



**IDIOMATIC EXPRESSIONS FOUND IN
EMILY BRONTE'S NOVEL WUTHERING HEIGHTS
(AN ANALYSIS OF THEIR FORMS AND MEANINGS)**

A Final Project

Submitted in Partial Fulfillment of the Requirement for the Degree of
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By

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yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wawancara elektronik, wawancara langsung maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan final project ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat dipergunakan seperlunya.

Semarang, February 2006

Yang membuat pernyataan

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MOTTO AND DEDICATION

- Surely that be afraid to God, only they should be able to their knowledge and science (Q.S. Fathir : 28)



This final project is dedicated to:

- *My mom, dad, brothers and sisters*

- *My beloved friends in Al Banna, AEC, Lingua Base and C/D*

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Finally, I would like to thank my parents, sisters, brothers and all my beloved friends for their untiring affection, supports and continues prayers.

I realize that a lot of shortcomings may be found in this final project. Therefore, suggestions and criticisms are always needed for betterment. I hope this final project will be useful for all the readers.

Semarang, February, 2006

Asih Nurakhir

ABSTRACT

This final project is concerned with the analysis of idiomatic expressions found in Emily Bronte's novel *Wuthering Heights*. Idiomatic expressions or idioms (both can be used interchangeably) are expressions peculiar to a language, not readily analyzable from their grammatical construction or from the meaning of their constituent words. Idioms are one of the English components that should be well understood by English learners. They are frequently employed in informal situation, either spoken or written. As some idioms cannot be translated literally, English learners should learn how to get and understand the meaning of those idioms precisely.

This study was carried out for several objectives, those are (1) to classify the forms of idiomatic expressions found in the novel, (2) to find out the meaning of idiomatic expressions found in the novel, and (3) to provide the readers with contributions of understanding idiomatic expressions found in the novel to the English learning in general. To reach those objectives, I was concerned with the library research as the method of investigation. In this case, I used the novel 'Wuthering Heights' by Emily Bronte as the primary data, and some reference books dealing with the subject as the secondary ones.

After analyzing the data, I found that idiomatic expressions, based on their form, can be classified into two categories, the fixed and non-fixed idioms. From the study it was found that among 96 idioms taken as the data, 52 idioms are of the fixed idioms and 44 are of the non-fixed ones. Another classification applied to those idioms is classification based on the meaning, i.e. transparent or non-transparent idioms. Related to this classification, I found that 53 idioms are transparent and 43 idioms are not transparent in their meaning. Further, it is also concluded that though idioms are fixed in form, it does not mean that they are transparent in meaning. Both idioms, fixed and non-fixed, may have transparent and non-transparent meaning.

