

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

In this chapter of the research, the writer would like to report the result of the study. The problems which were formulated in chapter 1 would be discussed. The writer had analyzed both collected qualitative and quantitative data. The collected data would be shown in the form of a table of classification, texts containing idioms, and tables of comparison between context and non – context understanding. There were 20 idiomatic expressions taken from the movie. There were some comparisons that the writer could show to clearly explain on the effectiveness of using context to understand idiom meaning.

To answer the first research question, the writer made a strategy to classify the idioms into the correct order easily. Then, readers could see and know various idioms found in *Captain America: Civil War* movie. Those idiomatic expressions were defined according to appropriate theories from Makkai (2013). To find out the second research question, the writer put tables of comparison. Some clear explanation with an example would also be given for viewers to measure the students' understanding differences. Readers could study how well the context helped the student to interpret idiom.

#### **4.1 Classification of Idiomatic Expression in *Captain America: Civil War* Movie**

The writer has watched the movie and found the idioms. In his way to complete the qualitative data, the writer made a table of classification. There were a lot of idiomatic expressions which phrasal verb idiom has the most number (see appendix). The writer was doubtful if there would be a mistake of misplacing the idioms into its incorrect type as the movie was an American and the writer was an Indonesian who has been learning English as a second language. Therefore, he decided to have a correction by having a peer review from a native speaker to be a peer reviewer. The native speaker gave the correction and conclusion on doing the classification and made it into only three classifications based on the idioms appeared in the movie. The writer also thought that the number of phrasal verb idiom needs to be reduced more because those idioms would consume much time to be done by students through questionnaires later. Based on the writer's analysis, there are three classifications of the idiomatic expressions found in *Captain America: Civil War* Movie. They are phrasal verb idiom, tournure idiom, and phrasal compound idiom.

**Table 1**

**Idiom Classification in Captain America Movie**

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No	Phrasal verb idiom	Tournure idiom	Phrasal compound idiom
1	Stand down	Draw a crowd	Payload
2	Drop out	Put a few miles on his soul	Killer idea
3	Fire up	A little getaway	Middle ground
4	Suit up	Give you a hand	Point south
5	Walking me back	A few good licks	
6	Turn out	Do me a favor	
7	Wind up		
8	Give up		
9	Stave off		
10	Turn over		

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The classification was done in purpose to make the process and the result of analyzing qualitative data to be valid and trusted. It could be seen from table 1 that the writer minimalized the idioms and chose some idioms that were generally known and rarely known by the students. The writer put 10 from 54 idioms for phrasal verb idiom, 6 idioms for tournure idiom, and 4 idioms for phrasal compound idiom. The total of all idioms used to collect data was 20.

Table 1 contained data that would be a reference for the next step of quantitative data analysis. The writer has distributed questionnaires to 117 participants in Faculty of Language and Arts. In the way to get data from questionnaires, the writer distributed a questionnaire without context first and then questionnaire with context.

The data of quantitative analysis would be explained clearly in order to know how well students' understanding of interpreting idiomatic expression without context and with context. The students who participated in this study were directed to solve the question in English and complete the answer in Indonesian. The next explanation below would show the meaning of the idiomatic expression. The writer also added tables in order to compare students' understanding between the context and non – context help.

### 1. Phrasal verb idiom

Phrasal verb is a combination between a verb and an adverb / a preposition. It usually begins in casual speech and has more than one idiomatic meanings.

a. Sam, I can't shake this guy. Right behind you. **Stand down**, now.

The word '**stand-down**' consists of a verb and adverb. **Stand down** cannot be defined separately. It is incorrect if participants choose '*berdiri di bawah*' or '*berdiri ke bawah*'. In that sentence, **stand down** means 'surrender'.

b. No, I'm being serious. I can't just **drop out** of school. Might be a little dangerous.

'**drop-out**' has a pattern form of verb and adverb. This phrasal verb cannot be specified by parts. It is false if participants mean as '*menjatuhkan keluar*' or '*meneteskan keluar*'. **Drop out** has a meaning 'quit'.

