

**ANALYSIS OF IDIOMATIC EXPRESSIONS IN MIDDLE SCHOOL:
THE WORST YEARS OF MY LIFE (MOVIE)**

THESIS

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ABSTRACT

This research analyzed idiomatic expressions in American Sniper movie based on Mc Charty theory. This research aimed to identify the types and the meaning of idiomatic expression found in American Sniper movie. The writer designed this research as descriptive qualitative research, the data were collected through documentation because the data were taken from the dialogues of the transcript in American Sniper movie. This research used data analysis which adopted the stages from John W Creswell (2007), those were preparing and organizing, then, coding and the last was representing the data. The conclusion of this research related to the research questions and research problems of this research. They discussed about the types of idiomatic expression and the meaning of idiomatic expression that found on Middle School: The Worst Years of My Life movie. The types of idiomatic expression that found on Middle School: The Worst Years of My Life movie. According to McCharty and O'Dell's theory there is eight types of idioms, namely similes, binomial, trinomial, Partial, euphemisms, clichés, fixed statements, and more language. In the Middle School: The Worst Years of My Life movie there are 50 idiomatics expression. The types of idiomatic expressions above, in American sniper film found this kind of idiomatic expression as following: there are 25 idiomatic expressions of Pure Idioms, 0 idiomatic binomial expression, 1 trinomial idiomatic expression, 12 Partial idiomatic expressions, 4 proverb idiomatic expressions euphemisms, 0 idiomatic cliches, 12 idiomatic fixed expressions of statements, and 0 idiomatic expressions of other languages.

Keywords: *Idiomatic Expression, Contextual Meaning, Movie and Language Teaching*

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses about research background, research questions, research objectives, research significance, research design, limitation of research, data collection technique, and data analysis technique.

A. Research Background

A human cannot live alone because they are social creatures who always communicate and share thoughts, ideas, opinions, and all kinds of other information with each other, both physically and verbally. To be able to communicate verbally human needs a “tool”, which is called language. Language is a sound symbol system which is agreed to use by the member society in cooperative, communication, and self-identity. Besides, language relates to all aspects of life and the nature around a society which uses. Language has characteristic flexible and dynamic which will create a new possibility in communication, so it is impossible that language just can stop in one word and one meaning because language can change as fast as the grown of human life it self (Harimurti,2019).

Learning a language is very important. Language is used by humans to communicate with other people. The identity of every human society is a well-developed language. Language is a very important communication system for humans. The language, which is used by human beings as tools of communication, indicate a certain meaning. As a result, it should be analyzed and

assessed by using various approaches to study. Linguistics is one approach that can be used to assess a language because linguistics does not only study about language but also things related to language itself. Linguistics is the scientific study of language, and involves the analysis of language form, language meaning and language in context (Anandakumar, 2019).

There are so many languages in this world. Most countries in the world have their own language. Languages have different characteristics. These differences are caused by the society and culture that make up these languages. Different societies and cultures shape so many languages in this world. One of the languages in this world is English. English is one of the languages that people should learn. According to Richards as quoted from Nur Indah, “Latin was the most studied foreign language five hundred years ago. However, English has become the most studied foreign language today. English is the most studied language because English has become an international language in this era. As an international language, English is widely used by people and English has become a popular language in this world. English is used in many aspects of life. One aspect of using English is technology.

English is used in many technological devices such as smartphones, personal computers, televisions, etc. Now, most of the devices use English. For example Smartphones, most Smartphones use English as the default language. Even though the Smartphone is not made in English, the Smartphone still uses English as the default language. Examples show that English has a big role in this life.

One of the most important aspects of English that is very important to learn is vocabulary. Vocabulary has a big role when people talk to other people. When people have a conversation, they need to have a lot of vocabulary so they can catch the gist of the conversation. When learning English there are so many challenges. One of the challenges in learning English is while learning about vocabulary but learning vocabulary is very important to understand the meaning of expressions in English. When learning vocabulary there are phrases or sentences that grammar theory cannot explain. In English phrases or sentences that cannot be explained by grammatical theory are called idioms. As quoted from Atiqah, Strasiene said that idioms are often unpredictable in their meaning, meaning that their meaning cannot always be derived from the literal meaning of their constituent parts 5 The meaning of idioms cannot be predicted. The meaning of the idiom is different from the original meaning; In other words, idioms have a figurative meaning.

Idioms are used in many ways in language, including through movies where speakers must convey messages which can only be spoken with idiomatic expression. It is very interesting to study different types of idioms that were used by a group of society and categorizing the idioms into many groups. English has idiomatic expressions which English speakers used to express their feeling and conditions using idiomatic expressions. An idiom is an expression that cannot be understood if we try to analyze the meaning of each word in isolation because its meaning is different from its logic. According to Mona Baker, an idiom is defined as frozen patterns of language that allow little or no variation in form and often

carry the meanings which cannot be decided from their components (Cher, 2017). It means that idiom cannot be translated literally from one language into another language without some changes in connotation. While according to Chaer, idioms are units of language whether in the form of words, phrases, or sentences whose meanings cannot be drawn from the general grammatical rules prevailing in the language or cannot be predicted from the lexical meaning of the elements that make up them (Cambridge, 2018).

Meanwhile, according to Stephen Grambley, an idiom is defined as a complex item that is longer than a word form but shorter than a sentence and which has a meaning that cannot be derived from the knowledge of its parts. On the other hand, Cambridge Advanced Learner's Dictionary stated an idiom is a group of words in a fixed order that have a particular meaning that is different from the meanings of each word understood on its own. Idiomatic expressions in formal situations can be found in lectures, academics, essays, and business reports. Informal idiomatic expressions can be found in literature, music, and movies (Grambley, 2018).

Idioms are groups of words that have separate meanings that are different from the meaning of each word in the group, while the form of idioms can be in the form of words, phrases, clauses, or sentences. Argues that the notion of an idiom is a construction whose meaning is not the same as the meaning of its components. Mentions that idioms are discussed in relation to the use of words and the suitability of word choice. It is said that idioms are equated with proverbs

in Indonesian. To know the meaning of an idiom, one must study it as a native speaker, it is not possible through the words that make it up.

Idioms are divided into two types, namely full idioms and partial idioms. Full idioms are idioms in which all the elements have merged into a single unit so that the meaning it has comes from the whole unit. For example, light-hearted means helping. Some idioms are idioms in which one of the elements still has its own lexical meaning. For example, complete darkness means a quiet situation. An iron fist means power because of violence. In other words, an idiom is a group of words resulting from news research, two or more words to express an intention that has assumptions, figures or connotations. From the frequency of use, more expressions are used in everyday language, as well as essays when compared to proverbs (Atma, 2018).

Since English is an international language, everyone should deepen their understanding of English. English has idiomatic expressions that English speakers use to express their feelings and conditions using idiomatic expressions. In other words, the intended meaning of an idiom usually depends on the context in which the expression is used. Idioms are included as figurative language or non-literal meanings. Idiomatic expressions are used in formal and informal situations. Idiomatic expressions in formal situations can be found in lectures, academic essays, and business reports. Informal idiomatic expressions can be found in literature, music, and movies.

Therefore, the researcher chose idioms as objects in this study because idioms are a unique part of the English language where the meaning of idioms

cannot be predicted. Because an idiom is a phrase with a figurative meaning that cannot be understood just by knowing the meaning of the words in the phrase. Idioms are widely used in everyday language, especially in English. Idioms are always something special about any language; they develop several characteristics that distinguish one language from another. In English, idiomatic expressions are spontaneously used by native speakers in everyday life. It is an important part of the English lexicon and vocabulary. Idioms have become one of the special features in English and can provide special challenges for learners as they learn about English vocabulary.

In this research, the movie becomes an object of the study. The movie is one of the literary works which people often watch to entertain and gain information. As with books or other printed works, the movie is a conductor of information to society. The information presented in a movie providing new knowledge to society. Whatever the genre of the theme, the movie always leaves a moral message to people that can absorb easily. Besides, understanding a movie can be easier than reading a written text like a book. Based on this reason, the movie is strategically used as a communication tool for many people. Many of the English idioms that a person may hear spoken in America came from the movies. In watching a movie, a lot of people hardly understand the meaning of the idioms, because the meaning of the idioms is unpredictable from the grammatical rule. Moreover, the aim of the idioms in the movie can be accomplished only because words have a certain meaning.

Presently the production of the movie is dominated by the United States and even from the beginning until now. Since American movies are made in English, large numbers of globally popular movies are subsequently in English. Although the movies are produced in a foreign language, Indonesians enjoy English movie it has been evident that their enjoyment continues to increase. This is shown by their positive response toward English language movies which are popular in movie theatres, television broadcasts, and as recordings for homeviewing circulated through various media in Indonesia.

The researcher uses the Middle School film *The Worst Years of My Life* as a data source to analyze idioms. This study focuses on idiomatic expressions found in oral dialogue in a film entitled *Middle School The Worst Years of My Life* which has been written in the form of a film script. The use of idioms used to translate uses equivalent idiomatic expressions in the target language. Idiomatic expressions are not always grammatical, but are formed, accepted and used by native speakers of the language with a fixed structure and meaning. In this regard, idiomatic expressions have long played an important role in English.

Middle School's film *The Worst Years of My Life* contains many idiomatic expressions in its dialogues. This film is interesting to analyze because it not only provides information about idiomatic expressions in real life versions/forms, but also provides the best practical medium for understanding idiomatic expressions themselves. In addition, this film also tells about the life of a teenager named Rafe Khatchadorian (played by Griffin Gluck), where Rafe is a student at Patterson High School, United States. He is a man full of problems. He was

forced to continue school even though he had good plans if he didn't go to school. At school, Rafe has a friend named Leonardo. Leonardo often helps Rafe in doing all the bad things so that Rafe can be immediately expelled from school. Among them, chewing candy during class time is subject to 5000 points, running around the school yard is subject to 1000000 points, and many others. The story gets more interesting, when Rafe is focusing on collecting points, he is faced with two difficult choices. That is whether he should continue his delinquency or must be willing to obey all the rules at school, due to a certain reason.

Because of that, the researcher chooses this title for the thesis studied as a material because the idiomatic expression is one of figurative language that the meaning difficult to understand for the commonviewers. Also, the researcher often found movies containing idiomatic expressions in their dialog, so the researcher was interested in describes the types of idiomatic expressions and the meaning of the idiomatic expressions in this movie. Moreover, the researcher chooses this movie because the storyline was good, acceptable to all ages, the message can be received with good viewers, have a good language structure, and this movie like the heroic themed stories in general, this movie also hastwo opposing characters, namely hero and villain who act as Middle School's The Worst Years of My Life (movie), but in contrast to the general description of the heroic-themed story, this movie offers something new and fresh.

Movie is one of the literary works whose function is to entertain and obtain information as well as to convey information to the public. Therefore, movie is very strategically used as a communication tool for many people. Biran said that

language in movie has a very important role and function. Without language, movies will lose their 'strength' because language is an effective element in conveying information. Moreover, this movie often uses idioms in it, every idiom that appears in the conversation has a certain meaning.

Learners can use movies as a medium to learn idioms. Movies as reflections of real life abound in idioms. Movies that are used as learning media can be useful for students because movies are a combination of audio and visual aspects. In addition, idioms may appear in a movie. Currently, idiomatic expressions are very productive in movie scripts because idioms can enrich diction in movie scripts. Idioms are used in many ways in language, including through movies where the speaker must convey a message that can only be spoken with idiomatic expressions. Each idiom that appears in the movie's dialogue has a certain meaning. Every language has its own idiom.

Before the researcher took this study, the researcher took four previous studies related to this research. The first research is entitled Analysis of Idiomatic Expressions in the Comic Doraemon Volume 4 & 6 by Desmanita (2019). The similarity of this research with Desmanita's research is the object of the research, the researcher discusses idiomatic expressions. The difference between this research and Desmanita's research is that the researcher focuses on the types and contextual meanings of idiomatic expressions, while the research focuses on the types and forms of idiomatic expressions. Then, the researcher investigated the idiomatic expressions in the movie while he investigated the idiomatic expressions in the comics.

