

Chapter II

Theoretical Foundation

2.1 Previous Study

The first review related to this research is "An Analysis on Idiomatic Expressions Used in the Subtitles of 'London Has Fallen' Movie" by Shofia Noor Sahara (2022). This study focuses on analyzing idiomatic expressions found in the movie's subtitles. The writer used a qualitative method, with the movie's subtitle dialogues as the main source. The study also applied Lyon's theory to analyze the lexical and contextual meanings of the idioms found. The results show that there are three similes, twelve binomials, thirteen proverbs, fourteen euphemisms, three cliffs, and five fixed sentences.

The second review related to this research is "An Analysis of the Understanding of English Idiomatic Expressions Meaning in *Captain America: Civil War* Movie" by Misael Adi Pramono (2019). This study used a quantitative method to evaluate students' understanding of idiom meanings with and without context. The researcher applied Makkai's theory to classify and understand the idioms found in the movie.

Additionally, this thesis relied on a review from a native speaker to support the analysis and understanding of the idiomatic expressions studied. The analysis identified 10 idioms as phrasal verbs, 6 as tournure idioms, and 4 as phrasal compound idioms. The results showed that

students had a good understanding of phrasal verb and phrasal compound idioms, with comprehension rates above 60%. However, they had a lower understanding, below 60%, of tournure idioms. Two examples of idioms students struggled with were “*put a few miles on his soul*” and “*draw a crowd.*”

This data highlights differences in comprehension levels based on idiom types and the importance of context in helping interpret idiomatic meanings.

The third study was conducted by Fauzia Cahya Islami, titled "An Analysis of Idiomatic Expressions in the Novel *All The Bright Places* by Jennifer Niven: Possible Suggestion in ELT" (2024). This study aimed to identify and explain the types of idiomatic expressions in the novel *All The Bright Places* and to describe their figurative meanings. Using Fernando’s theory, the study classified idioms into different categories. It also aimed to provide practical suggestions for English Language Teaching (ELT) by recommending idioms that can be used in the classroom to help students understand and use idioms in a broader context.

This research used a qualitative descriptive method. The study identified a total of 101 idiomatic expressions in the novel, categorized into three types: 15 Pure Idioms, 36 Semi-Idioms, and 50 Literal Idioms. These categories show the variation in idiom usage and provide a framework for analyzing their figurative meanings.

The three aforementioned studies demonstrate a strong relevance to the present research, as they similarly examine the use of idiomatic expressions in both audiovisual and literary works. The study conducted by Sahara (2022) analyzed idiomatic expressions found in the subtitles of the film *London Has Fallen* using a qualitative approach and applied Lyon's theory to explore the lexical and contextual meanings of the idioms identified. Furthermore, the study by Pramono (2019) employed a quantitative method to assess students' understanding of idiomatic expressions in the film *Captain America: Civil War*, both in contextual and non-contextual settings. This study utilized Makkai's theory for idiom classification and emphasized the importance of context in interpreting idiomatic meanings.

Meanwhile, the research conducted by Islami (2024) focused on analyzing idiomatic expressions in the novel *All The Bright Places*, using Fernando's theory as a framework for classification. In addition, the study offered recommendations for incorporating idioms into English Language Teaching (ELT) to enhance students' comprehension and usage of idioms in broader contexts.

These three studies provide valuable contributions by offering methodological insights and theoretical applications that serve as references for the current research. Accordingly, this study aims to identify the types of idiomatic expressions using Halliday's theory and to analyze

their meanings based on Leech's theory, as found in the lyrics of Bon Jovi's *Crush* album.

2.2 Semantics

The word "semantics" in Indonesian comes from Greek. The noun *sema* means "sign" or "symbol," while the verb *semaino* means "to mark" or "to symbolize." Semantics is a branch of linguistics that studies meaning, including its types, classification, formation, and changes.

The formation and change of meaning do not happen instantly but are influenced by many factors, both inside and outside the language. Pateda (2010:2) states that semantics helps us understand different aspects of meaning, such as its form, types, components, and the reasons why a word has one or multiple meanings. It also explores meaning changes and how to understand the meaning of a word. All these aspects can be studied in the field of semantics.

According to Chomsky in Sudaryat (2009:5), semantics is one of the components of grammar, along with syntax and phonology. Semantics can also be used in distinctive feature analysis. Understanding the meaning of a word or sentence is not easy, as one must grasp the intent and purpose of the written text. This ability can only be achieved if a language user has sufficient knowledge of meaning theory.

Semantic studies also examine how well a person understands meaning in a text and can interpret its true meaning, whether in words or sentences. This research explores various types of meaning that can be revealed, especially through analyses that are studied and understood by humans. According to Kambartel in Pateda (2010:7), semantics is a part of language that consists of structures that convey meaning when linked to objects in human experience. Meaning itself is the relationship between linguistic elements, particularly in semantic words.

