Selasa/15 Juni 2021			- Acc APD	

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Ketua Jurusan TBI

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		I	II		
01-	Selasa / 23 Juni 2021	✓		- Bimbingan APD Ar Musonwati	

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Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
D1	Senin / 14 Juni 2021		✓	- Bimbingan APD	
	Selasa / 15 Juni 2021			- Acc APD	

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Nama : Eka Annisa Yuli Prastiti

Jurusan : TBI

NPM : 1701070085

Semester : IX/2021

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu / 25 Agustus 2021	✓		Bimbingan Skripsi - Revisi Abstrak - Penambahan Chart persentase di bab II	
2	Jumat / 27 Agustus 2021	✓		Bimbingan Skripsi - Revisi chapter IV	
3	Senin / 30 Agustus 2021	✓		<i>Dr. Ahmad Subhan Roza</i>	

Mengetahui  
Ketua Jurusan TBI,

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Nama : Eka Annisa Yuli Prastiti

Jurusan : TBI

NPM :1701070085

Semester :IX/2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		1	2		
1.	Senin, 02 Agustus 2021		✓	Bimbingan skripsi chapter 4 dan 5 1. Penjelasan setelah table di chapter IV 2. Lengkapi appendix 3. Jelaskan kontribusi penelitian di dunia teaching amd learning.	
2.	Senin, 09 Agustus 2021		✓	Bimbingan skripsi chapter 4 dan 5 1. Revisi abstrak 2. Revisi motto	
3.	Senin, 23 Agustus 2021		✓	Bimbingan skripsi chapter 4 dan 5 1. ACC chapter 4 dan 5	

Mengetahui,  
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RATIFICATION PAGE

No: B-1350/In.28.1/3/PP-00.9/04/2021

Research proposal entitled: AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT, Written by EKA ANNISA YULI PRASTITI, student number 1701070085, English Education Department, has been examined (Seminar proposal) in Tarbiyah and Teacher Training Faculty on April 19<sup>th</sup>, 2021 at 10.00-11.30

**BOARD OF EXAMINERS:**

Chairperson	: Ahmad Subhan Roza, M. Pd.	(.....)
Reader I	: Dr. Umi Yawisah, M. Hum.	(.....)
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Secretary	: Yeasy Agustina Sari, M. Pd.	(.....)

The Head of English Education Department

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



# AN ANALYSIS OF ENGLISH IDIOMATIC EXPRESSIONS IN ALICE IN WONDERLAND SCRIPT

by Eka Annisa Yuli Prastiti 1701070085

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**Submission date:** 16-Sep-2021 10:27AM (UTC+0700)

**Submission ID:** 1649600496

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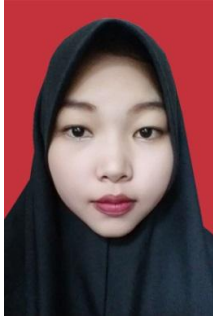
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The name of the writer is **Eka Annisa Yuli Prastiti**.

She was born in Adi Mulyo, July 06st 1998. She is the first daughter of Mr. Sodikin and Mrs. Sumartini. She studied at SD N 1 Giriklopomulyo 2003-2009. Soon after that, she continued to Junior High School at SMP N 1 Sekampung 2009-2012. She stood her study at SMA N 1 Sekampung. It was long journey for her to find out

her dream. After graduating from vocational high school, she was deciding to take a lecture in English Educations Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.