

**A CONTRASTIVE ANALYSIS BETWEEN ENGLISH AND  
INDONESIAN IDIOMS OF HUMAN BODY**

**THESIS**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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INDONESIAN IDIOMS OF HUMAN BODY**

**THESIS**

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**By**

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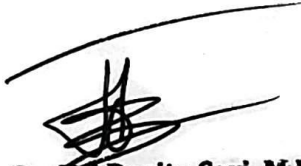
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## **SURAT KETERANGAN PERTANGGUNG JAWABAN PENULISAN SKRIPSI**

Saya yang bertanda tangan di bawah ini:

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Menerangkan dengan ini sesungguhnya bahwa:

1. Skripsi yang segera saya ajukan ini benar-benar pekerjaan saya (bukan barang jiplakan).
2. Apabila kemudian hari terbukti/dapat dibuktikan skripsi ini hasil jiplakan maka saya akan menanggung resiko sesuai dengan hukum yang berlaku.

Palembang, April 2024  
Yang Menerangkan,  
Mahasiswa yang Bersangkutan



Mutiara Fadhilah

## MOTTO AND DEDICATION

### Motto:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا  
اَكْتَسَبَتْ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ  
عَلَيْنَا إِصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا  
مَا لَا طَاقَةَ لَنَا بِهِ ۗ وَاعْفُ عَنَّا وَارْحَمْنَا أَنْتَ مَوْلَانَا  
فَاَنْصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya..." Q.S Al Baqarah.  
286

### Dedication:

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## ABSTRACT

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**Keywords;** *Contrastive Analysis, Idioms, Human Body.*

This study aimed at finding similarities and differences between English and Indonesian idioms of human body. In this study the researcher used qualitative research. The researcher collecting data used documentation technique and the researcher analyzes the data used descriptive analysis. The researcher found out there were differences and similarities between English and Indonesian idioms of human body. There were 17 similarities and 6 differences referring to word choices and meanings. There were 9 idioms that have similar meanings. There were 8 idioms that have similar forms. There were 3 idioms that have different meanings. There were 3 idioms that have different forms. The similarities between English and Indonesian idioms made no problems for students to learn idioms both in English and Indonesian. Meanwhile, the differences between English and Indonesian Idioms of human body made students difficult to learn Idioms both in English and Indonesian idioms.

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The researcher realizes that the thesis is far from being perfect, so any constrictive ideas and suggestions are very much welcome for making the better thesis.

Palembang, April 2024

The writer

**MF**

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>MOTTO AND DEDICATION</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>TABLE OF CONTENT</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Problem Formulation .....	6
C. Objective of the Study .....	7
D. Significance of the Study .....	7
<b>CHAPTER II</b> .....	<b>8</b>
<b>LITERATURE REVIEW</b> .....	<b>8</b>
A. Contrastive Analysis .....	8
B. Procedures of Comparing Language .....	11
C. Idioms .....	12
D. Types of Idiom .....	15
Table 1. Types of Idioms .....	15
E. English Idiom in the Terms of Human Body .....	16
Table 2. English Idioms of Human Body .....	16
F. Indonesian Idiom in the Terms of Human Body .....	17
Table 3. Indonesian Idioms of Human Body .....	17
G. Previous Related Studies .....	18
<b>CHAPTER III</b> .....	<b>23</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>23</b>
A. Method of the Research .....	23
B. Data Sources .....	24
C. Technique for Collecting the Data .....	24
D. Technique for Analyzing the Data .....	25
<b>CHAPTER IV</b> .....	<b>27</b>
<b>FINDINGS AND INTERPRETING</b> .....	<b>27</b>
A. Findings .....	27
1. English Idioms of Human Body .....	27
Table 4. English Idioms of Human Body .....	27
2. Indonesian Idioms of Human Body .....	29
Table 5. Indonesian Idioms of Human Body .....	29

<b>3. The Meanings of Human Body Idioms in English and Indonesian that Similar.....</b>	<b>30</b>
Table 6. The Similarities in Meanings. ....	30
4. The Similarities between English and Indonesian idioms of Human Body in Forms.....	34
Table 7. The Similarities in Forms. ....	34
5. The Differences between English and Indonesian Idioms of Human Body in Meanings .....	36
Table 8. The Differences in Meanings.....	37
6. The Differences between English and Indonesian Idioms of Human Body in Forms.....	38
Table 9. The Differences in Forms .....	38
B. INTERPRETATIONS.....	39
<b>CHAPTER V.....</b>	<b>41</b>
<b>CONCLUSIONS AND SUGGESTIONS.....</b>	<b>41</b>
A. CONCLUSIONS .....	41
B. SUGGESTIONS.....	42
<b>REFERENCES .....</b>	<b>43</b>