- c. What am I looking at, Friday? Priority upload from Berlin police. **Fire up** the chopper.

The constituent of phrasal verb '**fire up**' is a verb and adverb. That idiomatic word cannot be depicted in parts. It is ridiculous if participants mean as '*api di atas*' or '*membakar di atas*'. **Fire up** is similar to 'to prepare something'.

- d. Stark. Stark? **Suit up**.

The structure of '**suit up**' is a verb and adverb. **Suit up** is a form of one definition. It is inaccurate if participants mean as '*pakaian di atas*' or '*sepadan di atas*'. The meaning of **suit up** is 'change the clothes or outfits'.

- e. She kept so many secrets. I didn't want her to have one from you. Thanks for **walking me back**.

The constituent of phrasal verb '**walking me back**' is verb and adverb. That idiom refers as a single interpretation. It is false if participants mean as '*berjalan di belakangku*' or '*berjalan di punggungku*'. **Walking me back** mean 'to accompany someone come home'.

- f. And that was before the serum. They all **turn out** like you? Worse.

'**turn out**' has a pattern form of verb and adverb. This phrasal verb includes into a single interpretation. It is incorrect if participants mean as '*belok keluar*' or '*giliran keluar*'. **Turn out** has a meaning of 'be like someone or something'.

- g. I just want to make sure we consider all our options. The people that shoot at you usually **wind up** shooting at me.

The word '**wind up**' consists of a verb and adverb. **Wind up** cannot be portrayed separately. It is not logic if participants mean as '*angin di atas*' or '*meniup ke atas*'. In that sentence, **wind up** mean 'to finish or to terminate'.

- h. Tony, someone dies on your watch, you don't **give up**. Who said we're giving up?

The structure of '**give up**' is a verb and adverb. **Give up** is an inseparable definition. It is invalid if participants mean as '*memberi ke atas*'. The meaning of **giving up** is 'to stop doing something'.

- i. I'm doing what has to be done. To **stave off** something worse. You keep telling yourself that.

'**stave off**' has a pattern form of verb and adverb. That idiomatic word is a single definition. It is incorrect if participants mean as '*tongkat mati*' or '*bait mati*'. **Stave off** is similar to 'keep from happening by taking action in advance or to prevent something happen'.

- j. You did that when you signed. All right, we're done. You're gonna **turn Barnes over**, you're gonna come with us, now, because it's us...

The constituent of phrasal verb '**turn over**' is a verb and adverb. That idiom cannot be interpreted in parts. It is not true if participants mean as '*belok berlebih*' or '*giliran berlebih*'. **Turn over** means 'to make a change for someone to be on the other side'.

## 2. Tournure idiom

Tournure was a kind of idiom that brought metaphorical meaning. It was fused from three or more words and added with a definite or indefinite article.

- a. Good, because this stuff tends to **draw a crowd**. Can you move your seat up? No.

This idiomatic word consists of three words. The structure of '**draw a crowd**' is a verb, indefinite article, and a noun. It is incorrect if participants mean as '*menggambar keramaian*' or '*menukar keramaian*'. This idiom has a meaning of 'to have attention'.

- b. But first, he wanted to **put a few miles on his soul**... before he parked it behind a desk. See the world. Maybe of service.

This idiomatic word consists of seven words. The structure of '**put a few miles on his soul**' is a verb, indefinite article, adjective, noun, preposition, possessive pronoun, and noun. It is invalid if participants mean as '*mengambil sedikit jarak pada jiwanya*'. The meaning of '**put a few miles on his soul**' is 'to wander in purpose to seek experience'.

- c. I will plan my toga party accordingly. Where are you going? Your father's flying us to the Bahamas for **a little getaway**.

This idiomatic word consists of three words. The structure of '**a little getaway**' is an indefinite article, adjective, and noun. It is not true if participants mean as '*sedikit pelarian*'. **A little getaway** means 'vacation'.

d. Let's go. I'll **give you a hand**. No. Don't help me.