According to Sudaryat (2009:3), the term "semantics" refers to a branch of linguistics that studies the relationship between signs or symbols and the objects they represent, known as meaning. This perspective suggests that meaning emerges only when a language user has prior experience, which then serves as a reference for understanding a concept.

According to Palmer in Djajasudarma (2009:7), meaning is something related to the internal aspects of language. It connects language to the outside world based on an agreement among its users, allowing understanding. Meaning exists at three levels: first, as the content of a linguistic form; second, as the core of a language system; and third, as a part of communication that provides specific information.

In conclusion, semantics is a crucial branch of linguistics that studies meaning in language. It explores how words and symbols convey meaning, the factors that influence meaning formation and change, and the

relationship between language and human experience. Various scholars, such as Pateda, Chomsky, Kambartel, Sudaryat, and Palmer, emphasize different aspects of semantics, including its role in grammar, distinctive feature analysis, and communication. Understanding meaning requires prior experience, knowledge of linguistic structures, and an awareness of how words function within a language system. Ultimately, semantics helps us interpret and communicate meaning effectively.

2.3 Idiomatic Expression

An idiom is a type of phrase or expression that has a special meaning that cannot be understood just by looking at the definitions of the individual words. In other words, idioms cannot be understood literally. The word "idiom" comes from the ancient Greek word "idioma." This term refers to phrases or expressions that are considered unique or special in the use of language. It's important to note that idioms are part of the language commonly used by fluent speakers, but they can sound strange or difficult to understand for those who are not familiar with the language. This shows how complex and varied language use can be in everyday communication.

According to Halliday (2004:15) An idiomatic expression is a phrase or group of words whose meaning cannot be easily understood from the literal meanings of the individual words. Instead, the meaning is understood through common use in a specific language or culture. Idioms have fixed meanings and are often figurative, used to express specific

ideas or tones in speech or writing. Some examples of English idioms are "kick the bucket," "let the cat out of the bag," and "a piece of cake."

Another definition from Lim (2004:7) said that a group of words put together to create a specific meaning that is different from the meaning of each individual word can be called idioms.

Hurford (2007:327) stated that idiomatic expressions, or idioms, are phrases made up of multiple words that combine the literal meanings of each word. However, idioms do not follow the principle of compositionality because their meanings cannot be understood from individual words. Instead, the true meaning of an idiom depends on the context in which it is used.

McCarthy & O'Dell (2002:1) explained that the meaning of idiomatic expressions is different from the meaning of the individual words that make them up. In other words, idioms cannot be understood literally, and the most effective way to comprehend them is by looking at the context in which they are used.

The conclusion from the discussion about idiomatic expressions is that idioms are phrases or expressions with special meanings that cannot be understood just by looking at the literal meanings of the words. Idioms are often figurative, and their meanings are understood through common use in a specific language or culture. The meaning of an idiom depends on the context in which it is used. Even though idioms are made up of multiple

words, their meanings cannot be explained compositionally or interpreted literally. Therefore, understanding idioms requires contextual knowledge and familiarity with the language, making them difficult to understand for those who are not used to them.

2.3.1 Types of Idiomatic Expression

There are several types of idiomatic expressions found by the writer, including the theory by Halliday, the theory by Lim, and the theory by Palmer

2.3.1.1. The Classification of Idiomatic Expressions Based on Halliday's Theory

The first, according to Halliday (2004:3), he divides idioms into five types: 1) Literal Idioms, 2) Non-Literal Idioms, 3) Proverbial Idioms, 4) Regional Idioms, and 5) Slang Idioms. The following are the descriptions and examples of each type of figurative language.

a. Literal idioms

A literal idiom is a phrase or expression that can be understood by looking at the literal meanings of the words that make it up. This means that the meaning of the idiom can be taken directly from the definitions of the individual words without needing to interpret it figuratively.

For example, "break a leg" is used to wish someone good luck, especially when they are about to perform or give a presentation. Although it

literally means “to break a leg”, its real meaning is to wish the person good luck before they go on stage.

b. Non-Literal Idioms

A non-literal idiom is a phrase or expression that has a figurative or symbolic meaning. In this case, the meaning of the idiom cannot be determined by simply analyzing the meanings of the individual words that make it up. Instead, this meaning is more related to common usage in a specific cultural context.

For example, "kick the bucket" means "to die." Although there is no direct connection between kicking a bucket and death, this phrase is used in English to refer to the end of someone's life. The use of this idiom may come from a certain culture or history that gives special meaning to the expression.

c. Proverbial Idioms

A proverbial idiom is an expression that gives advice or guidance, often based on life experiences or the collective wisdom of a community. This type of idiom has a deeper meaning and is usually used to convey moral lessons or principles that can be applied in everyday life.