Based on the explanation above, the aim of the researcher is to choose the Middle School film *The Worst Years of My Life* for analysis which focuses on contextual meaning. This research focuses on idiomatic expressions found in spoken dialogues in the script. Middle School's film *The Worst Years of My Life* has a variety of English accents and dialects, many interesting idioms are used and all of them are not so easy to understand for certain people who don't know the current situation of why, where, and when spoken. The benefit of this research is that researchers can analyze and find out the types of idioms contained in the Middle School film *The Worst Years of My Life* providing an opportunity for researchers to identify idioms.

The amount of cultural knowledge has an impact on the conversational statements in the movie, so contextual explanations are needed to interpret the meanings contained in it. Based on the reasons above, this research is very important and interesting to do. Therefore, the researcher intends to conduct a research entitled "An Analysis of English Idiomatic Expression in Middle School: *The Worst Years of My Life* (Movie)".

B. Research Limitations

In this study, the researcher focused on the meaning or message based on the context in the idioms contained in the Middle School movie *The Worst Years of My Life*. Researchers took idioms from the entire movie script. The researcher uses the Middle School movie *The Worst Years of My Life* as a data source to analyze idioms. The researcher uses the theory of Fernando (1996) to analyze the types of idioms. There are three types of idioms, namely: pure idioms, semi

idioms, and literal idioms. Then the researcher uses Firth's theory in Holiday (1994) to analyze the contextual meaning of idioms.

C. Problem formulation

Based on the background of the problem above, the researcher makes the formulation of the problems are arranged as follows:

1. What are the type of idiomatic expressions used by the found in the Middle School movie The Worst Years of My Life?
2. What are the meanings of the idiomatic expressions used by the Middle School The Worst Years of My Life (movie)?

D. Research Objectives

This discussion aims to answer the questions posed in the research problems above. To be more specific, the researcher wants to:

1. Exploring about idioms in sentences and types of idiomatic expressions
2. Investigating the contextual meaning of the idioms contained in the Middle School The Worst Years of My Life (movie)

E. Research Benefits

The Researcher hopes that this research can be useful, both theoretically and practically:

1. Theoretical Benefits Theoretically

The author hopes that this research can be used as additional knowledge, additional information about categories and contextual.

meaning of idiomatic expressions in English. In addition, for those who are interested in learning vocabulary, the findings of this study provide valuable information for anyone who studies literary works such as movies.

2. Practical Benefits

a. Lecturer or Teacher

The results of this study can be additional information for lecturers or teachers to teach students in language teaching to carry out general conversations while in class or to interact with other students outside, such as lecturers or teachers. The teacher can insert idiomatic expressions when explaining the material.

b. Students

The results of this research can be additional knowledge on the same research or assignment.

c. Research

The results of this study can be information for further researchers to conduct further research on idiomatic expressions in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents about previous research and theoretical review which related to this research. The overview on this chapter divided in previous research, definition of idiomatic expression, types of idiomatic expression, meaning and explanation of movie.

A. Idiomatic Expression

Is an expression that functions as a unit and its meaning cannot be described from its separate parts. For example: He washes his hands of the problem, it means that he refuses to deal with the problem. Idiom(atic) is a term in grammar and lexicology to refer to a sequence of words that are semantically delimited, so that they function as a unit. From a semantic point of view, the meanings of individual words cannot be summed to produce the meaning of an idiomatic expression as a whole.

Idioms are words whose meaning cannot be seen either in lexical or grammatical and the meaning of idiom did not follow the form of the meaning of the individual words of which it is composed. One of the most important aspects of language is idioms. Idiomatic expressions are daily expressions that are used by English speakers. They are frequently used in a wide variety of situations, from friendly conversations to more formal conversations and written contexts. Every language in the world has its idiom. In English itself, idioms play an important role in everyday life. People often hear idioms every day in a daily conversation,

on television, radio, in a magazine, newspaper, etc. Instead of creating a new word, people use the words that already exist and unit them in a new meaning. The idiomatic expressions are accepted as common usage in everyday speech and writing. While idioms are colorful expressions, people do not understand and neglect them. Less knowledge of idioms will make a language awkward and stilled in usage. In vocabulary studies, idioms have been approached from different perspectives.

After reading some materials and references, the researcher knows that there are some theories of an idiom that were proposed by some linguists. Here, the researcher presents some perspectives to reach an agreement on the definition of an idiom. According to Mantyla, an idiom is an expression that contains more than one word, and whose meaning is different from the sum of the literal meanings of its components (Mantyla, 2014).

An idiom is a complex expression whose meaning does not logically follow from the individual meanings of its constituents. Meanwhile, Carter defines, idioms as special combinations with restricted forms and meanings that cannot be deduced from the literal meanings of the words which make them up. On the other hand idioms are structural patterns that deviate from general language rules (usually in the form of phrases) whose meaning is not the same as the combined meaning of the words that form it. Idiom is a word combination and has a different meaning which the meaning of forming each word of idiom if the words stay alone, the combinations of the word frequently is weird and illogical. They

often disobey the grammar even though not all combinations of the word of idiom illogical and compatible with the role of grammar (Qiselfath,2021).

Based on all definitions of idiom above, the writer concludes that idiom is an expression, a word, phrase, or sentence whose meanings cannot be understood by individual words but must be learned as a whole. Although there is the various definition of idiomatic expressions, all of them share common features. The researcher could say that idiomatic expressions are different from the actual literal meaning. To find the meaning of an idiom, the researcher has to understand such an idiom in general because the meaning of an idiom cannot be understood just in each word. One of example idiomatic expressions is the idiom “watch out!” in a sentence “No.. No.. Slow it down, and stop. I said slow down. Hey watch out!”. “watch out!” does not have a meaning that watching outdoors. The literal meaning is “to be careful, to pay attention, or on the alert and it is usually because the danger is imminent”.

As an alternative terminology refers to the idiom as 'habitual collocation'. Idioms have been defined by several experts in different ways. States that idioms are multi-word phrases whose overall meaning is idiosyncratic and largely unpredictable, reflecting the speaker's meaning which cannot be derived by combining the literal meanings of the individual words in each phrase according to the regular semantic rules of the language. In other words, the intended meaning of an idiom usually depends on the context in which the expression is used.

In generative grammar, idiomatic constructs are used to test hypotheses about structure. For example, the occurrence of the idiom chunks“ at a certain position in a sentence is used to distinguish between a control sentence and a lift sentence. Idioms are fixed expressions with meanings that are usually unclear or clear. Individual words often don't help you determine their meaning. The expression 'feel under the weather', which means 'feel unwell' is a typical idiom. The words don't tell us what they mean, but the context usually helps.

Idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each word. For example, if I say "I set foot in Linda's house the other day - I asked her if she would marry Simon", what would that mean? If you don't know that putting your foot in it means accidentally saying something that irritates or embarrass someone, it's hard to know exactly what the sentence means. It has a literal or idiomatic noun meaning.

Idioms are constructed in different ways and this book gives you practice in different types of idioms (Carthy and O'Del, 2010) . Here are some examples:

- a. Tim quipped (immediately liked) his teacher. (verb + object+preposition)
- b. The band's number one hit is just a snap (something that happens only once) [idiomatic noun phrase]
- c. Little Jimmy had been as quiet as a mouse (very quiet) all day.
- d. We arrived safely (safety).

Idioms are often based on everyday things and ideas. For example, the human body: Mark and Alistair are not facing each other. (disagree with each

other). Idioms have significant characteristics that make them distinguishable and recognizable from other words and expressions. According to Baker, an idiom is a fixed expression that allows little or no variation in the form of.

Idioms are combinations of words that always come together in a certain order and that allow for minimal linguistic changes. The meaning of the overall expression is most often very different from the meaning of the words that compose it, a lexeme/semantic feature that makes learning very complex and challenging for second language learners.

Idiomatic expressions are defined as expressions whose meaning cannot be understood. inferred from the meaning of the words that make it up (Idiomatic Expression, 2014). On the other hand, it is also defined as an expression, word or phrase which has a figurative meaning which is conventionally understood by native speakers. This meaning is different from the literal meaning of the individual elements of the idiom. In other words, idioms don't mean exactly what the words say. However, they have hidden meanings (Idiomatic Expressions, 2015).

Based on the definitions of several experts above, it can be concluded that an idiom is a group of words (phrases or sentences) in a fixed order that has a certain meaning that is different from the meaning of each word itself, the meaning of the word itself. separate words from which it is formed, in lexical and grammatical patterns.

B. Types of Idiomatic Expression

Idioms have been categorized by many scholars with different classes. For this study, the researcher chooses a theory proposed by Adam Makkai, in his book entitled *Idiom Structure in English*. Makkai divides into two types (Hinkel, 2017). Those are:

1. Idioms of Encoding (identifiable)

Idioms of encoding are those idiosyncratic lexical combinations that have transparent meanings involving collocational preferences and restrictions. Example: *answer the door*, *wide awake*, and *blow one's nose*.

2. Idioms of Decoding (non-identifiable)

Idioms of decoding refer to those non-identifiable and misleading lexical expressions whose interpretations could not be comprehended based on only learned linguistic conventions. In other words, the meaning of decoding idioms is unpredictable. Example: *kick the bucket*, *pull someone's leg*, and *beat about the bush*.

Makkai also classifies the idiom of decoding into two types. Those are *lexemic idioms and sememic idioms*. Sememic idioms are composed of more than one minimum free form, while compound words are not idioms. Sememic idioms, such as proverbs which are polylexemic constructions, have additional literal and moral meanings or hidden messages, it also usually conveys pragmatics meaning related to a particular culture (Makkai, 2018).

While lexemic idiom is a minimal free form that smallest meaningful form of a spoken or a written language which can occur in isolation, thus constituting

an utterance by itself. It means that the lexemic idioms are idioms which collate with the familiar part of speech (verbs, nouns, adjective, preposition). In this research, the researcher used lexemic idioms than sememic idioms. The lexemic idioms are divided into five types.

1. Phrasal Verbs Idiom

A phrasal verbs idioms is a compound verb consisting of a verb and a particle (adverb or preposition). Sometimes it is formed by two or sometimes three parts that contain a verb and an adverb or preposition. Most phrasal verbs are formed from a combination of a small number of the verb (go, get, sit, come, etc) and some number of particles (away, out, off, up, in, etc). Phrasal verbs occur in many idiomatic expressions Phrasal verbs have a meaning that easy to guess, for example, *sit down or get up*. But in any other case, phrasal verbs can be quite different from the components that formed it.

2. Tournure Idiom

Tournure idioms are the largest lexemic idioms, usually contain at least three words, and are mostly verbs. The tournure idiom brings metaphorical meaning, for example, *to blow a fuse*, means to get very angry.

3. Irreversible Binomial Idiom

The irreversible binomial idiom is a kind of idiom that has fixed structures which cannot be changed. It usually consists of two words, which are separated by a conjunction. For example *high and dry* (without resources), *Romeo and Juliet* (institutionalized symbols of ideal love or

symbol of true love), *sink or swim* (to either be successful right away or succumb to failure).

4. Phrasal Compound Idiom

A phrasal compound idiom is a common form of idiom. Some words are combined into one, but its meaning is not based on its constituent elements. A phrasal compound idiom that contains primarily nominal made up of *adjective plus noun, noun plus noun, verb plus noun, or adverb plus preposition*. For example, *blackmail* (the payment force by intimidation), *bookworm* (a person committed to reading or studying), *hot dog* (food), *white house* (the Official Residence of the President of the United States).

5. Incorporating Verbs Idiom

Incorporating verbs idiom has spread in all-out daily activities even we do not realize it. It has also some forms such as noun-verb, adjective verb, and noun-adjective. This kind of idiom is mostly used in the formal term. For example, *blood curdling* means to fill you with horror.

To enable people to understand idioms in language and to make easy learn, it is necessary to classify the idioms into some category. There are some theories of idiom's classification. For this research, the researcher chooses a theory proposed by Fernando on her book *Idioms and Idiomaticity*. Fernando (1996) proposed three types of idioms. The types are discussed further in the following sections.

a. Pure idioms

A pure idiom is a type of conventionalized, non-literal multiword expression. It means that the meaning of the words cannot contribute to the whole meanings of the idioms. For example: “I promise I won’t spill the beans. I’ll keep my mouth shut.”