## LIST OF TABLES

Table 1. Types of Idioms.....	15
Table 2. English Idioms of Human Body .....	16
Table 3. Indonesian Idioms of Human Body.....	17
Table 4. English Idioms of Human Body .....	27
Table 5. Indonesian Idioms of Human Body.....	29
Table 6. The Similarities in Meanings. ....	30
Table 7. The Similarities in Forms. ....	34
Table 8. The Differences in Meanings.....	37
Table 9. The Differences in Forms .....	38

## **LIST OF APPENDICES**

1. Usulan Judul Skripsi
2. Surat Tugas Penguji Seminar Proposal
3. Surat Tugas Pembimbing Proposal Skripsi
4. Surat Tugas Penguji Seminar Proposal
5. Surat Undangan Ujian Seminar Proposal
6. Daftar Hadir Dosen Pengujiseminar Proposal
7. Daftar Hadir Simulasi Proposal Mahasiswa
8. Surat Keputusan (Dosen Pembimbing)
9. Kartu Laporan Kemajuan Bimbingan Skripsi
10. Surat Permohonan Ujian Skripsi
11. Surat Persetujuan Ujian Skripsi
12. Surat Undangan Ujian Skripsi
13. Daftar Hadir Dosen Penguji Skripsi
14. Bukti Perbaikan Skripsi Hasil Ujian
15. Curriculum Vitae

# CHAPTER I

## INTRODUCTION

This chapter presents background of the study, problem formulation, objective of the study, and significance of the study.

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

Language is considered as a way to establish relationships with other people. Language can be interpreted as a communication tool. Language is a necessary tool for effective human interaction which also improves comprehension of one's own language and culture (Moeller & Catalano, 2015, p. 327). Language is most important medium in communication, and communication almost always occurs in a social context (Amberg & Vause, 2009, p. 2). People need to understand at least one language to communicate with others in society. Learning language means learning both four skills (listening, speaking, reading, and writing) and language aspects (grammar, vocabulary, etc.) Vocabulary knowledge is crucial to learning a language in order to comprehend and use it (Shirazi & Talebinezhad, 2013, p.136)

Vocabulary is considered central to language teaching and is very important for language learners (Susanto, 2017, p. 182). As the heart of language, vocabulary must be mastered by students. Vocabulary mastery is essential to language mastery, and learning vocabulary will help learners improve their language level (p. 183). The more vocabulary students have, the better they learn. Vocabulary learning is an important part of foreign language learning and teaching because the meaning of new words is often

emphasized, both in books and in the classroom (Alqahtani, 2015, p.21). Learning vocabulary is a challenge for students, in part because of the wide variety of types of vocabulary that must be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterns, idioms, and fixed expressions (McCarten, 2007, p. 18). When students talk about vocabulary, the students also talk about expression. One of the expressions that are often used in English, especially in oral and written communication, is idiom.

Idioms are interesting parts of language that are usually defined by certain language expressions that typically contain a nonliteral meaning that can differ significantly from the literal meaning of the term (Ahmadi, 2017, p. 106). In addition, idioms are expressions that have meanings that are usually difficult to guess or understand from the meaning of each word (McCharty & O'Dell, 2013, p. 6). Idioms are linguistic expressions whose overall meaning cannot be predicted from the meaning of their constituent parts and are one of the most difficult areas of foreign language learning for teachers and students (Kovecses & Szabco, 1996, p. 326).

Furthermore, idioms are crucial in language mastering. Understanding idioms is an crucial a part of mastering language, and using idioms correctly can facilitate the process of communicating using English (Anjarini & Hatmanto, 2021, p. 241). According to Maisa & Karunakaran, (2013, p.119) idiom learning can be considered an integral part of vocabulary learning, the use of idioms can enable students to speak or write fluently. Learning

idiomatic expressions is a very important part of the language learning process, many daily conversations are based on idioms, by learning idioms students will become more fluent in English and be able to communicate better (Caro & Edith, 2009, p. 134). Further, they said the use of idioms has a great influence in the foreign language teaching and learning process, because it can be a way for students to improve communication skills (p. 124). As mentioned by Shirazi & Talebinezhad (2013, p. 135) idioms are an important part of communication and are very often used in daily conversation.

Idioms must be learned by foreign language learners to be integrated into the culture of the target language, learners must not only learn the grammatical structure and vocabulary of the target language but also idioms (Alhaysony, 2017, p. 71). The use of idioms by EFL learners can permit them to talk English fluently and naturally. (Ayed, 2009 , p. 2). Furthermore, the usage of and information idioms is vital and really crucial for acquiring a better TOEFL or IELTS score (Orfan, 2020, p. 11). It means that learning, understanding and using idioms are very important and essential for effective communication in English. From the explanation stated, it can be concluded that idiom in English and Indonesian are very important to be known and studied by learners.