This idiomatic word consists of four words. The structure of '**give you a hand**' is a verb, possessive pronoun, indefinite article, and noun. It is inaccurate if participants mean as '*memberimu sebuah tangan*.' This idiom has a meaning of 'offering help'.

e. Well... I hope you got **a few good licks** in. Yeah, I got a quite a few in, actually.

This idiomatic word consists of four words. The structure of '**a few good licks**' was indefinite article, adjective, adjective, and noun. It is not logic if participants mean as '*sedikit jilatan bagus*'. The meaning of **a few good licks** is 'good lesson or feedback'.

f. You'll be provided with an office instead of a cell. Now, **do me a favor**, stay in it? I don't intend on going anywhere.

This idiomatic word consists of four words. The structure of '**do me a favor**' is a verb, possessive pronoun, indefinite article, and a noun. It is incorrect if participants mean as '*perlakukan aku seperti sebuah bantuan*'. **Do me a favor** means 'to get help'.

### 3. Phrasal compound idiom

The phrasal compound was the use of two or more words to create a new word as a single thought. These compounds could be challenging for non – native English speakers because they were often idiomatic.

- a. They ditched their gear. It's a shell game now. One of them has the **payload**.

The constituent of phrasal compound '**payload**' is a verb and noun. It is invalid if participants mean as '*membayar muatan*'. The meaning of '**payload**' is 'stolen thing'.

- b. I know, "ooh, gross," but hear me out. I have got this **killer idea** for a self – cooking hotdog.

'**killer idea**' has a phrasal compound pattern form of noun and noun. It is false if participants mean as '*ide pembunuh*'. This idiom has a meaning of 'brilliant idea'.

- c. That's how the world works. Believe me, this is the **middle ground**. So, there are contingencies.

The structure of this idiom is a noun and a noun. It is not logic if participants mean as '*tanah tengah*'. A **middle ground** is similar to 'solution'.

- d. I know, because you're a very polite person. If I see a situation **pointed south**... I can't ignore it.

The word '**pointed south**' consists of a verb and noun. It is not true if participants mean as '*menunjuk ke selatan*'. **Pointed south** means 'turning into dangerous side'.

## 4.2 The Role of Context Help on Interpreting Idiom Meaning

Next part deals with the result of students' understanding differences. The comparisons are shown in purpose to have a better look at the effectiveness of using an idiomatic expression with context and without context. The understanding will be proved on how students use the context to get clues on doing the interpretation. Context tries to show the possibility of helping students to read or find clues (words, pictures, and situation) that correlate with the meaning of an idiom.

The tables below inform the percentage of students who understand before and after the writer added the context when interpreting idiom. The writer also put a number of an understanding requirement by 60%. It will be a decision on how good (>60%) and bad (<60%) students' understanding is.

Using clues to figure out the meaning of an unknown word is probably applied by participants to interpret idioms easily. Context clues can be found by thinking about how the word is used in a sentence. The writer believes that students sought a technique to get a simple interpretation by correlating all possible words in the sentence when facing unknown idiom. That comprehension is suitable with the data on phrasal verb understanding that is shown in the next explanation.

**Table 2**

**The Percentage of Students' Understanding of Phrasal Verb Interpretation**

No	Phrasal verb idioms	Percentage (without context)	Percentage (with context)
1	Stand down	73.50 %	76.92 %
2	Drop out	81.20 %	86.32 %
3	Fire up	64.10 %	77.78 %
4	Suit up	77.78 %	87.18 %
5	Walking me back	68.38 %	75.21 %
6	Turn out	70.94 %	84.62 %
7	Wind up	67.52 %	84.62 %
8	Give up	85.47 %	94.87 %
9	Stave off	66.67 %	83.76 %
10	Turn over	68.38 %	86.32 %

