

**AN ANALYSIS OF IDIOMATIC EXPRESSIONS  
IN THE LYRICS OF TAKE A CHANCE WITH ME BY NIKI  
AND ITS POTENTIAL USE IN ENGLISH LANGUAGE TEACHING**

**THESIS**



**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF EDUCATION AND TEACHER TRAINING  
JUNE 2025**

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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember  
To fulfill one of the requirements for Bachelor Degree (S. Pd.)  
Faculty of Education and Teacher Training  
Department of Islamic Studies and Language Education  
Program of English Education



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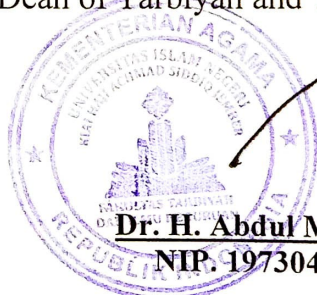
  
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## MOTTO

وَمِنْ ءَايَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَاخْتَلَفَ ٱلسِّنَتِكُمْ ۚ وَٱلْوَنُكُمَ ۚ إِنَّ فِى ذَٰلِكَ

لَآيَاتٍ لِّلْعٰلَمِیۡنَ ﴿٢٢﴾

*“And one of His signs is the creation of the heavens and the earth, and the diversity of your languages and colours. Surely in this are signs for those of sound knowledge.”*

(QS. Ar-Rum: 22)\*



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\* The Holy Qur'an, Surah Ar-Rum [30]: 22, retrieved from <https://quran.com/ar-rum/22>, accessed on May 15, 2025.

## DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, Misbahul Hasan and Sunarti who have always loved, prayed for, and stood by me through every challenge. Thank you for your endless sacrifices, unwavering support, and for being the strongest pillars in my life.
2. My dearest grandparents, Bukhari and Fatima who raised me with love and care, and supported me financially so that I could pursue the best education. Your kindness, wisdom, and generosity have shaped the path I walk today.
3. To my respected uncle, Anwari who never stopped showing his care and contributed financially to support my education until now. Your attention and encouragement have truly helped me get here.



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Praise and gratitude are devoted to Allah SWT, whose grace and blessings have enabled the author to complete this thesis entitled “An Analysis of Idiomatic Expressions in the Lyrics of Take a Chance with Me by Niki and its Potential Use in English Language Teaching”. Peace and blessings are also sent upon Prophet Muhammad SAW, who guided humanity from the darkness of ignorance to the light of knowledge and truth, shaping a brighter path for future generations and the progress of world civilization.

Therefore, the researcher would like to express sincere gratitude and appreciation to all those who have provided support and assistance in the completion of this thesis:

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Jember, 15th of May 2025

Devika Diah Wardani





## ABSTRACT

**Devika Diah Wardani**, 2025: *An Analysis of Idiomatic Expressions in the Lyrics of Take a Chance with Me by Niki and its Potential Use in English Language Teaching.*

**Keyword:** *idiomatic expressions, song lyrics, English Language Teaching,*

Language plays a vital role in human communication, especially in expressing thoughts, emotions, and cultural values. One unique element in language is idiomatic expressions, which convey figurative meanings that cannot be inferred directly from the literal meanings of their constituent words. Idioms are often found in English song lyrics and can be an effective tool in English Language Teaching (ELT), particularly for English as a Foreign Language (EFL) learners. This study explores idiomatic expressions in Niki's song *Take a Chance with Me*, highlighting their meanings and potential use in English teaching and learning.

This research aimed to answer the following questions: 1) What idiomatic expressions are found in the lyrics of *Take a Chance with Me* by Niki? 2) What are the interpretation of the identified idiomatic expressions 3) How can these idiomatic expressions be utilized in English language teaching? The objectives of this research were: 1) To reveal idiomatic expressions in the lyrics of *Take a Chance with Me* by Niki. 2) To examine the interpretations of the identified idiomatic expressions. 3) To investigate the potential use of the idiomatic expressions in the lyrics of *Take a Chance with Me* by Niki for English language teaching.

The researcher employed a qualitative method using content analysis. The data source was the official lyrics of the song, which were transcribed, read, and analyzed based on Adam Makkai's (1972) theory of lexemic idioms. The idioms were categorized, interpreted using trusted dictionaries, and then evaluated for their educational application. To ensure the validity of the data, the researcher used investigator triangulation.