Idiomatic expressions are often included in English or in Indonesian (Ayuningtyas et al., 2018). Further, they said the use of idiomatic expressions often requires Indonesian students to find and translate idiomatic



expressions from Indonesian into English and vice versa (p.494). In fact, idioms tend to make it difficult for students to understand their meaning, both idioms in English and Indonesian. Idioms in English and Indonesian tend to have different meanings, especially idioms related to human body. For example, in English, the idiom *'give me a hand'* which means *'help me'*, but this idiom is translated as *'beri aku tangan'* in Indonesian, and another example is in Indonesian idioms, *'tangan panjang'* which means *'likes to steal other people's property'*, the idiom translates to *'long hand'* in English. It may be difficult for Indonesians to understand English idioms even though the expressions are similar.

In fact, learners face difficulties in using English idioms so they often choose to avoid them (Irujo, 1986, p. 287). Some items of idiomatic expressions are not well understood by students, they tend to translate the idiomatic expressions literally (Seran, 2020, p. 89). As mentioned by Wright & Hill, (2003, p. 10), translating idioms is considered difficult, because idioms cannot be translated word for word. It was difficult to learn and understand idioms because they were confusing (Shirazi & Talebinezhad, 2013, p. 135). Idiomatic expressions are complex and unpredictable (Spears, 2005). Moreover, idioms are considered to be among the most challenging and fascinating components of the English language, they are difficult because they have unpredictable meanings (Ahmadi, 2017, p.104).

According to Idami et al., (2022, p. 175) "English learners experienced several difficulties in translating idiomatic expressions. Factors that cause

these difficulties include students' lack of knowledge about idiomatic expressions, cultural differences between English and Indonesian, students rarely using them in speaking or writing in everyday life, and difficulties in interpreting idiomatic expressions" (p. 175). In addition, Ayuningtyas et al., (2018, p. 494) stated that "The research found that 15% of students' translations were totally inadequate, 23% were inadequate, 10% were adequate, 14% were almost successful, and 38% were successful. The fact that the amount of the inaccurate translation result was more than the accurate translation result indicated that the students experienced difficulties during the translating process." In addition, The main reasons EFL learners struggle are a lack of context, a lack of cultural understanding behind the idioms, and a lack of first-language comparisons to English idioms (Orfan, 2020, p. 1). Further, EFL students face difficulties in understanding English idioms. There are four findings related to the difficulties faced by students. According to Anjarini & Hatmanto (2021) "the findings are difficulty in understanding the different meaning of expression from meaning of each word; difficulty caused by the scarcity of students found and use the English idioms; difficulty caused by the lack of discussion of idioms in classrooms; and difficulty in distinguish between idioms and ordinary English phrases." (p. 246)

"When the first and second language have identical idioms the use of transfer can result in a correct idioms (Irujo, 1986, p. 287). Therefore, it is necessary to find out the similarities between two languages to know the

difficulties experienced by students in learning the languages. Further, a contrastive analysis is used to determine the differences and similarities between two languages (Khairani, 2023, p. 254). Contrastive analysis is a comparison of the linguistic systems of two or more languages and can predict difficulties in learning a new language caused by interference from the first language (Tajareh, 2015, p. 1106). Therefore, the researcher believe, the best way to teach idioms successfully would be to allow learners to compare idioms in the first and second languages to enable them to discover which idioms are identical, which are similar, and which are different. The difficulty can be studied by using a contrastive analysis where it is considered as a language learning strategy used by second language learners to facilitate their language learning, and can be of great help in understanding language errors (Al-kresheh, 2016, p. 331). In addition, the difficulties between the two languages can predict by contrastive analysis (Tajareh, 2015, p. 1106).

Based on the explanation stated, the researcher was keen on conducting a research entitled “A Contrastive Analysis between English and Indonesian Idioms of Human Body”

## **B. Problem Formulation**

The problem of this study is formulated on the following question:

1. What are the differences between English and Indonesian Idioms of Human Body?
2. What are the similarities between English and Indonesian Idioms of Human Body?

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

The objectives of the study are as follows;

1. To find out the differences between English and Indonesian Idioms of Human Body.
2. To find out the similarities between English and Indonesian Idioms of Human Body.

### **D. Significance of the Study**

This research has significance for the following parties:

1. The researcher herself

Hopefully this research can improve the researcher's understanding and additional insight about the differences and the similarities between English and Indonesian idioms of human body.

2. Readers

Researcher hope that the result will provide readers better understanding about idioms of human body, especially the differences and the similarities between English and Indonesian idioms of human body.

3. Other Researchers

To provide additional information for other researchers who wants to conduct further research related to idioms of human body. Hopefully this research will be beneficial for other researchers to do research in related fields, which are the differences and similarities between English and Indonesian idioms of human body.

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