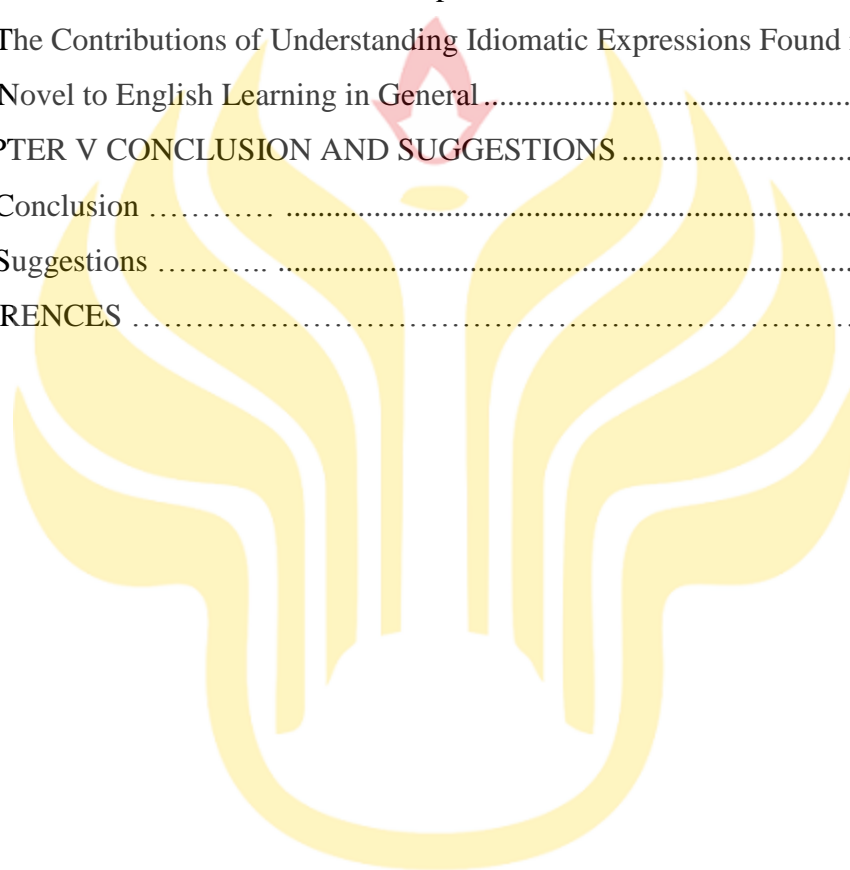
Further classification (based on the types of words), can also be given to those idioms, i.e. idioms beginning with verbs (44), idioms beginning with prepositions (36), idioms beginning with adverbs (6), idioms beginning with adjectives (5), idioms beginning with nouns (2), idioms beginning with pronouns (2), and idioms beginning with articles (1).

By understanding those idioms found in the novel, 4 contributions are given to the English learning. Those are: (1) to have a deeper understanding of the whole story of the novel; (2) to have a more awareness of recognizing the appearance of idioms; (3) to facilitate the learners with vocabulary of English idioms, and (4) to help the learners to make their sentences sound more interesting and varied.

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CHAPTER I

INTRODUCTION

1.1.General Background of the Study

People express their mind, wishes and ideas by using language. Language is a means of communication with which people use to share ideas with others. Language is not only used for daily conversation, but also used in education, research and science, either in spoken or written. Considering these functions, then, people tend to learn language in such a way for the sake of their own communication.

Learning a foreign language, particularly English, will, of course, be different from learning one's mother tongue. A foreign language learner will obviously meet with all kinds of learning problems. These difficulties have to do with the learning of new sound systems, new vocabulary items, and unfamiliar ways of arranging words into sentences (Ramelan in English Phonetics, 1994: 4). Therefore, it is not easy for them to learn English (the target language) for they tend to learn it in the same way as what they have learnt in the native one.

As a language, English covers four basic language skills which must be mastered by learners. The four skills in learning English are listening, speaking, reading, and writing. With a view in supporting the development of the four language skills, the English components: phonological, vocabulary, and grammatical systems are also learnt. Consequently, English learners need to do their best efforts to master and use the English language well.

Learning English as a foreign language is a difficult task to do for most of the Indonesian students. It takes a lot of time since English differs from their mother tongue in many ways. They will certainly find elements that are not found in their mother tongue. Usually, they will be able to learn the elements of the target language which are similar to those of their own more easily than those that are not found in their mother tongue.

This case is also supported by Ramelan (1994: 5) who states that:

The difficulty encountered by student in learning a second language is caused by the different elements found between his language and the target language. The degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater the similarity between them, the less difficult it will be for the student to learn the foreign language.

This kind of learning problem also occurs in learning English idiomatic expressions. Idiomatic expressions (idioms) are accepted as a part of everyday speech as well as written communication. It is a real fact that English learners often find idiomatic expressions when they participate in a conversation or in their reading activities. They are sometimes confused as their meanings cannot be predicted from their literal meanings or their constituent words.

Allen Walker in The New International Webster's Comprehensive Dictionary of the English Language (2003: 627) states that idiom is an expression peculiar to a language, not readily analyzable from its grammatical construction or from the meaning of its component parts. The following example is an idiom to put up with which means tolerate, endure. Some idioms are fixed expressions which have meaning other than the constituent words and approved by usage. Sometimes they have more than one meaning depending on the contexts in which they appear.