This study concluded that 1) There were three types of idiomatic expressions found in the lyrics of *Take a Chance with Me* by Niki, consisting of phrasal verb idioms, tournure idioms, and phrasal compound idioms, with tournure idioms being the most dominant; 2) The lyrics of *Take a Chance with Me* by Niki show strong feelings of admiration, hope, and longing using feelings of emotion, figurative, and creative language; 3) The idiomatic expressions in the lyrics of *Take a Chance with Me* by Niki have the potential to be used as a teaching medium and can be integrated into a lesson plan in English language teaching, particularly for teaching narrative text to senior high school students in Grade XI.

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# CHAPTER I

## INTRODUCTION

### A. Research Background

Language is essentially a means of communication among the members of a society.<sup>1</sup> Language serves as the primary tool for communication, enabling individuals to express thoughts, share ideas, and convey emotions. As a communication tool, language is very useful and flexible. Language can serve the human needs in their communication in any situation, facilitating interaction and understanding in any context. However, communication is rarely an isolated activity, it almost always occurs within a specific social context.

Humans as social creatures, wherever they live, they will definitely need to interact with other people either using language or symbols to communicate. Therefore, understanding and learning about language becomes very important for humans to live, especially in social life. Without language, humans would find it very difficult to get information or communicate with other people. Language helps us share ideas, express our feelings, and understand each other. It plays a big role in making connections and building relationships. Without it, interactions would be much harder, and understanding others' thoughts or needs would become a real challenge.<sup>2</sup>

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<sup>1</sup>Anca Sirbu, 'The Significant of Language as a Tool of Communication', *Scientific Bulletin" Mircea Cel Batran" Naval Academy*, 18.2 (2015), pp. 405–6, doi:10.21279/1454-864X.

<sup>2</sup>Nguyen Van Thao and Herman, 'An Analysis of Idiomatic Expressions Found in Ed Sheeran's Selected Lyrics Songs', *Central Asian Journal of Literature, Philosophy and Culture*, 2.1 (2021), pp. 12–18.

Language is not just a tool for communication; it is also a bridge that connects individuals across different cultures, backgrounds, and perspectives. Through language, humans can pass down knowledge, preserve traditions, and develop new ideas. It enables us to work together, solve problems, and create a sense of belonging in a community. Moreover, language shapes the way we think and perceive the world around us, influencing our decisions and actions. This is why learning and appreciating language is essential, as it allows us to grow both as individuals and as a society. Furthermore, the diversity of languages across the world reflects the richness of human culture, with UNESCO recording thousands of languages spoken by people globally.

There are thousands of languages spoken across the world, though only a few are used globally. According to UNESCO, some of the most widely spoken languages include, Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German, and French.<sup>3</sup> But, English is widely used by people around the world as a primary means of communication. Lately, because of the effects of globalization, information spreads and evolves at an incredibly rapid pace.

English stands out as the most widely used language, functioning as a global *lingua franca*. *Lingua franca* is a language used by people who do not speak the same first (or even second) language to communicate with each

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<sup>3</sup> BBC Team, *Languages of the World - Interesting Facts about Languages*, <http://www.bbc.co.uk/languages/guide/languages.shtml>, accessed on January 5, 2025.



other.<sup>4</sup> This language is usually used for international business, science, technology, and diplomacy, making it essential for cross-cultural communication and collaboration. The widespread use of English highlights its role in connecting people across nations, facilitating access to knowledge, and bridging cultural differences.<sup>5</sup> Therefore, can be said that English is the “Key of Communication”.

As of recent data, the global number of English speakers has significantly grown. Approximately 380 million people speak English as their first language, making it the third most spoken native language worldwide. Additionally, there are an estimated 375-400 million English speakers using it as a second language, highlighting its role as a dominant global lingua franca. Beyond these figures, there are around 750 million people learning English as a foreign language, contributing to a total of approximately 1.4 billion English speakers globally, when including all proficiency levels.<sup>6</sup> This widespread use reinforces English’s importance in business, academia, and communication worldwide.

Rao also emphasized English as the “Key of Communication”. He highlights that English widely recognized as a global language. Besides that, English has also established itself as a dominant medium in internet usage. 56%

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<sup>4</sup> T. Hedge, ‘The Practice of English Language Teaching’, *ELT Journal*, 2003, 401–5, doi:10.1093/elt/57.4.401.

<sup>5</sup> P. S Rao, ‘The Role of English as a Global Language’, *Research Journal Of English (RJOE)*, 4.1 (2019), pp. 65–79  
<[https://www.researchgate.net/publication/334282978\\_THE\\_ROLE\\_OF\\_ENGLISH\\_AS\\_A\\_GLOBAL\\_LANGUAGE](https://www.researchgate.net/publication/334282978_THE_ROLE_OF_ENGLISH_AS_A_GLOBAL_LANGUAGE)>.