The idiom *spill the beans* is formed by words whose literal meanings do not contribute to the whole meaning of the idiom. The meaning of *spill the beans* has nothing to do with beans; its non-literal meaning is imposed on the idiom as a whole: commit an indiscretion. *Spill the beans* has a meaning to tell a secret.

b. Semi-idioms

A semi-idiom has one or more literal constituents and at least one with a non-literal subsense, usually special to that co-occurrence relation and no other. It means that whose meanings can be interpreted by combining the literal meanings and the non-literal meanings of words constructing the idioms. For example: “Don’t be angry, I will foot the bill for damage to your car.”

The idiom *foot the bill* consists of two components: literal components and non-literal component. The literal component comes from the word *bill* whose literal meaning is used to help in conveying the meaning of the idiom partially. In this case, the word *bill* has a meaning a statement of fees or charges. While, the word *foot* is interpreted non-literally because the word does not contribute to

convey the meaning of the idiom. *Foot the bill* has a meaning to pay the costs of something.

c. Literal idioms

It is said that literal idioms can be considered to be transparent. Hence, their meaning can be derived from the meaning of their constituents parts. In addition, he also mentions that literal idioms are easy to comprehend and translate. This means that the words conveying the idioms are literally interpreted. The idioms must meet the criterion of invariance of either invariance of restricted variation. Some idioms that meet the criterion of restricted variation are, for example: “on foot” “arm in arm”, “tall, dark and handsome”, and “happy New Year”. Some idioms “in order that/or”, “for example/instance”, “happy/merry Christmas”, and “vise versa”.

C. Characteristics of Idiom

Idiom has its own characteristics. These characteristics of idioms help the learners to identify whether a phrase or expression in a sentence is idiomatic or not. Here are some characteristics from some linguists. By understanding the definition of idiom, based on Nurakhir (2006, p.14-19) as cited in Awaliyah (2019, p. 15-16) has listed idiom characteristics into five as follows:

a. Idioms consist of two or more words

Idioms usually consist of two or more words which are put together into phrases or sentences. Some of them may consist of two words, such as *to get along* (to do, to succeed), *to look up* (to search for a

word), and *to look over* (to examine). However, there are idioms which consist of more than two words as *to kick the bucket* (to die), *pass the buck* (refuse to accept responsibility for something), and (to do nothing)

- b. The meaning of idiom is not obvious through knowledge of the individual meanings of the constituent words.

This means that even a foreign language learner knows all the literal meanings of words that make an idiom up, it does not guarantee that s/he will understand the meaning of idiom. Consequently, s/he should not immediately make any prediction of meaning once s/he meets an idiomatic expression. Taken for example is the idiom *hold one's tongue* (to keep quiet) and *ups and downs* (good times and bad times).

- c. The meaning of idioms cannot be predicted from their individual words.

This characteristic indicates that the meaning of idioms cannot be deduced from their literal meanings; therefore, the idiom has to be learnt as a whole. A foreign learner, then, when meeting an idiom, s/he should not interpret the idiom literally as the way it is written. It is because the meanings of the literal words do not fit its idiomatic meaning. It does not make sense to get the idiomatic meaning when s/he defines each meaning literally.

- d. Idioms depart from the normal pattern of a language.

There are several idioms that have different patterns from the normal sentence patterns. In the other words, they seem ill formed

because they they do not follow the grammatical rules of language. The example are:

- Trip the light fantastic (to dance),
 - Blow someone to kingdom come (to kill, to destroy)
 - Put paid to (to make the previous opinion finished)
 - The powers that be (the people who control; an organization, a country, etc.)
 - By and large (normally, basically)
 - The world and his wife (everyone, a large number of people).
- e. Idioms are fixed expressions, though this fixation is in some cases relative.

The idioms like *bury the hatchet* (to become friendly again after a disagreement or a quarrel) and *the long and the short of it* (the basic fact of the situation), are such idioms that allow no variation in form under normal circumstances. Those idioms are fixed in their forms. According to Nunberg, Ivan and Wasow (1994, pp. 492-493) the characteristics of idioms in six ways are as follows:

- 1) Conventuality: idioms are conventionalized. Their meaning or use cannot be predicted, or at least entirely predicted, on the basis of a knowledge of the independent conventions that determine the use of their constituents when they appear in isolation from another.

- 2) Inflexibility: idioms typically appear only in a limited number of syntactic frames or constructions, unlike freely composed expressions (*the breeze was shot*).
- 3) Figuration: idioms typically involve metaphors (*take the bull by the horns*), metonymies (*lend a hand*), hyperboles (*not worth the paper it is printed on*) or other kinds of figuration.
- 4) Proverbiality: idioms are typically used to describe and implicitly, to explain a recurrent situation of particular social interest (*becoming restless*).
- 5) Informality: like other proverbial expressions, idioms are typically associated with relatively informal or colloquial registers and with popular speech and oral culture.

Those are the characteristics of idioms based on some linguists. By understanding the characteristics of idioms, hopefully it will be easier for the readers to recognize the idioms according to their characteristics.

D. The meaning of the idiomatic expressions

The first thing to do is to understand all of the meaning of the source text. According to Abdul Chaer (2017), in his book *Linguistic Umum* is categorized into nine types of meaning that can be determined in the analysis of the meaning of the source. Namely:

a. Lexical meaning

Lexical meaning is true meaning, the meaning that appropriate with the result of observation our sense, the present meaning, or the meaning

in the dictionary. For example, lexeme „horse“ has lexical meaning a kind of four feet animal that usually we ride it. Lexically „pencil“ means a kind of writing equipment that made from wood or charcoal, and „water“ is a kind of liquid thing that usually used in daily activities.

b. Grammatical meaning

Grammatical meaning occurs in grammatical process like affixes (*afiksasi*), reduplication, composition, or sentence (*kalimatisasi*). For example, in the process of prefixes application of „ber-„ (red-in Indonesian) with „*baju*“ (clothes) it produce grammatical meaning „wearing or using the clothes“, and with the base word „*kuda* (horse)“ it produce grammatical meaning „riding the horse“. Syntaxes process of word meaning „young brother“, „kicking, and ball; young brother is the “subject“, kicking means „active“, and the ball means „object/target“.

c. Contextual meaning

Contextual meaning is lexeme meaning or word in a context. For example, context meaning the word „head (*kepala*)“ in these sentences:

- 1) The hair on grandmother“s head is not white yet.
- 2) As the headmaster he should address that student.

Context meaning also related with situation, it is place, time, environment of language user, for example: “How many three times four?”.

If that question given to third class elementary school when the mathematic lesson, of course it will be answered by twelve or thirteen. But, if that question is given to photographer, so will be answered is five hundred or a thousand because that question is referred to the cost.

d. Referential meaning

A word is called as referential meaning if that word has a reference. The words like „horse“ meant referential meaning if there is a reference, so the words like „horse“, „red“, and „picture“ are not the referential meaning. Because those words are have not reference.

From thus, there are some words that called by deictic words (reference is not stay in one concrete (*wujud*), but it moves from one concrete to another concrete. For example: pronominal (she/he, I, you); place words (here, there, over there); time word (now, tomorrow, later); direction word (this and that). The example of word „I“ in the sentence below which not the same reference:

- 1) “Last morning **I** met with Mr. Ahmad” Ani said to Ali.
- 2) “O, yeah?” Ali said. “**I** also met with him last morning”.

In the sentence (a) the word I is referred to Ani and in the sentence (b) is referred to Ali.

e. Denotative meaning

Denotative meaning is the origin meaning, real meaning that the word has. For example, the word „thin“ is meant body“s condition of someone

that smaller than normal size. The word „flower“ is meant denotative as “flower which we cultivate in the garden”.

f. Connotative meaning

Connotative meaning is other meaning that is added in denotative meaning it is related to feeling from people or group who used that word. For example, the word „thin“ above is neutral connotation it’s meant that has a good feeling. But, „slim“ actually is the same with „thin“; it has a positive connotation, better than „thin“ and good feeling. So, with the word „flower“, if it said “Rani is „*bunga desa*“ in our village”, in fact the meaning flower is not same with the original meaning. The good character of that flower is imitated to Rani and some people describe the beautiful of Rani like flower.

g. Conceptual meaning

Conceptual meaning is the meaning that owned by a lexeme. It is free from context or association thing. Word „horse“ has conceptual meaning a kind of four feet animal that usually we ride it, and the word „home“ has a conceptual meaning as „the building of human“s resident”.

h. Associative meaning

Associative meaning is the meaning that owned by a lexeme or word related to that word relation with something outside of language. For example, word „jasmine“ is associated with something holy or purity, word „red“ is associated with brave and word „crocodile“ is associated with bad and evil/crime. This associative meaning actually is same with

sign/symbolism that used by society of language user to explain other concept which have a resemblance with condition or characteristic from that origin word.

So, the word „jasmine“ that has a conceptual meaning „a kind of small, white and fragrance flower“ is used to describe the symbol of holy/purity. The word of „red“ has conceptual meaning „a kind of bright color“ is used to explain the symbol of braveness and the word „crocodile“ that is conceptual meaning „a kind of wild reptile which eat some animals include carcass“ used to symbolize of bad, evil and crime.

i. Lexeme

A lexeme is an abstract unit of morphological analysis in linguistics, which roughly corresponds to a set of forms taken by a single word. For example, in the English language, run, runs, ran and running are from the same lexeme, conventionally written as RUN.

A lexeme belongs to a particular syntactic category has a certain meaning (semantic value), and in inflecting languages has a responding inflectional paradigm; that is a lexeme in many languages will have many different forms. For example, the lexeme, RUN has a present third person singular form *runs*, a present non-third person singular form *run* (which also function as the past participle and non-finite form), a past form *ran*, and a present participle *running*. It does not include runner, runners, runnerable etc. The use of the forms of a lexeme is governed by rules of grammar; in the case of English verbs

such as RUN, these include subject verb agreement and compound tense rules, which determine which form of a verb can be used in a given sentence.

Every word or lexeme has a meaning. Early, those meanings are lexical, denotative or conceptual meaning. But in using the meaning of word is clearer if the word in the sentence or situation context.

E. Middle School: The Worst Years of My Life (Movie)

Middle School The Worst Years of My Life movie is a comedy family United States released in 2016. Movies directed by Steve Carr is a movie adaptation of the book of the same name. This movie stars Griffin Gluck, Lauren Graham and Many More. This movie was released on October 7 2016 through the production house CBS Movies. Directed by Steve Carr with a screenplay composed by Chris Bowman, Hubbel Palmer, and Kara Holden based on the middle school novel series the worst years of my life by James Patterson which was released in 2011 ago. this time middle school the worst years of my life relies on a fresh and creative storyline, as well as excellent players such as Griffin Gluck, Jacob Hopkins, Thomas Barbusca, Alexa Nisenson, lauren graham, Rob Riggle, Andy Daly, Isabela Moner, Efren Ramirez, and Adam Pally.

Middle school the worst years of my life focuses on the everyday story of a teenager, Rafe Khatchadorian (played by Griffin Gluck) who is just about to start his first day of junior high school. He lives with his mother, Jules

Khatchadorian (played by Lauren Graham) who raised him alone, and his sister Georgia Khatchadorian (played by Alexa Nisenson).

Entering high school, Rafe Khatchadorian immediately realized many things. Like, what kind of people he should stay away from or what kind of people he should make friends with. Some people he immediately recognized as a nuisance he tried to stay away from. And luckily, Rafe Khatchadorian also made some friends. One of them, Leo (played by Thomas Barbusca) who looks weak and easily bullied. Rafe also meets a beautiful girl, Jeane (Isabela Moner) whom he considers so perfect, beautiful, kind, full of achievements, smart and obeys the rules. However, Rafe realizes that the real bully is a school principal, whom he calls principal Dwight (played by Andy Daly). Dwight is very obedient to the rules and wants all his students at school to do the same. The Code of Conduct provided provides strict rules for all students who Rafe and Leo are determined to break. The two of them, together with a group of other students, did things that were strictly forbidden at the school.