For example, "Look before you leap" means "be careful before taking action." The meaning of this idiom is that before someone does something risky or potentially dangerous, it is important to think about the consequences first. It teaches the importance of thinking before acting and planning carefully to avoid mistakes.

d. Regional Idioms

Regional idiom is expressions or phrases that are specific to a particular geographical area or culture. These expressions often reflect the habits, traditions, or ways of speaking of the local community and may sound strange or be misunderstood by people from other regions.

For example, "y'all" is a term from the Southern United States used to refer to a group of people, meaning "you all." This expression reflects the friendly and close communication style of that area, where people often use it to strengthen feelings of togetherness and familiarity. The use of this idiom can provide insights into the cultural and social identity of the community that uses it, showing how language can vary based on geographical location.

e. Slang Idioms

Slang idiom is expressions or phrases used in informal contexts and are often not considered part of standard English. These phrases typically appear in everyday conversations among specific groups, such as young people, peers, or in relaxed situations.

For example, "hang out" means "to spend time with friends." This phrase describes a casual social activity where people gather to talk, have fun, or do activities together without a formal agenda.

On the other hand, "chill out" means "to relax." This phrase is often used to suggest that someone should calm down or not be too stressed, and it can refer to relaxing activities like watching a movie, chatting with friends, or just enjoying time without pressure.

Slang idioms often reflect trends in popular culture and can change quickly, depending on shifts in society. Using these idioms can show social closeness or group identity, but they can also make people unfamiliar with the terms feel confused or excluded

2.3.1.2. The Classification of Idiomatic Expressions Based on Lim's Theory

The second theory is from Lim (2004:10), which states that idioms in English consist of the following six types:

a. Phrasal Verbs

A combination of a verb and a particle (such as a preposition or adverb) that creates an idiomatic meaning.

Examples :

- Give up → to surrender
- *Look after* → to take care of

b. Prepositional Phrases

Expressions made up of a preposition and its object, which often have special meanings that can't be translated literally.

Examples:

- *On behalf of* → representing someone
- *In charge of* → responsible for

c. **Idiom with Verbs as Keywords**

Idiom that are centered around a verb, where the whole meaning is different from the literal meaning of the words.

Examples:

- *Break the ice* → to start a conversation in an awkward situation
- *Hit the sack* → to go to sleep

d. **Idioms with Nouns as Keywords**

Idioms that focus on a noun and have a figurative meaning.

Examples:

- *A piece of cake* → something very easy
- *The big cheese* → an important person.

e. **Idiom with Adjectives as Keywords**

Idiom that use an adjective as the main word, and the meaning is different from the usual meaning.

Examples:

- *Cold feet* → feeling nervous or hesitant before doing something
- *Green with envy* → feeling very jealous

2.3.1.3. **The Classification of Idiomatic Expressions Based on Palmer's Theory**

The third theory is according to Palmer (1976:127)), which states that idiomatic expressions in English consist of three main types:

a. Phrasal Verb

A phrasal verb is a combination of a verb and a particle (like an adverb or preposition) that forms a special meaning, often different from the literal meaning.

Examples:

- *Look after* → to take care of
- *Put up with* → to tolerate
- *Do away with* → to eliminate or kill

b. Partial Idiom

A partial idiom is an expression where one word keeps its literal meaning, while the other has an idiomatic meaning.

Examples:

- *Make ends meet* → to earn just enough money to live
- *Lose face* → to lose respect or dignity

c. Total Idiom

A total idiom is an expression where the meaning cannot be understood from the individual words. The whole phrase must be learned as one unit.

Examples:

- *Kick the bucket* → to die
- *Spill the beans* → to reveal a secret.

The writer uses Halliday's theory because it classifies idioms into five types, covering various aspects of language, including literal idioms, non-literal idioms, proverbial idioms, regional idioms, and slang idioms.

The *Crush* album by Bon Jovi contains many lyrics that use figurative language and idioms in the context of popular culture and rock music. By using Halliday's theory, the writer can categorize the idioms found in the song lyrics based on their types, making the analysis more systematic and structured. Additionally, this theory allows for a deeper exploration of how idioms are used to convey meaning in music and how they influence listeners' interpretation of the lyrics.

To interpret the meanings contained in the idioms found in the lyrics of the *Crush* album by Bon Jovi, this study uses Leech's theory of seven types of meaning. The author selected this theory because it is considered comprehensive and has diverse classifications, which allows for an in-depth analysis of the meanings in the songs from the album. In his book *Semantics: The Study of Meaning* (1981:9-19), Leech offers one of the most detailed classifications of meaning from a semantic perspective. This theory also helps in explaining the meanings of idioms found in the lyrics of Bon Jovi's *Crush* album. Leech categorizes meaning into seven types: conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, and thematic meaning. The following is a more detailed explanation of each classification according to Leech (1981:9-19).