<sup>6</sup> Statistics and Data, “*The Most Spoken Languages 2024*”, retrieved from <https://statisticsanddata.org/data/the-most-spoken-languages-1900-2024/>, accessed on January 5, 2025.

of the internet sites are designed in English.<sup>7</sup> Almost all information available on the internet is presented in English. Besides that, in field of press and media, English is also used as the primary language.

Due to the fact that English is the most widely used language for international communication, it has become the medium for leading newspapers and magazines worldwide. Additionally, most news programs on television broadcast their content in English. There is a lot television channels such as CNN, BBC, National Geographic, Discovery, Animal Planet, etc. The media and press have a strong influence on young learners, and many of them follow English channels to develop their English skills. Moreover, English plays a vital role in entertainment, particularly in the movie, television, and music industries. The largest and most renowned global entertainment industries, based in Hollywood, United States, use English as their primary language to convey their messages to audiences worldwide.

Based on those reasons, many people have become interested in learning English. In his book, Jeremy Harmer explains why English has become so widespread globally. He identifies five key reasons: colonial history, economics, information exchange, travel, and popular culture, including movies and songs.<sup>8</sup> Nowadays, songs in English are very popular and attract many groups of people, especially to young learners. On the other side, learners often feel confused when studying and understanding English due to the many idioms found in the movies and songs they watch or listen to.

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<sup>7</sup>Rao, 'The Role of English as a Global Language'.

<sup>8</sup>Hedge, 'The Practice of English Language Teaching'.

An idiom is an interesting phenomenon of language. Its meaning is not simply the sum of the literal meanings of its individual words, and it often lacks direct equivalents in other languages.<sup>9</sup> According to the Oxford Advanced Learner's Dictionary of Current English, an idiom is defined as "a phrase or sentence whose meaning is not immediately clear from the meanings of its individual words and must be learned as a whole." Idioms can convey a wide range of emotions and expressions, from joy to sorrow, love to hate, and even the transformation of a heroic soul into one marked by cowardice.<sup>10</sup> Furthermore, idiomatic expressions can consist of just one word or a group of words, and their meaning is not derived solely from the literal definitions of the words in the expression. Understanding idiomatic expressions requires not only linguistic skill but also interpretative insight and cultural awareness. As the Qur'an states.

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ ۚ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ ﴿٢٦٩﴾

Meaning: "He grants wisdom to whoever He wills. And whoever is granted wisdom is certainly blessed with a great privilege. But none will be mindful 'of this' except people of reason." (Q.S Al-Baqarah: 269)<sup>11</sup>

This verse teaches us that wisdom is a gift from Allah, and people who have it are truly blessed. In the context of language learning, especially when

<sup>9</sup>Tiina Kainulainen, 'A Comparison of Finnish Third Grade Students of National Senior Secondary School and IB Diploma Programme', *Hamikuu*, 2006, pp. 1–100.

<sup>10</sup>Fangfang Ding, 'Rethinking Approaches to Idioms and Idiomaticity', 329.Iccessh (2019), pp. 1335–38, doi:10.2991/iccessh-19.2019.294.

<sup>11</sup>The Holy Qur'an, Surah Al-Baqarah [2]: 269, retrieved from <https://quran.com/al-baqarah/269>, accessed on March 15, 2025.

dealing with idioms, this wisdom allows learners to go beyond the surface meaning of words. Idioms often carry hidden or figurative meanings that require deeper thinking and understanding of context. Therefore, learning idioms is not just about improving English skills, but also about developing the ability to think more deeply and understand language in a more meaningful way. This aligns with the idea that idiomatic expressions are not simply collections of words, but complex phrases that require insight and interpretation.