F. Review of Previous Studies

There are some previous researches on this research. The previous research gave many benefits to the writer; the writer used the previous research as the references of his research. The writer took 4 previous researches which related to this research:

1. Research conducted by Khusnul Khotimah (2015), this research is a library research by applying the method of content analysis. The data of this research are in the form of utterances and sentences containing idiomatic

expressions. The findings and analysis show that there are 50 kinds of idiomatic expressions in the *Lock and Key* novel, all of which are searched by idiom type and idiom classification. The similarity with my own research is the object of research, the author pays attention to idiomatic expressions. In addition, this study also investigates the types and meanings of idiomatic expressions. On the other hand, the difference is that this study investigates the idiomatic expressions that exist in a novel whereas my research investigates the idiomatic expressions that exist in a film.

2. Research conducted by Rizki Listyanto (2014), in this study the author uses a qualitative descriptive method. Data for this research are idioms found in the dialogue between characters in *The Dark Knight Rises* film script. The data source is a film script entitled *The Dark Knight Rises*. The results show that, first, there are five classifications of idiom speech acts in *The Dark Knight Rises* according to the context of the dialogue: representative, commissive, expressive, directive, and declarative. Of the 67 data, there are 38 idioms or 56.7% of the data classified as representative, 1 idiom or 1.2% of the data classified as expressive, 4 idioms or 6.0% of the data classified as commissive, 16 idioms or 23.9% of the data classified as directive, and 8 idioms or 11.9% data belongs to the declaration. The research above has similarities with my own research as follows: the author pays attention to the types of idioms found in a film, besides that the author also identifies the meaning of the idioms. On the

other hand, the difference between this study and my own research is that this research also investigates the linguistic forms of idioms.

3. Research conducted by Ryan Andhika (2016), The purpose of this study was to determine whether Indonesian subtitles in the film *School Of Rock* , especially in the field of idiomatic expression, were acceptable or not based on Larson's theory. According to this research, 82.5% of idiomatic translations in the film *School Of Rock* are acceptable and 17.5% of idiomatic translations are unacceptable. The similarity with my own research is that the author discusses idiomatic expressions in a film. The difference between this research and my own research is that the author also examines whether the Indonesian subtitles of the film are acceptable or not, especially in the field of idiomatic expression.
4. Research conducted by Desmanita (2019). The results of this study found seven forms of idioms, namely: idiomatic adjectives and noun phrases, idiomatic common place comparisons, verbs and nouns that idiomatically go together, idiomatic adjective phrases, idiomatic prepositional phrases, verbs follow idiomatically by prepositions, and the last one is idiomatic verbal. phrases. has the verb to be. There are also six types of idiomatic expressions: self-names, figures of speech, substitutes, abbreviations, English phrasal compounds, and slang. The results showed that the dominant form was a verb followed idiomatically by a preposition (66.6%) and the dominant type was slang (61.5%) with a total (100%).

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the types of research conducted, research subjects, research sources, data collection techniques and research data analysis techniques.

A. Design of Research

Design of research refers to the strategy to integrate the different components of research projects cohesively and coherently. The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. According to Maxwell, qualitative research emphasizes on words rather than numbers. Additionally, Creswell states, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (Joseph, 2016).

According to Moleong, qualitative research is a research procedure that obtains descriptive data in written and spoken form from the people and their behavior which is being observed. Then, Bogdan and Taylor, they define qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior (Moleong, 2014). This research used qualitative research suitable for the aim of the research. Based on the statement above, it can be concluded that qualitative research is made up of words, observations, images, and even symbols. Qualitative research is also analyzing descriptive data that is collected in the form of the situation of the

natural object, internet, cyber data, books, dictionaries, newspaper, and the other source that correlate with the research, or it can be interpreted. Qualitative research is descriptive . The data collected is in the form of words or pictures rather than a number. Descriptive is the data collected is in the form of words, pictures, and not numbers, it is caused by the application of qualitative method (Yatim, 2019).

According to Selinger, descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring and interpreted naturally without adding and describing important things . On the other hand, interpreting of idiom which was matched with the significance of the sentence itself. According to Sugiyono, descriptive problems formulation guided the writer in exploring and capturing the social situation to be studied thoroughly, widely, and intensively (Sugiyono,2016)

. Moh Nazir also added that the descriptive method is a method that researchers the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present. Qualitative research is a research procedure that produces written or spoken descriptive data of research that is possible to observe (Nazir, 2014).

In writing this skripsi, the writer used a descriptive method that was suitable for the aim of the research. Where descriptive data such as a writer or spoken, by using qualitative research the writer will get a nice answer about the question in analyzing the idiomatic expressions in Middle School: The Worst Years of My Life movie. It makes it easy for research to get the right data.

B. Source of Data and Data

The source of the data in the research is the source from which the data obtained (Santosa, 2017) . In the research, source of data is the subject from which the data can be found. Data is a raw material that needs to be processed to produce the information, both qualitative and quantitative data that show the facts. On the other side, data is material information about the object of study. The data can be found by observation, interview, documentation, etc. According to Lofland, the source of data in qualitative research are words and action, the other is an additional document, etc. The data can be gotten from a note, pictures, video/audio tapes, films (Meleong, 2014).

The source of data in this research are from Middle School: The Worst Years of My Life (Movie) movie which was directed by Richard La Gravenese and published by Paramount Picture in 2006 that can be downloaded in https://archive.org/details/Chapter2_201512.

C. Technique of Data Collections

Without data, the researcher cannot do the research. To get the data, the researcher uses a technique or more. Sugiyono stated that the technique of data collection is the most strategic step in research because the main purpose of the research is to get accurate data (Sugiyono, 2016).

This activity requires a research instrument to obtain the data. Here is the technique of data collection used in this research is the documentation technique. It is conducted to collect the data. The documentation technique is one of the

qualitative data collection techniques by viewing or analyzing documents created by the subjects themselves or by other people's subjects.

According to Haris Herdiansyah, stated that documentation technique is one of the ways that qualitative researchers can get a picture from the subject's point a view through written media and other documents written or made directly by the subject concerne (Haris, 2016).

It means that the documentation technique is an effort to get data related to the object of the research. The data can be get through doing direct observation of the object, such as books, pictures, and movies that are directly related to the object. Documentation technique also a systematic activity or process in collecting, searching, using, investigating, and providing documents to obtain information, informing knowledge and evidence, and distributing it to users. In this research the researcher using some steps to collect the data. Those steps are the following (Ratna, 2019):

1. Finding the *Middle School: The Worst Years of My Life (Movie)* movie.

The researcher downloads the *Middle School: The Worst Years of My Life (Movie)* movie and takes the script.

2. Watching the movie repeatedly.

The researcher watched the *Middle School: The Worst Years of My Life (Movie)* movie repeatedly and takes the scenes related to the research question.

3. Reading and captures

The researcher reads and captures the script also the subtitle of dialog in the picture as a form that shows data at *Middle School: The Worst Years of My Life (Movie)* movie.

4. Marking the sentence of *Middle School: The Worst Years of My Life (Movie)* movie.

The researcher gave marks on the words or sentences that related to the research question.

5. Identifying and classifying the data

Identifying and classifying types of idioms and the meaning of idiom that found in *Middle School: The Worst Years of My Life (Movie)* movie, after finding all the data completely, the researcher processed the data to analyze them. Finally, the researcher made a good arrangement for the thesis as the last step in analysis in this research.

D. Techniques of Analyzing Data

After collecting the data, the writer analyzes the data. In qualitative research, data analysis is the process of searching and arranging the data systematically. Technique data analysis is used to answer the formulation of the problem in analysis data. According to Wiersma stated that data analysis in qualitative research is a process of categorization, description, and synthesis (Wiersma, 2016).

Bogdan said in Sugiyono's book, data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them

to enable you to present what you have discovered to others . In this research, the researcher used the content analysis technique because this research is descriptive. This is one of the most common techniques to analyze qualitative research. It is how the researcher describes, analyzes the data that has been found in *Middle School: The Worst Years of My Life (Movie)* movie to find the answers to the formulation of the problems that have been formulated (Sugiyono, 2016).

According to Klaus Krippendorff stated that content analysis is a research technique for making replicable and valid inferences from texts to the contexts of their use. As a research technique, the content analysis provides new insights, increases a researcher's understanding of particular phenomena, or informs practical actions (Krippendorff, 2015). The content analysis technique is a research methodology to analyze the content of messages, by the texts, images, symbols, or audio data. It is used to analyze documented information in the form of texts, media, or even physical items. Through content analysis, it is possible to filter words into fewer categories related to content. It is assumed that when classified into the same categories, words, phrases have the same meaning.

So, it can be concluded that content analysis is a research method for studying documents and communication, which might be texts of various formats, pictures, audio, or video. In short, data analysis is systematically process to analyze data which have been collected. In this research, the researcher used some steps to analyze the data. Those steps are the following (Ratna, 2019):

1. Understand more about the idiom

The researcher tried to more understand definition of idiom, the types of idiom and the meaning of idiom.

2. Collecting idiom

The researcher collecting the idioms by watching this movie.

3. Classifying and identifying idiom

The researcher classifies and identifies all idioms to understand the types of idiom and the meaning of idiom has a different meaning from the regular sentence, because the meaning of idiom cannot stand alone and cannot be translated word by word, so the researcher also classifies and identifies the meaning of idiom in this movie.

4. Analyzing idiom and the meaning

The researcher analyzes the data and describes the types and meaning of idiom in the form of the written word.

5. Conclusion

In this research, the researcher drew on the conclusion based on the result of the analyzed data.

CHAPTER IV

FINDING AND ANALYSIS

This chapter presents about the result of the research. This chapter consists of three subchapters that answer the statements of research questions. There are three subchapters in this part, the first is data finding, second is analysis and the last is the influence of this research on pedagogical.

A. Findings

In the findings of this study, the authors collect, classify and identify data, then look for forms and types of idioms, understand the meaning of idioms, analyze idioms and draw conclusions based on the results of data analysis. The results of the research show that many idioms are used in this film. There are 47 idioms found in the film *Middle School: The Worst Years of My Life (Movie)*, which are divided into 5 types of idioms namely, the first Pure Idioms found 22 idioms, the second Fixed Statement found 12 idioms, the third Partial Idioms found 8 idioms , the four Trinomials idioms found 1 idiom and the fifth Euphemism idioms found 4 idioms. After finding the types of idioms used by the characters in *Middle School: The Worst Years of My Life (Movie)*, the writer also determines the meaning of these idioms, the meaning of these idioms.

The most dominant type of idiomatic expression used by the characters in *Middle School: The Worst Years of My Life (Movie)* is found in the main character in the film, namely the character Rafe Khatchadorian.

Rafe Khatchadorian first appeared in *Middle School: The Worst Years of My Life*. He is known to be in middle school. He has a passion for art and

drawing. He was the sponsor of Operation R.A.F.E and Operation: Get a Life. His imaginary friend was Leo firstly in the series and had a crush on Jeanne Galletta. His sister is Georgia Khatchadorian. also he is insane at being a ultimate Roblox Player. Rafe Is a real person people believe, but he is not. Rafe has been expelled from Hills Village Middle School (HVMS) due to writing graffiti on the front of the school that sent a message: STAY IN SCHOOL. He had done this for the reward of going to the next level of Operation R.A.F.E (which was 7th grade).

Other characters that are Middle School: The Worst Years of My Life (Movie) is Principal Dwight is shown to be cruel, greedy, selfish, ruthless and manipulative who likes to make his students follow the rules. As the film progresses, he is shown as a total hypocrite fascist with a huge ego to make students follow the rules and goes on about how people should always follow the rules, however he himself has never actually followed the rules, believing that because he is the principal he is not need to follow the rules. Ken Dwight is the uncaring, tyrannical, and deceptive headmaster of Hills Village Middle School, who runs the school as if it were a prison. He is assisted by Deputy Principal Ida Stricker's right hand man, who goes along with his bullying tactics. He made all his students follow his code of conduct; it is filled with mostly unjustified and unlawful rules. A new student named Rafe Khatchadorian (the film's protagonist) is already on Dwight's bad side when he draws an insulting drawing of Dwight as a rambling zombie in his notebook during a meeting that the other students are watching. As stated in the school's code of conduct, any reading material deemed inappropriate will be

destroyed, so Dwight destroys Rafe's notebook containing all of Rafe's old drawings by dumping them in a bucket of acid, which then destroys Rafe completely.