In addition to this, Jackson (1996: 106) also explains that the essential feature of an idiom is its non-literal, metaphorical meaning that the meaning of an idiom is not the sum up of the meaning of its parts, its constituent words.

Idiomatic expressions, as they are part of English components, need to be well mastered by the English learners, as they are frequently found both in oral and written communication.

Considering the explanation stated above, therefore, it is understandable that a foreign language learner finds it difficult to deal with idioms, as he/she has to learn the meaning of an idiom beyond its literal meaning.

When reading a novel, we sometimes find idiomatic expressions stated in the texts such as in the novel *Wuthering Heights* by Emily Bronte. This interesting novel applies various kinds of idiomatic expressions, so I think this novel can be used as a model for learning vocabulary especially English idioms.

1.2. Reasons for Choosing the Topic

In short, this final project which primarily deals with the analysis of idiomatic expressions in Emily Bronte's Novel *Wuthering Heights* is chosen for the following reasons:

1. Idiomatic expressions are part of English components that should be well understood by English learners.
2. When reading novels, English learners are often confused with the meaning of idiomatic expressions.

3. Most of English idioms have meanings that deviate from the English normal patterns and cannot be predicted from their constituent words.
4. By analyzing the topic, I would like to give my analysis of the forms and the meanings of the idioms found in the novel to English learners.

1.3. Statements of the Problems

As this final project is concerned with idiomatic expressions found in Emily Bronte's Novel Wuthering Heights, I propose the following questions:

1. What are the forms of idiomatic expressions found in the novel?
2. What are the meanings of idiomatic expressions found in the novel?
3. What contributions will the understanding of idiomatic expressions found in the novel give to the English learning in general?

1.4.Objectives of the Study

The objectives of the study can be stated as follows:

1. to classify the forms of idiomatic expressions found in the novel.
2. to find out the meanings of idiomatic expressions found in the novel.
3. to provide the readers with contributions of understanding idiomatic expressions found in the novel to the English learning in general.

1.5. Significance of the Study

This study is expected to be useful for:

1. The readers of this study to have a deeper understanding of the forms and the meanings of idioms which are difficult to understand.
2. The readers of this study to enrich their vocabulary of English idioms and apply them in their speaking or writing activities.

1.6. The Outline of the Study

This study is divided into five chapters. The first chapter is introduction consisting of the general background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and the outline of the study. The second chapter discusses the review of related literature dealing with the definitions of novel, elements of novel, definitions of idioms, characteristics of idioms and the interpretation of idioms. The third chapter offers the method of investigation, consisting research design, object of the study, including biography of the author and the summary of the novel, the role of the researcher, method of data collection, and method of data analysis. The fourth chapter is data analysis. This part describes the meaning of idiomatic expressions found in the novel as well as their form analysis. Moreover, contributions of learning those idioms to English learning are also provided here. The fifth chapter provides the conclusion and suggestions of the study.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, I would like to draw some conclusions of what has been written in the previous chapters. Moreover, some suggestions are also provided with the hope that they will be useful for English learners to deal with idiomatic expressions.

5.1. Conclusion

Having analyzed the definitions and characteristic of idioms, I concluded that idiomatic expressions or idioms (both can be used interchangeably) are fixed expressions whose meaning cannot be deduced from their constituent words. Consequently, they must be learnt as a whole rather than as a part of the idiom.

In the novel *Wuthering Heights* by Emily Bronte, from which I took the data, I found that among 96 idioms that are taken from the novel, 52 idioms are fixed in form and 44 are not. An idiom is said to be fixed when it resists variations on its form, meaning that no changes can be made on it as it is already a frozen pattern. Meanwhile, an idiom is not fixed when it allows variations on its form. Therefore, transformations of forms are always acceptable depending on the tenses in which the idiom appears.