The previous table shows the students' progress on a study of idiom interpretation. The way how they did the idiom interpretation is very good. For example, the case on '*drop out*' represents that participants need context to make the interpretation on that idiom easy. The words '*..... of school*' are the clue of adverbial place. If participants get blank on '*drop out*', then another possible clue comes at the word '*out*'. '*Out*' has a synonym of exit, leave, or go. Therefore, participants shall be aware that '*drop out*' will be matched with 'quit'. The Indonesian interpretation of 'I can't just *drop out* of school' is 'aku tidak bisa begitu saja berhenti sekolah'. Because the type of this idiom is not really unfamiliar, participants can reach a very good understanding of both non – context (81.20 %) and context (86.32 %) help.

A slightly different technique to discover a new word is thinking about the main idea of a sentence. That is a way how to complete word meaning by reading

and focusing on the main idea of a sentence. The writer assumes that some students also got the point on finding the idea and sentence details. That comprehension is suitable with the data on tournure understanding that is available in the next description.

**Table 3**

**The Percentage of Students' Understanding of Tournure Interpretation**

No	Tournure idioms	Percentage (without context)	Percentage (with context)
1	Draw a crowd	45.30 %	55.56 %
2	Put a few miles on his soul	42.74 %	51.28 %
3	A little getaway	67.52 %	80.34 %
4	Give you a hand	67.52 %	74.36 %
5	A few good licks	49.57 %	64.96 %
6	Do me a favor	64.96 %	79.49 %

The data on the table above indicated that context shaped participants' understanding better. Another sample comes from tournure idiom '*put a few miles on his soul*'. This idiom is one of the hardest idiomatic expression interpretations. Only 42.74 % of participants chose the meaning of idioms correctly in non – context. The writer assumes that the difficulty comes from the number of words (7 words). Students tend to interpret the words separately. Actually, there is a clue in the sentence '*..... before he parked it behind a desk. See the world. Maybe of service.*' It means that the person wants to do something related to his interest and ability, maybe job training or going around the world, seeking worthy experience. That point is called context clues through the main idea. Therefore, the accurate meaning of that tournure idiom is 'to wander in purpose to seek experience'. At

the end, students show their ability to understand it with context help just at standard requirement (60.68 %). The context given in the tournure idioms helps participants to think right. The context itself makes a little progress for helping the students from 10 % – 18 %.

Using clues to figure out unknown word meaning by thinking about details of a sentence also occurs in the next idiom analysis. Interpreting phrasal compound idiom can be a problem if participants produced the misunderstanding by thinking only in one idiom meaning interpretation. Tables and descriptions below prove that the context clues correspond with a phrasal compound idiom.

**Table 4**  
**The Percentage of Students' Understanding of Phrasal Compound Interpretation**

No	Phrasal compound idioms	Percentage (without context)	Percentage (with context)
1	Payload	52.99 %	72.65 %
2	Killer idea	58.97 %	78.63 %
3	Middle ground	64.96 %	89.74 %
4	Point south	49.57 %	65.81 %

The previous table indicates the effectiveness of context to help students figuring out a new word meaning. The last example is *'point south'*. This kind of idiom is rather confusing for students because there can be more than one meaning. The meaning is not 'to be directed to the south', but the other possible interpretation is 'turning into dangerous side'. The Indonesian definition of *'if I see a situation pointed south... I can't ignore it'* is 'jika aku melihat sebuah

kejadian yang berbahaya ... aku tidak bisa tinggal diam'. In this part, participants get very well understanding (65.81 %), after they did it with context.

Overall, the role of the context of interpreting idiomatic expression is definitely necessary, because the analysis of individual words and phrases itself is nothing. They do not reveal the meaning, because there is no connection between the individual and the whole meaning of words and phrases. It can be proved from the data on the previous tables and explanation above. The idioms *'drop out'*, *'put a few miles on his soul'*, and *'point south'* are the examples why the context and idiom helped each other to reveal the meaning. For more important information, students can learn the technique on how to seek the meaning of a new word by correlating all possible details (words, main idea, and synonyms).