And the characters that often appear are Leo The Silent is Rafe Khatchadorian's younger brother and best friend and the posthumous deuteragonist of *Middle School: The Worst Years of My Life*. He died when he was only three so Rafe started imagining what it would be like if he was still alive. He often got Rafe in a lot of trouble. Also, he was the reason why Rafe started Operation: Rules Aren't For Everybody. Rafe's mom doesn't really like the fact Rafe has an imaginary friend, but she eventually learned to accept it. These three characters become the main characters in the film, where they have a lot of dialogue that contains idioms.

B. Analysis the idiomatic expressions

This sub chapter presents about the idiomatic expressions that found on *Middle School: The Worst Years Of My Life* movie. This chapter also presents about the type of idiomatic expressions that found on *Middle School: The Worst Years Of My Life*.

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
1	You guys wanna handle this for me? On it, boss. On it. I just said that. Why do you even set this thing, Rafe, if you're not gonna go to sleep? Give me the	00.00.00 To 00.00.45	Pure Idioms	<i>Check the barrel</i> is an expression consisting of two words but the meaning of <i>check the barrel</i> can be deduced from the words that

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	blaster, quick. Ready. Aim. Fire! Check the barrel. Uh-oh. Ah, that never gets old. Great.			compose it. So Check the barrel is an idiom. <i>check the barrel</i> is an idiom used in conversation to order something. <i>check the barrel</i> is sometimes heard in everyday conversation, so <i>check the barrel</i> is "Pure Idioms".
2	Now I have two headaches. Let's blast it. On three. One... Rafe. Rafe? Rise and shine, buddy. Rafe. Are you up? Wake up! What? Oh, boy. Is it morning already? Please tell me you did not stay up all night drawing again. No, of course not. No, the only reason I would ever be up all night is just because I'm so excited to go to school today. But I wasn't up all night. Come here. Why? Gross. What're you doing?	00.02.00 To 00.05.00	Pure Idioms	<i>les't blast it</i> is an expression consisting of two words but the meaning of <i>les't blast it</i> can be deduced from the words that compose it. So <i>les't blast it</i> is an idiom. <i>les't blast it</i> is an idiom used in conversation to order something. <i>les't blast it</i> sometimes heard in everyday conversation, so <i>les't blast it</i> "Pure Idioms".

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	I'm wiping the excitement off your face.			
3	It looks a lot like ink. Mom, where's my breakfast? It's coming. Georgia, for the millionth time , Calvin's not allowed in my room	00.7.00 To 00.7.45	Pure Idiom	<i>The billionth time</i> is an idiom whose sentence exaggerates its true meaning. <i>The billionth time</i> is often used in everyday life. therefore <i>the billionth time</i> is "Pure Idiom".
4	It's Mr. giggles to you. And just because you're grumpy doesn't give you the right to make the rest of us miserable. Okay, guys, come on. Let's go, Calvin. We don't have to take this. You know, hon, I have to say, really impressive updates for the Vinlothian star cruiser. Thanks. Look... I know it's hard, starting a new school mid-semester, and I don't wanna take this away from you, but you have to promise me you won't spend every waking, sleeping moment	00.8.32 To 00.11.30	Pure Idiom	<i>A whole big world out</i> is an idiom whose sentence exaggerates its true meaning. <i>A whole big world out</i> is often used in everyday life. therefore <i>A whole big world out</i> is "Pure Idiom".

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>working on this when there's a whole big world out there. Mom, there's a whole a big world in there, too. I'm talking about the real world.</p>			
5	<p>Give it a try, would you? For me? Hmm? Okay. On the menu for today, we have a farro basil salad with tomato coulis. You know, Georgia and I would be completely fine if you just made us, like, a bologna sandwich. I'm a sous-chef, not a chemical engineer. Oh, and for dessert, we have a deconstructed lime tart. Why'd you deconstruct it? I don't know. I don't wanna do something the same old, regular way. Where's the imagination in that? If you wanna stand out, you wanna make a difference,</p>	<p>00.11.32 To 00.13.20</p>	<p>Fixed statement</p>	<p><i>Wanna stand out</i> is an expression consisting of three words but the meaning of <i>wanna stand out</i> cannot be deduced from the words that make it up. So <i>wanna stand out</i> is an idiom. <i>Wanna stand out</i> is an idiom that is commonly used in everyday conversation. <i>Wanna stand out</i> is often heard in everyday conversation, so <i>Wanna stand out</i> is a " Fixed statement".</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	you gotta think outside the box. Did you order an Uber?			
6	<p>Oh, man! She's gonna get me arrested. Better you than me. Hello! Not getting any younger here. Uh, do that again, and you're not getting any older either. I was just pulling it around to save time. Never again. Move.</p>	00.14.11 To 00.15.56	Partial Idioms	<i>Save time</i> is an idiom that has a figurative meaning and some of it has a literal meaning, while some of it has a figurative meaning. Where <i>save time</i> has a deep meaning and a specific purpose, therefore <i>save time</i> is a “partial idioms”.
7	<p>You should wanna be early, too, considering your track record. I'm sorry. I can't hear you. Fine. Shut me out. But I'm the only one willing to give you the cold hard facts. You've been kicked out of two schools in one year. Georgia, I'll handle the lectures. Go for it. No, thank you. I'm tired of that lecture. See, you're exhausting people. This is the last school that'll take you. And if you mess up here,</p>	00.16.56 To 00.17.16	Partial Idioms	<i>Head out of your keister</i> is an idiom that has a figurative meaning and some of it has a literal meaning, while some of it has a figurative meaning. Where <i>Head out of your keister</i> has a deep meaning and a specific purpose, therefore <i>Head out of your keister</i> is a “partial idioms”.

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>you're gonna end up at a new school called "prison elementary." So get your head out of your Keister. Uh-tut-tut-tut-tut! I'm just trying to help a brother out, mom. Look how nice it looks. It's gonna be a great first day. I can just feel it.</p>			
8	<p>So just be polite and don't forget to listen. I'm sorry, what? See, this is why kids shouldn't have Espresso. No, no, no, I told you no more coffee. Narc. Addict. Snitches get stitches. Stop. Listen. They have me working a double again, so Carl's gonna pick you up. No! Why? I know. It's been a tough year for all of us. But he's there for me when I need him. And lately, I've really needed him. So let's all put on our be-nice-to-Carl faces,</p>	<p>00.18.00 To 00.19.12</p>	<p>Trinomia ls</p>	<p>Not everyone does it with fixed combinations of words that are hard to guess. So Not everyone does is an idiom. Not everyone does is a three-word idiom, so come up with a "trinomial".</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>okay? Okay, we'll work on it, we'll work on it. Listen, have a great first day. I love you so much. Be on your best behavior. Okay? Quiet in the hallways, please. Okay? I'd like to have a silent hallway one of these days. Excuse me, young man. What is your name? Rafe Khatchadorian. What did you just say to me? It's my last name. I'm new. Well, being new does not entitle you to swagger in here with no clothes on. I'm... I'm wearing clothes. No, those aren't clothes. Those are rule violations. Every single thing you have on flies in the face of rule number 22. What's rule number 22? Are you telling me that you haven't read our code of conduct? All right, if I don't tell you, I won't get in trouble, right? Unbelievable. The code of conduct, young man. Read it,</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>learn it, live it. Rule number 22 is, "always obey the dress code." That means no printed shirts, no wild colors. Look what's happening to the collar of your shirt here. Your headphones are dragging it open. Nobody needs to see where your chest hairs are going to be. Yeah, okay, yeah, got it. "Got it"? How about, "got it, sir"? Rule number one here at hills village is to respect your principal. And since I am the principal, that means you need to respect me by calling me "sir," or if you prefer, "principal Dwight." Or maybe even "Sir Dwight," if you like. Good. You have recognized my keen sense of humor. Not everybody does.</p>			
9	<p>Good man. Okay, good. All right. On your way into school, which is that way.</p>	<p>00.20.00 To 00.22.12</p>	<p>Euphemism</p>	<p><i>Honestly, I didn't think you is the sentence containing the idiom. To</i></p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>There he is! Ah, intense, huh? Mmm-hmm. Hey, Georgia thought I was gonna end up in prison, but I think I'm already here. Yeah, well, you know, at least in prison we can carve, like, shanks out of toothbrushes, you know. It's good to see you, Leo. Honestly, I didn't think you'd be here, either. This was the last school in the district that would take us.</p>			<p>be honest, <i>honestly</i>, <i>I didn't think you</i> were six words long. I have a meaning that is hard to guess, so to be honest, <i>honestly</i>, <i>I didn't think you</i> are an idiom. to be honest, <i>Honestly</i>, <i>I didn't think you</i> are an idiom used to avoid words that are sensitive or considered unpleasant, to be honest, <i>honestly</i>, <i>I didn't think you</i> are a “euphemism” type of idiom</p>
10	<p>Holla! Holla! - It's so weird... - Excuse me. Is your name David? No. Were you carved by Michelangelo? No. Stop standing around like a statue. You're blocking the flow of traffic. Yeah, you heard the warden, get back to your cell, Rafe. Hallway etiquette is no laughing matter, young man. And rule number 11</p>	<p>00.23.09 To 00.24.42</p>	<p>Pure Idioms</p>	<p>A hot trackand is an expression consisting of three words but the meaning of A hot trackand cannot be written from the words that make it up. So A hot trackand is an idiom. A hot song and sometimes heard in daily conversation, so check the tuning is "Pure Idioms".</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>clearly states, "no loitering in the halls." Okay. Okay? Okay, sir? It's vice principal Stricker. Go, now. Shon. Yeah? Do you know how to sync this to your phone? Um... probably not. Doesn't your dad work at best buy? Oh, yeah, he does. Just in marketing. So you don't get any free stuff? I do, but mostly office supplies. You got it? It's just a homeroom. We'll wait. Okay, let's start class. Bella? Bella. Please put your phone away during class. You can't rate teachers on yelp anyway. I've tried. So we have a new student today. I'm assuming you are... I'm a transfer student, sir. Oh, you don't have to call me "sir." Makes me feel old. And I already feel old.</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>I drive a Saturn. It's just, principal Dwight told me to call everyone "sir." It's one of his rules. Okay. Well, I don't see any principal Dwight in here. Do you? Seriously, do you? Because He is a master of disguise. So we have a new transfer student today whose name I'm realizing I did not ask just now. What's your name? Rafe Khatchadorian. Whoa! It would suck to have to spell that dumb name. Well, Rafe, welcome to hell. Back to the homework from last night. You all listened to the Drake and a future mixtape last night. Because today we will be talking about fair trade. Okay. There's a hot track and it's produced by future's Hendrix crew.</p>			
11	Drizzy, champagnepapi, is in the studio	00.25.19	Pure	You'll be able to taste