According to Butarbutar, et al., idiomatic expression is a group of words that functions as a single semantic unit. Similar to many multi-word verbs, the meaning of the idiom as a whole cannot be inferred from the meanings of the individual words. Idiomatic expression is made up of several words that combine their original meanings with other meanings to create a figurative sense.<sup>12</sup> Misunderstandings can occur when readers or people have difficulty understanding the meaning. Therefore, many linguists agree that an idiom is a fixed expression with no clear literal meaning and typically does not appear in a standard dictionary. For instance, the idiom *"hit the sack"* does not carry the same meaning as the individual words *"hit"* and *"sack"*. Its idiomatic meaning is *"to go to bed"* or *"to sleep"*. While idioms may seem like simple phrases, translating them can be tricky. Take the idiom *"kick the bucket"* which means *"to die"*. In Indonesian, the literal translation is *"menendang ember"* but the actual meaning is *"meninggal dunia"* or *"passed away"*. Moreover, while

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<sup>12</sup>Evy Sulastris Butarbutar and others, 'Idiomatic Expressions in "A Thousand Words" Movie', *Actual Social Science Review*, 1.1 (2020), pp. 1–11.

idioms can make language more colorful, they can also be tricky for language learners. Although learning idioms can be challenging, there are many ways to make the process easier, and one of the most enjoyable methods is through songs. Song can make learning idioms more fun, especially when they are from famous artist like Niki.

Nicole Zefanya, known by her stage name Niki, is a singer and songwriter from Indonesia. Niki joined a music company in the United States, *88rising*. Because of her career, she writes all her songs in English to reach a global audience. In Indonesia, Niki is quite popular and has many fans, especially among young people. The lyrics she writes reflect her emotions. Her songs are often based on her own experiences, expressing her feelings at the time, her relationships, someone, or an event, all packaged uniquely in her music. This makes her songs relatable to young people and draws them in with the meaning behind the lyrics. Niki often uses many idioms in her songs to enhance their beauty. As she mentioned in her interview with Genus on YouTube, she loves playing with words. She feels like a musical genius, and when one syllable meets another, it creates something truly impressive. In other words, Niki carefully arranges the words she uses, crafting songs with catchy and meaningful lyrics. This encourages her listeners to look up the meanings of the idioms in her lyrics to better understand her songs.

The popularity of songs today makes them an ideal and fun medium for learning, especially for memorizing idioms, as songs combine language, culture and entertainment in a way that appeals to their listeners. Idiomatic

expressions, which often do not have a direct literal meaning, are challenging yet essential to mastering a language. Niki's songs are rich with idiomatic expressions skillfully intertwined with unique and beautiful instrumentation, making her music captivating and relatable, especially to young audiences. As a well-known artist, Niki's creative use of idioms not only adds depth to her lyrics but also makes them a great resource for language learners to understand idioms in context. This mix of music and language learning is very effective, and her idioms might even be included in English textbooks. Teachers can use her songs as a fun and helpful way to teach students idiomatic expressions, making language learning more practical and enjoyable. According to the explanation above, the researcher was interested in analyzing and interpreting idiomatic expressions in Niki's song lyrics under title **“An Analysis of Idiomatic Expressions in the Lyrics of Take a Chance with Me by Niki and its Potential Use in English Language Teaching”**.

## **B. Research Questions**

Based on the research background above, the researcher intended to address the following questions in particular:

1. What idiomatic expressions are found in the lyrics of *Take a Chance with Me* by Niki?
2. What are the interpretations of the identified idiomatic expressions?
3. How can these idiomatic expressions be utilized in English language teaching?

### C. Research Objectives

Based on the research questions, the purpose of this study was to identify and provide answers as follows:

1. To reveal idiomatic expressions in the lyrics of *Take a Chance with Me* by Niki.
2. To examine the interpretations of the identified idiomatic expressions.
3. To investigate the potential use of the idiomatic expressions in the lyrics of *Take a Chance with Me* by Niki for English language teaching.

### D. Research Significances

The results of this study are expected to provide benefits for:

1. English Teachers

Teachers are encouraged to incorporate contemporary music, including songs like *Take a Chance with Me*, into their lessons to teach idiomatic expressions. Songs can serve as motivational tools and enhance student engagement while exposing learners to real-life use of idioms in context. Teachers should, however, guide students in interpreting idioms by providing contextual clues and facilitating discussions to ensure correct understanding.

2. Readers

Readers are encouraged to explore English songs that contain idiomatic language to broaden their understanding of vocabulary and meaning. Learning idioms through songs can offer a more engaging and memorable experience. By analyzing song lyrics and discovering the meanings of

unfamiliar phrases, readers can improve their language retention and gain deeper insights into cultural expressions.

### 3. Future Researchers

Future researchers may consider analyzing idiomatic expressions across a wider range of songs by different artists or genres to compare their frequency, types, and cultural relevance. Additionally, further studies can be conducted using other methods to measure the effectiveness of using idioms in songs as media in ELT actual classroom settings.