Dealing with the meaning, I also found that 53 idioms are transparent in meaning and 43 idioms are not. Idioms are transparent as their meaning can be deduced from their literal translation. Vice versa, idioms are not transparent as their meaning will be different when we translate them literally. We cannot get the

idiomatic meaning by translating them literally. Further classification could also be given to those idioms based on their types of words. Those are idioms beginning with verbs (45), idioms beginning with prepositions (36), idioms beginning with adverbs (5), idioms beginning with adjectives (5), idioms beginning with nouns (2), idioms beginning with pronouns (2), and idioms beginning with articles (1).

By understanding the idiomatic expressions found in the novel, English learners will gain four advantages. Those are: (1) to have a deeper understanding of the whole story of the novel, (2) to have a more awareness of recognizing the appearance of idiomatic expressions, (3) to facilitate the learners with vocabulary of English idioms, and (4) to help the learners to make their sentences/statements sound more interesting and varied.

5.2. Suggestions

As most idiomatic expressions are not predictable from their constituent words, English learners should not translate or interpret literally those idioms found in their reading or speaking activities. Anytime English learners do so, they will often be misleading as those literal meanings of certain idioms do not fit on the meaning the idioms intend to say. Therefore, they should understand the idioms as a unity rather than as a part of them. They can attempt to get the meaning from the context provided instead of translating them word by word.

In addition, as idioms are frequently used in informal communication, either spoken or written, English learners are suggested to read as much as possible and participate in a conversation. When they get stuck in understanding the meaning of

certain idioms, they may look them up in the dictionary and find the meaning there. Further, by employing certain idioms, English learners will produce more varied and interesting statements which will avoid boredom for the listeners to listen to.



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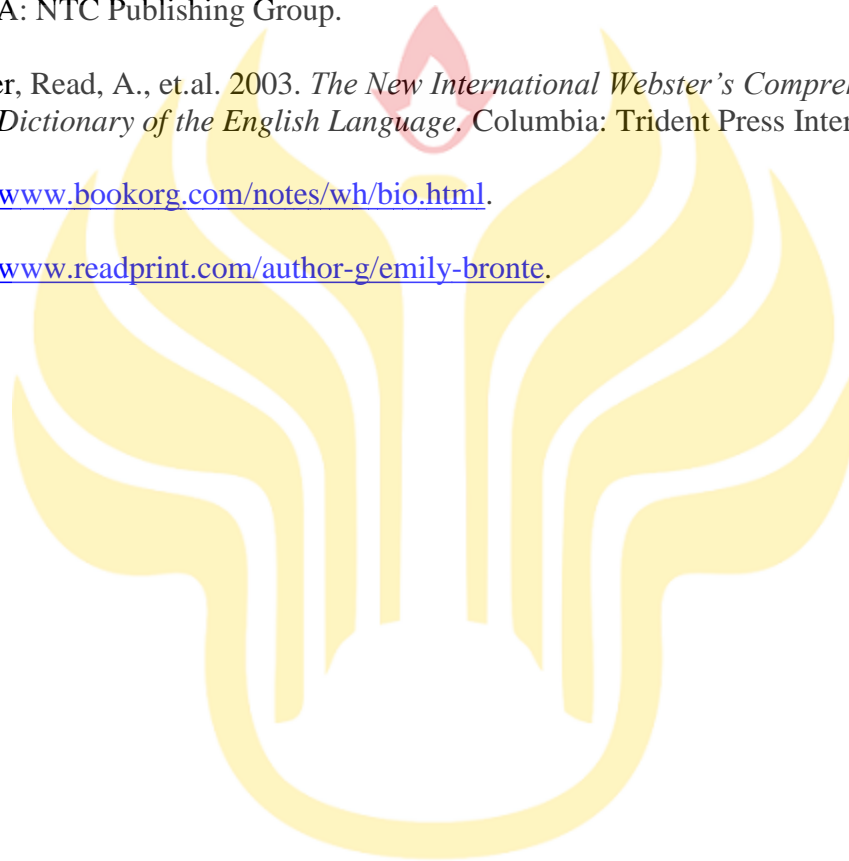
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