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>with future and he says, "hey, yo, let me get on that track." "Well, I'ma have to charge you." And what does Drake say back? "Charge me? I thought we were boys." "We're the best of boys. "We're gonna make a mixtape together." But there's a tax. Not anymore, once NATO came along. Teller, it's NAFTA, not NATO. Ah? What? Word? Shon is right, it is NAFTA. So, now there is no tax. So champagne papi and young Hendrix can be on each other's tracks without having to charge anybody. Much the way that America and Canada have goods importing and exporting. Hey, kick-a-dorkian. Does anyone have any questions, comments? It's Miller time. Stay out of my way, or I'll wedgie you so bad underwear. you'll be able to taste</p>	<p>To 00.27.12</p>	<p>Idioms</p>	<p>your underwear is an expression consisting of wording but the expression cannot be explained logically or clearly, so a You'll be able to taste your underwear is "Pure Idioms"</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	your underwear.			
12	<p>How? Ladies and gentlemen, let's get ready for the pain event. Oh, this one always delivers a fistful of hollers! The grip-n-rip! Holy Yosemite! Want to lodge a complaint? It's the beaver-tail! Irritating, even to people just watching, the man-bun! Overrated and over- exposed, the Kardashian! You get that I can kick your butt, right? My bad. There is an agreement. Sorry. Free trade. For tomorrow, I want everybody to become familiar with every single member of the Wu-tang clan. We're gonna take a little trip to the Bronx. So, in conclusion... I'm not just gonna stand here and make a bunch of promises. Just this. You should vote for me because my dad is super rich and my stepmom is</p>	<p>00.29.12 To 00.35.00</p>	<p>Partial Idioms</p>	<p><i>Pain event</i> is an idiom that has a figurative meaning and some of it has a literal meaning, while some of it has a figurative meaning. Where <i>pain event</i> has a deep meaning and a specific purpose, therefore <i>pain event</i> is a “Partial Idioms”.</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>really hot. Oh, ho, ho! Stormin' Norman, what a speech! Well done. Hey. Uh, for those of you who don't know me, I'm Jeanne Galleta, President of the av club. I'm guessing most of you don't know what that is, since I'm also the only member. Gandhi once said, "we have to be the change we wish to see." And the way I see it, cutting funding for the arts... Hello. Was just dumb. We have to bring it back, so we can express ourselves as human beings and not just a bunch of robots. Also, we've gotta do something about this dress code, okay? It stifles individuality! Oh, look at that, we're out of time. Sorry, miss Galleta. Gosh. No, no, no. Please. No, don't clap. - No need to be polite. - Thank you. Just hold your clapping</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>till the end. I think we're probably all voting for Norman anyway, right? I've seen his stepmom. You're not kidding. All right, folks, you know... That's not funny. Why is this wrapped around... Let's not wrap the microphone around the stand anymore. It's annoying. Folks, in two months, we will all be competing for something of the utmost importance. Who knows what I'm referring to? B.L.A.A.R. I can't hear you! B.L.A.A.R.! Now you're just yelling. No yelling! That's right. In eight short weeks, we will all be taking the baseline assessment of academic readiness! All right. Hey, you there! Do you love your parents? I guess so.</p>			
13	Hear me when I tell you, you don't love	00. 36.12	Partial	<i>Paying so much attention</i>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>them an eighth as much as I love this test! A few years ago, my wife asked me to stop paying so much attention to the b.L.A.A.R. And pay a little more attention to her. Well, she's gone now, and I have no regrets.</p>	<p>To 00.37.30</p>	<p>Idioms</p>	<p>is an idiom that has a figurative meaning and some of it has a literal meaning, while some of it has a figurative meaning. Where <i>paying so much attention</i> has a deep meaning and a specific purpose, therefore <i>paying so much attention</i> is a "Partial Idioms".</p>
14	<p>And, folks, if we are going to maintain our number one standing, which we most certainly do wanna do... This is hilarious! Oh, my gosh! Zombie Dwight! Only the b.L.A.A.R. And nothing but the b.L.A.A.R. No, come on, give it... Hey, what's with all the kerfuffle out there? This is legit hilarious.</p>	<p>00.38.35 To 00.39.10</p>	<p>Fixed statement</p>	<p><i>Legit hilarious</i> is an expression consisting of two words but the meaning of <i>legit hilarious</i> be deduced from the words that make it up. So <i>legit hilarious</i> is an idiom. <i>legit hilarious</i> is an idiom that is commonly used in everyday conversation. <i>legit hilarious</i> is often heard in everyday conversation, so <i>legit hilarious</i> is a "Fixed statement".</p>
15	<p>Hey! Hand over the notebook, Deenie, if</p>	<p>00.40.35 To</p>	<p>Partial Idioms</p>	<p><i>Smart move</i> is an idiom that has a figurative</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>you know what's good for you. Smart move! Oh! This concludes our assembly. I don't look like that. I don't look like that at all. Son, as principal, I think of myself as the father of this school. And there's nothing I wouldn't do to protect a child. Do you follow me? Sure. Yeah. You think the students are your children. What? No. The students aren't my children. The school is my child. And you attacked my child today. You punched it in the face.</p>	00.41.10		<p>meaning and some of it has a literal meaning, while some of it has a figurative meaning. Where <i>smart move</i> has a deep meaning and a specific purpose, therefore <i>smart move</i> is a "Partial Idioms".</p>
16	<p>What kind of a person punches a child in the face? That was a very important assembly, and you ruined it. I know. I'm sorry. Honestly, I was just doodling. Listen, man, I am totally into creativity. I really dig it.</p>	00.42.11 To 00.43.00	Pure Idioms	<p><i>Relly dig it</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>relly dig it is</i> "Pure Idioms"</p>
17	<p>I'm a hip cat from way back. You better believe it.</p>	00.44.00 To	Pure Idioms	<p><i>Hip cat from way back</i> is an expression consisting</p>

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	<p>But it doesn't belong in school. Art should be locked up in a museum where old people can enjoy it or children on field trips. We get to go on field trips to art museums? God, no. No. That's a complete waste of time. We're not doing that. All right! Rule number 26. Read it out loud, please. "Rule 26. "Any written material deemed "inappropriate or offensive will be "confiscated and destroyed"? And destroyed. Very good. You're a good reader. Gus, bring your bucket in here, please. The yellow bucket. This is a bucket full of acid that will completely dissolve your notebook.</p>	00.45.53		of wording but the expression cannot be explained logically or clearly, so a <i>hip cat from way back</i> "Pure Idioms"
18	<p>It's probably not a great idea to keep a bucket full of acid in a middle school, but if you can think of a better way to dissolve notebooks, I'm all ears. Why are you still here? Mmm.</p>	00.45.12 To 00.46.13	Fixed statement	<i>I'm all ears</i> is an expression consisting of four words but the meaning of <i>i'm all ears</i> be deduced from the words that make it up. So

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>All right! Goodbye, offensive and inappropriate material. Wait, hold on. Look, please, I've had that book forever. And, I mean, I worked so hard on all those drawings. Well, maybe if you had worked that hard on something worthwhile instead, like, for instance, your school work, we wouldn't be here right now. Please, you don't understand. These drawings mean everything to me. Really? Well...</p>			<p><i>i'm all ears</i> is an idiom. <i>I'm all ears</i> is an idiom that is commonly used in everyday conversation. <i>I'm all ears</i> is often heard in everyday conversation, so <i>I'm all ears</i> is a "Fixed statement".</p>
19	<p>In that case... Rules are rules. You guys are doomed. Bye-bye. This super stinks. Tech support. Here we go. Tech support. Peace out! It was an honor servicing with you, sir. I'm sorry I used your toothbrush to pick out my nose. Yeah, me too. What? Tech support. Your new principal</p>	<p>00.46.22 To 00.47.13</p>	Fixed statement	<p><i>Servicing with you</i> an expression consisting of three words but the meaning of <i>servicing with you</i> be deduced from the words that make it up. So <i>servicing with you</i> is an idiom. <i>Servicing with you</i> is an idiom that is commonly used in everyday conversation. <i>Servicing with you</i> is often heard in</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>sucks! Don't forget to draw me on the other side, Rafe! Dude! Hey, man. I don't wanna talk about it, all right? Hey, you, uh... You ever open that thing I got you? Ah... I'm sorry, I forgot. No worries, man. You've been busy. Just... I just think it might be a good time, you know? Might cheer you up. It's whatever, though. Doesn't matter. You want a ride? You're funny. No, not with that Dufus. All right, well, I'm out of here.</p>			<p>everyday conversation, so <i>Serving with you</i> is a "Fixed statement".</p>
20	<p>Good luck. Hop in! You know I can't come to a complete stop. Let's go! Hurry up! Let's go. Come on. Bear, why'd you get a stick if you don't know how to drive it? It's not a true sports car if it's an automatic, all right?</p>	<p>00.47.22 To 00.47.46</p>	<p>Pure Idioms</p>	<p><i>why'd you get a stick if</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>why'd you get a stick if</i>..... "Pure Idioms"</p>
21	<p>Besides, I really like to feel the road when I'm driving. Hey, towel, please. Sorry, I almost got</p>	<p>00.48.00 To 00.48.56</p>	<p>Pure Idioms</p>	<p><i>Feelthe road</i> is an expression consisting of wording but the</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>"person" on your seat. Hey, "if" your "I," these seats are Italian leather, all right? I'm trying to keep them nice for the re-sale. Bear, you do know you can't sell a car you don't own. Don't own one yet, my friend.</p>			<p>expression cannot be explained logically or clearly, so a <i>feel the road</i> "Pure Idioms"</p>
22	<p>Don't own yet. 104 more payments, and this baby is all mine. Hey. Not so close to the car, fat boy! Come here, Calvin. Come here, boy. You're a good boy. Don't listen to that mean man. Come here. You did that on purpose. So sue me.</p>	<p>00.48.56 To 00.49.50</p>	<p>Fixed statement</p>	<p><i>Don't own yet</i> an expression consisting of three words but the meaning of <i>don't own yet</i> be deduced from the words that make it up. So <i>don't own yet</i> is an idiom. <i>Don't own yet</i> is an idiom that is commonly used in everyday conversation. <i>Don't own yet</i> is often heard in everyday conversation, so <i>don't own yet</i> is a "Fixed statement".</p>
23	<p>I wish mom knew what a butt wipe you are.</p>	<p>00.49.56 To 00.50.00</p>	<p>Partial Idioms</p>	<p><i>What a butt wipe</i> is an idiom that has a figurative meaning and some of it has a literal meaning, while some of it has a</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
				figurative meaning. Where <i>what a butt wipe</i> has a deep meaning and a specific purpose, therefore <i>what a butt wipe</i> is a “Partial Idioms”.
24	<p>Hey. Butt wipes feel pretty good. Who doesn't love a butt wipe, huh? Everyone loves a butt wipe. So I guess the joke is on you. No. The joke's on you. Huh? Eh... Hey. Oh, hey. What's up, man? Oh, cool. You found it. Oh, no. Don't read the card because then things are gonna get sappy or whatever, and I hate that. So just open the present. All right.</p>	00.50.05 To 00.50.20	Partial Idioms	<i>Butt wipes feel pretty good</i> is an idiom that has a figurative meaning and some of it has a literal meaning, while some of it has a figurative meaning. Where <i>butt wipes feel pretty good</i> has a deep meaning and a specific purpose, therefore <i>butt wipes feel pretty good</i> is a “Partial Idioms”.
25	<p>I figured your other one, may it rest in peace, was almost full, so you probably need another one. It's awesome, man. Thank you. But... I mean, all my best stuff was in my last sketch book.</p>	00.50.30 To 00.53.22	Fixed statement	<i>Was almost full</i> an expression consisting of three words but the meaning of <i>was almost full</i> be deduced from the words that make it up. So <i>was almost full</i> is an