1. Conceptual Meaning

Conceptual meaning refers to the basic, literal meaning of a word or expression as defined in the dictionary. It represents the core referential meaning that is stable and objective.

Example:

The word dog conceptually refers to a domesticated, four-legged, furry animal commonly kept as a pet.

2. Connotative Meaning

Connotative meaning involves the additional emotional, cultural, or subjective associations that a word carries. These associations vary depending on the context, culture, or individual experience.

Example:

The word rose conceptually means a type of flower, but connotatively, it often implies love, romance, or passion.

3. Social Meaning

Social meaning reflects the social relationship between the speaker and the listener, including aspects such as formality, politeness, or social status. It can be conveyed through dialect, style, or register.

Example:

The phrase *Would you mind closing the window?* is more polite and formal than *Close the window!*

4. Affective Meaning

Affective meaning conveys the speaker's emotions, feelings, or attitudes towards the listener or the subject matter. It can be expressed through intonation, word choice, or emotional tone.

Example:

The phrase *I'm so sorry to hear that* expresses empathy or sympathy, while *That's your problem* conveys indifference or rudeness.

5. Reflected Meaning

Reflected meaning arises when a word or expression evokes an additional meaning that is often taboo, vulgar, or emotionally charged. This association may influence how the primary meaning is perceived.

Example:

The word cock can literally mean a rooster, but it also has a slang meaning referring to the male genitalia, which might cause speakers to avoid using the term in certain contexts.

6. Collocative Meaning

Collocative meaning is derived from a word's habitual co-occurrence with certain other words. These habitual associations can influence how the word is interpreted in context.

Example:

The word pretty typically collocates with girl (pretty girl), while handsome is often used with boy (handsome boy).

7. Thematic Meaning

Thematic meaning concerns how information is structured in a sentence, including the order of words and the emphasis placed on different parts of the message. This can affect how the listener or reader interprets the information.

Example:

The sentence John broke the window places emphasis on John, while The window was broken by John emphasizes the window.

2.4 Crush Album by Bon Jovi's

Crush is the seventh studio album by the American rock band Bon Jovi. It was released by Mercury Records in the UK on May 29, 2000, and by Island Records in the US on June 13, 2000. The album was produced by Luke Ebbin, Richie Sambora, and Jon Bon Jovi. It is the longest gap between studio albums for the band, with five years between the release of "These Days" (1995) and this album. After their initial plan to work with producer Bruce Fairbairn fell through due to his death a year earlier, Bon Jovi and Sambora hired Luke Ebbin to update their sound.

The album helped the band gain recognition from a new generation of fans and was just as popular as their earlier albums, even with the lengthy hiatus. The album itself was nominated for Best Rock Album, but the lead single "It's My Life"

carried the most weight in its triumph. The song was also nominated for a Grammy Award for Best Rock Performance by a Duo or Group with Vocal. In the US, Crush received a double platinum certification from the Recording Industry Association of America

Jon Bon Jovi and Richie Sambora each released solo albums following a five-year break. While the band began recording their new album in the middle of 1999, Jon Bon Jovi had intended to release a third solo album in 1999. Sex Sells was the working title for it. In the music video for the band's then-most-recent hit "Real Life" posters bearing this title can be

seen all around New York. One Wild Night was another working title. The next year, the latter was brought back to life for a live collection.

Due to Bruce Fairbairn's passing, the original intention to collaborate with producers Bob Rock and Bruce Fairbairn was abandoned. A procedure for auditions was established, however the producers who interviewed the band showed little interest in them. When Bon Jovi eventually sought A&R executive John Kalodner for recommendations on up-and-coming producers, Kalodner suggested Luke Ebbin. He was brought to Bon Jovi's New Jersey home studio, where he recorded a demo consisting just of vocals and an acoustic guitar, then added programming, string arrangements, and backup vocals. Ebbin was employed once he returned.

The idea that the song "Next 100 years" is a self-cover is an intriguing one. A demo version of the song was delivered to the now-defunct Japanese talent agency Johnny & Associates by Jon Bon Jovi, along with B'z's Koshi Inaba, who penned the Japanese lyrics. The song was recorded in 1999 by J-Friends, a special group comprised of members of Tokio, V6, and KinKi Kids that was established in 1997 to collect money for schools impacted by the Great Hanshin earthquake in 1995. Released in April 2003, "J-FRIENDS Never Ending Spirit 1997-2003" is a DVD including recordings of a 2002 year-end concert with many groups from the agency, along with previous performances by the special unit. The DVD features a live rendition of the song.