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>Comics, inventions. Expertly drawn boobs. Those were realistic. I think. I hope. But the Vinlothians. Like... You made the star cruiser. You made their planet. You even came up with their battle cry. What was it? Graktung. Gerak-freakin'-tung! All right. And, like, their language. Their star cruiser nightclub. Shh! Could you lower your voice, please? What for? I said, "shh." What? Okay, you don't want them to know I'm here. Yeah. No offense, but mom doesn't think you're the best influence. Oh, okay. Well, she's not wrong about that. Okay, Rage. Back to the book thing. Are you ready for the greatest idea in the history of ideas? Dwight trashed your book, right? So, you</p>			<p>idiom. <i>Was almost full</i> is an idiom that is commonly used in everyday conversation. <i>Was almost full</i> is often heard in everyday conversation, so <i>was almost full</i> is a "Fixed statement".</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>trash him. Yeah, I guess That could be kind of fun. We'd take the shredder from the back... No, no, no. We don't wanna shred the rule book.</p>			
26	<p>You wanna shred the actual rules. Every stupid rule in this dumb code of conduct. Leo, are you kidding me?</p>	<p>00.53.31 To 00.53.36</p>	<p>Pure Idioms</p>	<p><i>Every stupid rule in this dumb code</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>every stupid rule in this dumb code</i> "Pure Idioms"</p>
27	<p>And get kicked out of another school? I would be disowned. No, you won't. You wanna know why? 'Cause we're gonna be careful and nobody's gonna know it's us. So you're saying Do we do it anonymously? Exactly! It is up to us to speak for the voiceless, to be vigilantes for freedom. We've got eight weeks before Dwight tries to measure</p>	<p>00.53.40 To 00.55.00</p>	<p>Fixed statement</p>	<p><i>Get kicked</i> an expression consisting of two words but the meaning of <i>was almost full</i> be deduced from the words that make it up. So <i>get kicked</i> is an idiom. <i>Get kicked</i> is an idiom that is commonly used in everyday conversation. <i>Get kicked</i> is often heard in everyday conversation, so <i>get kicked</i> is a "Fixed statement".</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>our worth on a bunch of bubbles on a Scantron. I'm sick of people trying to suck the fun out of childhood. Let's stop the suck! Let's show them that we don't give a... What rhymes with suck? Nothing good.</p> <p>So? Let's stick it to the man. Yeah! Hi! Hi, mom. Uh... look at you. You're all dressed and ready for school. What's going on? Uh, I'm just excited to get to school early. Really? Yeah. Of course. There's something sticking on your shoe. What is this? What is this? No. No. Oh, wow. Hey, Guys. Gus!</p>			
28	<p>Yes? Whoever did this was committed to their art. Get to class. This is not a gallery. And that's not art.</p>	<p>00.55.04 To 00.57.00</p>	<p>Euphemi sm</p>	<p><i>Punish them in ways that I haven't evendreamed up yet</i> is the sentence containing the idiom. I have a meaning that is</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>Move it. "Rules aren't for everyone." What did you just say? "Rules aren't for everyone." Rule number 11, "no loitering." Move it, people. Graktung! Hey, Miller! Hey! What are you staring at, crap-a-dukian? Nothing. Uh-oh. You know what that is? That's the kicker scale, and it's acting up. You know, it's still a good day. Okay, everybody. Time for our daily dose of morning propaganda. Rules, regulations, respect. Rules. Regulations. Respect. Principal Dwight? Principal Dwight? We're live. Oh, my god. Good morning, hills village. You may have noticed on your way into school today that many surfaces were covered in brightly- colored pieces of paper. This was a horrible act</p>			<p>hard to guess, so to be honest, <i>Punish them in ways that I haven't evendreamed up yet</i> are an idiom. to be honest, <i>Punish them in ways that I haven't evendreamed up yet</i> are an idiom used to avoid words that are sensitive or considered unpleasant, to be honest, <i>Punish them in ways that I haven't evendreamed up yet</i> are a "euphemism" type of idiom</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>of vandalism. Rest assured, I will find the hooligans who defaced our school in this manner. And when I find them, they'll be sorry because I will punish them in ways that I haven't even dreamed up yet. There will be no further distractions to our b.L.A.A.R preparation. The microphone is on the Fritz, sir. You may wanna wrap it up. I... Like... My... Big... But... Do... You... Like... My... Big... But... Oh, my god. Remember what I always say, do whatever I tell you, every single time. I thought that went all right. I can tell you want my '65 Shelby cobra, but guess what? It's mine. I won it. I won it.</p>			
29	<p>And then you took it. No. You won it with my money. So technically, it's mine. Plus, I beat you</p>	<p>00.57.08 To 00.57.40</p>	<p>Partial Idioms</p>	<p><i>Beat you at speed of light</i> is an idiom that has a figurative meaning and some of it has a literal</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>Beat speed of light. Booyah! Hey, look! It's a talking bear! Why do you insist on calling me that? You know my name is Carl. Carl. Well, a, "Carl" rhymes with "snarl," which is something bears do. And, b, you're, like, abnormally hairy. Just hurry up, all right? Game of thrones starts in 10 minutes. And if I miss the recap, I'm totally screwed. Wait, but we haven't even had dessert yet.</p>			<p>meaning, while some of it has a figurative meaning. Where <i>beat you at speed of light</i> has a deep meaning and a specific purpose, therefore <i>beat you at speed of light</i> is a "Partial Idioms".</p>
30	<p>That's the best part! You better change your mindset on this whole dessert thing, all right? Or you're gonna end up as fat as your dog. That's probably why you're so farty. Your face is farty. And Calvin giggles is just big-boned. Just chew so we can get out of here, huh? Hi, folks, I'm Dana. I'll be taking over for Sandy. Her shift just ended. Would you like me</p>	<p>00.57.44 To 00.59.05</p>	<p>Pure Idioms</p>	<p><i>Giggles is just big-boned</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>giggles is just big-boned</i> "Pure Idioms"</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>to bring the check? Yes. No. I thought you were in a hurry. Yeah. A hurry to get you adorable kids the best dessert Dave and buster's has to offer, huh? Got my friend's kids with me today. Did you just say your "friend's kids"? Tell you what. Just get whatever you guys want for dessert, all right? Provided it's not caviar, huh? I'll go grab the dessert menus. All right! Dessert. She's gonna grab the dessert menus. All right, here's the deal. I am gonna go take a dump. Ew. Don't screw anything up, all right? Oh! There we go. That's the stuff. Salt and pepper. Nice! Hey, slow down! Where are you going, huh? I just wanna get some honey, honey. Oh, honey? I got your honey right</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>here. All right! Oh, what the... ow! Ah! What is that smell? This gets me so mad!</p>			
31	<p>I have an idea. Let's pee in his Cologne. No, we can't do that. That would be way too much of an improvement. Why are there so many jerks in my life right now? I don't know. Whoa! It looks like we've just received a generous donation from one of them. What? Is that... Yep. Bear's credit card number. How nice of bear to fund phase two of operation rules aren't for everyone. And maybe some new kicks. Forget drawing. You may be missing your calling as an electrical engineer. Or a bank robber. Seriously, I think I'm learning more by breaking the rules than I ever have by preparing</p>	<p>00.59.10 To 00.59.55</p>	<p>Fixed statement</p>	<p><i>By breaking the rules</i> an expression consisting of four words but the meaning of <i>by breaking the rules</i> be deduced from the words that make it up. So <i>by breaking the rules</i> is an idiom. <i>By breaking the rules</i> is an idiom that is commonly used in everyday conversation. <i>By breaking the rules</i> is often heard in everyday conversation, so <i>by breaking the rules</i> is a "Fixed statement".</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>for some dumb test. Oh, no! No! Dude. I can't believe people are actually into our work. Bro. We're trending, Rafe! This is the work of the legends. Hey. Done.</p>			
32	<p>I wish there was one person who I could share all this with. What, like, besides me? No way! Way too risky, man. Like, come on! "Dear diary, I'm a loser." It's not a... Diary. Latar, chacha-borian. Dream of Jeanne. Can I have one? Oh, yeah. Sure. Dream of Jeanne. Thanks. Hey, you're that guy. No, I'm not. The guy who clapped for my speech? Oh, yeah! That was me. I'm Rafe. Bam. That's one vote. That was easy. Can you believe that something this cool is actually happening at our school? You think the graffiti is,</p>	<p>00.59.58 To 01.02.51</p>	<p>Pure Idioms</p>	<p><i>Blew our cover</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>blew our cover</i> "Pure Idioms"</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>like, really cool? Well, not just that. I think the post-it thing was amazing too. And Dwight's hair. Genius. I just love that someone has the guts, you know, to take on the establishment. Yeah. And I'm not the only one who thinks so. Check out how many likes it got on my Facebook page. Whoa! Yeah. That means that it's actually spreading to other schools. Hey, um... Do you wanna know a secret? I... Anonymous. You're anonymous. Actually... I'm really just digging your boots! Good job. Good choice. Thanks. So what are you doing after school next Friday? Do you wanna go on a... Fundraiser. Yeah, a date. A fundraiser. Totally. That's what I was</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>thinking. Yeah, I love funds. And raising things. Raising things is fun. What are we fund and raising for? Greenpeace. Love them. Have you seen that heartbreaking YouTube video about how the polar bears are getting stranded on melting ice floes? Yeah. And I'm trying to make a difference here, but it's just so crazy with the studying for the testing of the b.L.A.A.R. And everyone's just so busy. If I hear one more thing about the b.L.A.A.R., I'm gonna "barf" just, like, everywhere. Me, too. So, uh, you're in? Absolutely. I mean, I can "bear-ly" wait. Good. No, that was a dumb joke. It was "bear-ly" because... Oh! Okay, yeah. I see what you did there. Actually, That was kind of funny.</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>Okay, so yeah. I'll see you then. Okay. Okay. Bye. Yeah. Bye. Dude! You almost blew our cover!</p>			
33	<p>I'm sorry. She was just way cool, dude! You gotta be careful, okay? Opening up to people can... Well, it can get you hurt. Yeah. Am I right? Yes. You don't have to be such a jerk about it. I'm sorry. But, hey, you can always trust me. One for all and all for one. We'll just massage this in and get you back to your natural color. Just lean back, relax, and let me take care of everything. Relax? I can't relax. Have you seen this website discussion? It's gone bacterial.</p>	<p>01.03.00 To 01.03.52</p>	<p>Fixed statement</p>	<p><i>Take care of</i> an expression consisting of three words but the meaning of <i>take care of</i> be deduced from the words that make it up. So <i>take care of</i> is an idiom. <i>Take care of</i> is an idiom that is commonly used in everyday conversation. <i>Take care of</i> is often heard in everyday conversation, so <i>take care of</i> is a "Fixed statement".</p>
34	<p>Ugh! Even worse, ever since those punks started disrupting everything, the kids</p>	<p>01.03.59 To</p>	<p>Fixed statement</p>	<p><i>Slacking off</i> an expression consisting of two words</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>have been slacking off. This morning I heard laughing. In the library. Laughing? What do you mean?</p> <p>The "out loud" kind?</p> <p>Mmm-hmm.</p> <p>And you know, the test scores have really been slipping this past month. Ever since this rule breaking got started.</p> <p>No.</p> <p>Yes.</p> <p>And the bEAR</p> <p>Is right around the corner.</p> <p>We can't afford to have our students losing their concentration.</p> <p>Getting the best scores on</p> <p>The test is all that matters.</p> <p>Like I always say, "teach to the test, not to the kids."</p> <p>Yeah. Well,</p> <p>it's a relief to be around someone who gets it.</p> <p>You know, I think we need a larger room for detention.</p>	01.04.50		<p>but the meaning of <i>slacking off</i> be deduced from the words that make it up. So <i>slacking off</i> is an idiom. <i>Slacking off</i> is an idiom that is commonly used in everyday conversation. <i>Slacking off</i> is often heard in everyday conversation, so <i>slacking off</i> is a "Fixed statement".</p>
35	<p>The library's not good anymore. Maybe the cafeteria plus the gymnasium?</p>	<p>01.04.59</p> <p>To</p> <p>01.05.10</p>	<p>Pure</p> <p>Idioms</p>	<p><i>Comes in handy</i> is an expression consisting of wording but the</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>Mmm-hmm. Although, gymnasium comes in handy... Oh, my god! That could've been me. All right! Shon has a homework question about the food chain. So why don't we band together as a class and help him. Shon? Shon, are you having a panic attack? Yes. Yeah? Okay, so just breathe.</p>			<p>expression cannot be explained logically or clearly, so a <i>comes in handy</i> "Pure Idioms"</p>
36	<p>And remember the question that you asked me earlier. Probably won't show up on the b.L.A.A.R. The b.L.A.A.R does not dictate everything that you need to know from the real world. Now we're together for a half hour every morning. We might as well make it count. Rafe. You spend all day drawing. Why don't you put that to good use and come draw us a food chain? No, I'm good. I mean... I only work in pen anyways, so...</p>	<p>01.05.19 To 01.05.58</p>	<p>Pure Idioms</p>	<p><i>I only work in pen anyways</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>i only work in pen anyways</i> "Pure Idioms"</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
37	<p>No. I've seen your homework.</p> <p>It's done exclusively in invisible ink.</p> <p>Come on.</p> <p>Draw us the food chain.</p>	<p>01.06.00</p> <p>To</p> <p>01.06.04</p>	<p>Pure Idioms</p>	<p><i>It's done exclusively in invisible ink</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>it's done exclusively in invisible ink</i> "Pure Idioms"</p>
38	<p>Walk us through it.</p> <p>Okay, well, the sun shines down onto the grass, which keeps growing until a cow comes along and eats it. Always grass. Never pizza. That's the primary consumer. The cow gets nice and big. Huh? Hmm... According to this, a surprise pizza party is being held for me right there! And then it gets taken to a slaughterhouse. Great. Now I gotta act surprised. Okay, I'm surprised. And we use it to make hamburgers and all that. One day... Hey! A hungry bully with a bad haircut comes by. Eat the hamburgers.</p>	<p>01.06.06</p> <p>To</p> <p>01.07.03</p>	<p>Pure Idioms</p>	<p><i>Walk us through it</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>walk us through it</i> "Pure Idioms"</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	That's the secondary consumer. But he keeps eating the hamburgers.			
39	<p>He keeps eating, and eating, and eating until he gets so fat, that he just sort of explodes. Ugh!</p> <p>Uh... but, that is good for the maggots.</p> <p>Yay!</p> <p>Whoo!</p> <p>Just like chicken.</p> <p>Ooh, try the butt cheek.</p> <p>No, thank you.</p> <p>I'm having the Pu Pu platter.</p> <p>And then, in turn, enrich the grassy field, which another cow comes along and eats.</p> <p>Ooh, an invitation to a surprise party?</p> <p>Outstanding!</p> <p>So, um, yeah. That's, uh...</p> <p>That's my food chain.</p> <p>That is...</p> <p>Very detailed and super awesome. Thank you.</p> <p>All right, everybody.</p> <p>You know what that sound means.</p> <p>You don't have to go home, but you can't stay here.</p> <p>Let's go. Out, out, out.</p> <p>Hey. Chacha-drawing.</p>	<p>01.07.06</p> <p>To</p> <p>01.07.50</p>	<p>Pure</p> <p>Idioms</p>	<p><i>That he just sort of explodes</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>That he just sort of explodes</i> "Pure Idioms"</p>
40	<p>I'm gonna roundhouse you in the face.</p> <p>Do it.</p>	<p>01.07.59</p> <p>To</p>	<p>Pure</p> <p>Idioms</p>	<p><i>To get your leg that high</i> is an expression consisting</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>Do what? Roundhouse him. Roundhouse him in the face. 'Cause I don't think you can. I don't think it's physically possible to get your leg that high from where you're standing.</p>	01.08.12		<p>of wording but the expression cannot be explained logically or clearly, so a <i>to get your leg that high</i> "Pure Idioms"</p>
41	<p>Well... uh... I know I can't. If I tried to do it, my groin would snap like that. Of course I can. But I just can't do it now because, uh... I forgot to renew the lethal weapon registration on my feet. Yeah, that's a bummer. I hate it when that happens. Yeah. So... Yeah. Gotta go. Okay.</p>	<p>01.08.19 To 01.08.58</p>	<p>Pure Idioms</p>	<p><i>Groin would snap like that</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>groin would snap like that</i> "Pure Idioms"</p>
42	<p>We'll rain check it. Look, there's no easy way to break up with someone. But if you feel that you weren't into it anymore, then you did the right thing. You had to tell her.</p>	<p>01.09.00 To 01.09.28</p>	<p>Pure Idioms</p>	<p><i>We'll rain check it</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>We'll rain check it</i> "Pure Idioms"</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>You know? You gotta do you. That's the most important thing. I learned that from my ex-wife. Hey, uh, Rafe, that was some drawing back there. Thanks. It was nothing. No, it was very much something. What's a kid like you doing lumped in with all these other kids?</p>			
43	<p>It's been a rough a couple of years for me. I lost my brother. Cancer. Oh, man. I'm sorry. That's terrible. You guys are making me a i'm a little nervous standing here. Remember rule number 34. Don't touch the trophy case? Very, very good. See what a favor I did you, getting rid of that awful notebook so you can make more productive use of your time? Is there something you'd</p>	<p>01.09.30 To 01.10.20</p>	<p>Euphemism</p>	<p><i>Rough a couple of years for me</i> is the sentence containing the idiom. I have a meaning that is hard to guess, so to be honest, <i>rough a couple of years for me</i> are an idiom. to be honest, <i>rough a couple of years for me</i> are an idiom used to avoid words that are sensitive or considered unpleasant, to be honest, <i>Rough a couple of years for me</i> are a “euphemism” type of idiom</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>like to say to me right now? You're in trouble. Give me your hand real quick, 'cause there's something going on here. What is this? Oh! Oh! Bear is mauling our mother. We've got to do something. Hey, mom! Open my present. Oh, I gotta go. Let me see that. Okay. Ah... Ooh. Presents. Let's see. Oh, it's an apron. What's this? "Hello, is it me you're cooking for?" - Isn't that funny? - This is so funny. Where'd you find that? Well, I had someone make it for you. You did? Yeah. You understand that? Of course, that's why I got it. Get it? I get it. Honey, that's so cute. I love it. Took me a bit, but I got it. I think. So "looking for" is "cooking for." Yeah.</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>That's awesome. Hello. I'm James, the manager. Hi. Can we just keep it down, a lot? Oh. This is not Chuck E. Cheese. Shh! Big guy. Shh! Can I have another root beer? You've had enough sugar. Jeez. Jeez.</p>			
44	<p>He was scary. Do me a favor though, guys, seriously. Don't embarrass me again. We just have to talk like this for the rest of the night, okay? No problem. Okay? You know, honey, I love my present. You always know how to make me laugh. Thank you. This one's my present. Oh! Homemade. Classy. Rafe, I just... It's beautiful. Honey, I love it. You're so talented. Thank you. You guys, you're too much. Love you so much! Wait. Where am I?</p>	<p>01.10.21 To 01.11.59</p>	<p>Fixed statement</p>	<p><i>Do me a favor though</i> an expression consisting of five words but the meaning of <i>DO me a favor though</i> be deduced from the words that make it up. So <i>do me a favor though</i> is an idiom. <i>Do me a favor though</i> is an idiom that is commonly used in everyday conversation. <i>Do me a favor though</i> is often heard in everyday conversation, <i>do me a favor though</i> is a "Fixed statement".</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>Love you. Well, hold on a second now. Wait till you see what I got for you. Oh, yeah? Yeah. Uh-oh. Jules, when I think about us, I think about one word. Cramazing. Crazy amazing. Right. More like "crawful." Yeah. Oh. Carl... Uh-huh. That must have been expensive. It was! Yeah. But guess what? You're worth it, baby. Wow. So, what do you say, my lady? Will you marry me? Yes. Yes. Hmm? Yes. Yes. You said yes. I did. Yes! Come here. Yes! Yes! You know, I was thinking, since I'm over at the house so much, and I'm always helping out with the kids and everything,</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>I ought to just move in. You know? I mean, I'd save a ton on mileage. And tax-wise, it's a no-brainer. Well, I mean, if we're gonna get married, it seems like... Yes. Right. Then it's settled! Yes! Come here, you! Oh! Oh, sorry. Sorry about that, Sporto. Oh, hey, your card got ruined. Bummer. Hmm? I'm moving in! You're welcome. What's the matter, sport? Not hungry? Ugh! I'll show you a real breakfast. Honey! Ugh! This stuff is delicious. Good talk, buddy. Nice! Sweet! Georgia! Your fat dog peed all over my Joey banks. I have to admit something. It wasn't just him. I did it too. All right, listen up, twerps.</p>			

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>And listen good. I'm here to stay. And that smile on your mom's face that you're all so happy to see? I put that there. So unless you wanna be responsible for her unhappiness, I suggest you check your attitude and your bladder at the door. Because now, you're guests in the bear cave.</p>			
45	<p>At least he's embracing the whole "bear" thing now. Hey, what do these go with? They're zebra print. They go with everything! We're doomed. I gotta do something, man. Well, one jerk at a time, Rafe. If I've learned anything from call of duty, besides how to curse in 13 languages, it's that we've got to complete this operation before we launch up the new one. I know. I just wish she could see what a jerk he is underneath all that fancy stuff. Any last words?</p>	<p>01.12.01 To 01.12.56</p>	Fixed statement	<p><i>Should tackle rule</i> an expression consisting of five three but the meaning of <i>should tackle rule</i> be deduced from the words that make it up. So <i>should tackle rule</i> is an idiom. <i>Should tackle rule</i> is an idiom that is commonly used in everyday conversation. <i>Should tackle rule</i> is often heard in everyday conversation, <i>should tackle rule</i> is a "Fixed statement".</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>I think he says "gurgle." Hey, after this, I think we should tackle rule 86. Are you kidding? Let's eighty-six the 86 talk, all right? The longer you wait, the scarier it's going to be.</p>			
46	<p>Uh, hand me the eel. Yeah. Somebody better update Wikipedia.</p>	<p>01.12.59 To 01.13.00</p>	<p>Pure Idioms</p>	<p><i>hand me the eel</i> is an expression consisting of wording but the expression cannot be explained logically or clearly, so a <i>We'll rain check it</i> "Pure Idioms"</p>
47	<p>You wanna know why? 'Cause we're making history, bro. What the... Fish! Way to go, bro. Oh, my god. Who would do this? Gus, we have a situation in the lobby! Bring a net! Get to class! The fish, I can understand. But why did it have to be an eel? It looks just like the eel I had it when I was a boy. And that thing shocked me</p>	<p>01.13.01 To 01.14.00</p>	<p>Euphemism</p>	<p><i>'Cause we're making history</i> is the sentence containing the idiom. I have a meaning that is hard to guess, so to be honest, <i>'Cause we're making history</i> are an idiom. to be honest, <i>'Cause we're making history</i> are an idiom used to avoid words that are sensitive or considered unpleasant, to be honest, <i>'Cause we're making history</i> are a "euphemism" type of</p>

No	Idiom Idiomatic Expressions	Minutes	Type	Explanation
	<p>every time I tried to pet him. All right! I gotta go on live. Right now. Okay. Um... Did you fix this thing? Yes, but... uh... But what? That shirt... I'm just saying, it might be a problem, sir. I didn't come here for a fashion consultation, Galleta. Just roll tape! Attention, falcons! As you know, some punks have declared war on your education. And your education, through me, is about to start fighting back! Their punky little pranks and stunts have distracted our students, damaged our reputation on the world wide web, endangered our number one status and traumatized an eel.</p>			idiom

C. Pedagogical Implication

This research analyzed about idiomatic expression that exists on *Middle School: The Worst Years of My Life* movie. This research has some influences on pedagogy. The influences are:

1. This research explained the way to get idiomatic expression from a movie, English teacher or English lecturer can use this research as reference to explain about the way to get idiomatic expression from a movie to their learner in order to their learner can understood well about the way to get idiomatic expression from a movie
2. This research can give additional material to English teacher or English lecturer while they teach idiomatic expression. This research got some idiomatic expression from *Middle School: The Worst Years Of My Life* movie. This research also classified the idiomatic expression that found on the movie based the type. More over this research also explained the meaning of the idiomatic expression. Thus this research can give additional material about idiomatic expression to English lecturer or English teacher.
3. Through this research, English teacher or English lecturer can deliver to their learner that learning idiomatic expression is not only using book. Learning idiomatic expression can use other media like movie. This research can use as example to the learner that idiomatic expression not only found on book but also on movie.

4. This research can stimulate learner to learn about idiomatic expression, especially learn idiomatic expression using a movie because this research explained idiomatic expression through a movie. The writer of this research also explained that learning idiomatic expression more interesting while use movie, so this research can stimulate the learner to learn idiomatic expression through a movie.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter for this report. This chapter presents about conclusion and suggestion of this research.

A. Conclusion

The conclusion of this research related to the research questions and research problems of this research. They discussed about the types of idiomatic expression and the meaning of idiomatic expression that found on *Middle School: The Worst Years of My Life* (movie) there are 5 types of idioms namely, the first Pure Idioms found 22 idioms, the second Fixed Statement found 12 idioms, the third Partial Idioms found 8 idioms , the four Trinomials idioms found 1 idiom and the fifth Euphemism idioms found 4 idioms. After finding the types of idioms used by the characters in *Middle School: The Worst Years of My Life* (Movie), the writer also determines the meaning of these idioms, the meaning of these idioms.

B. Suggestion

At the end of this thesis, the writer would like to give some suggestion:

1. The writer realizes this thesis is still far from being perfect and complete in searching for idioms. Therefore the writer suggests that other researchers can continue this research because the writer only research idioms in limited sources. And the writer suggests to the other researchers to take this thesis to be their guide in their research.

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2. Next, for another students of English who want to improve their knowledge about idiom and meaning a sentence, since idiom can always be found in both written and spoken English.

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