## E. Definition of Key Terms

To prevent confusion in this study, the researcher provides definitions of several key terms, including:

### 1. Idiomatic Expressions

Based on this study, idiomatic expressions refer to one word or a group of words in the lyrics of *Take a Chance with Me* by Niki that cannot be interpreted literally one by one. These expressions carry figurative meanings that different from their literal meanings. The idiomatic expressions are identified and analyzed based on Adam Makkai's theory of idiom classification. The analysis also considers the context in which each idiom appears to determine its appropriate interpretation.

### 2. Song Lyrics

In this study, song lyrics refer to the written text of *Take a Chance with Me* by Niki, which serves as the primary data source. The lyrics consist of sentences arranged in verses and choruses that express the



songwriter's emotions, themes, and messages, similar in nature to poetry. As an essential part of music, lyrics help shape meaning and emotional impact for the listener. In addition, song lyrics often reflect cultural and social themes, making them a powerful medium for both artistic expression and language learning. Their natural use of idiomatic language, varied sentence structures, and expressive vocabulary makes them suitable for exploring idiomatic expressions in an authentic and engaging context.

### 3. Niki

Nicole Zefanya, also known as Niki, is an Indonesian singer, songwriter, and record producer. Born on January 24, 1999, in Jakarta, she gained recognition for her unique blend of R&B, pop, and indie music. Niki began her music journey by posting cover songs on YouTube before releasing original music and signing with the music label *88rising*, which promotes Asian artists globally. Her debut album, *Moonchild* in 2020, showcased her versatility and lyrical depth, earning her international acclaim. Known for hits like *Every Summertime* and *Lowkey*, Niki often draws inspiration from personal experiences and her Southeast Asian heritage, making her music relatable and authentic to fans worldwide. Niki has released three studio albums: *Moonchild* (2020), *Nicole* (2022), and *Buzz* (2024).

### 4. English Language Teaching

English Language Teaching (ELT) refers to the practice of teaching English to non-native speakers, encompassing various methodologies,

approaches, and techniques to enhance language acquisition. ELT includes key components such as language skills (listening, speaking, reading, and writing), grammar, vocabulary, and pronunciation. It can take place in diverse settings, including formal education, private institutions, and online platforms. Effective ELT strategies often incorporate communicative and interactive methods, utilizing authentic materials and technology to facilitate meaningful learning experiences. The field continues to evolve, adapting to learners' needs and advancements in linguistic research and pedagogy.

#### **F. Structure of the Report**

This research consists of five chapters, with each chapter containing several subchapters that are interconnected. Generally, the research is divided into three main parts. They were initial part, core part, and final part that would be explained as follows:

The first was initial part. It consisted of the research title, approval sheet, approval from the board of examiners, motto, dedication, acknowledgements, abstract, table of contents, and list of tables.

The second was core part that included:

1. **Chapter I** presents the introduction of the thesis, which includes the research background, research questions, research objectives, significance of the study, definition of key terms, and the structure of the report.
2. **Chapter II** reviews related previous research and literature relevant to this study, including the theoretical framework.

3. **Chapter III** outlines the research methodology, covering the research approach and type, data and data sources, data collection techniques, data analysis techniques, and data validity.
4. **Chapter IV** discusses the findings from the data analysis and provides a discussion. The data in this research are about an analysis of idiomatic expressions in the lyrics of *Take a Chance with Me* by Niki and Its Potential Use in English Language Teaching.
5. **Chapter V** concludes the study and offers suggestions based on the findings.

The third was the final part, including the references, statement of authenticity of writing, and appendices that consist of research matrix, bibliography of the researcher, declaration sheet, research journal, and sheets of analysis.



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## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Research**

This research is not the first study in analyzing idiomatic expressions. The researcher found some research that related with this study, some of them are:

1. Achmad Nur Arizal (2022) from the University of PGRI Semarang conducted a study titled “Idiomatic Expressions in Imagine Dragons Song Lyrics on Album ‘Evolve’ and Its Contribution to Lexical Teaching”. Using a qualitative research method with content analysis, the researcher examined idiomatic expressions in the album's lyrics. The study aimed to identify the types and meanings of idiomatic expressions, determine the most dominant type, and explore their contribution to lexical teaching. The researcher analyzed the lyrics by listening to the songs, transcribing them, identifying idioms, categorizing them based on Makkai's (1972) theory, and interpreting their meanings.

The findings revealed various types of idiomatic expressions in the Evolve album, including phrasal verb idioms, tournure idioms, irreversible binomial idioms, phrasal compound idioms, incorporating verb idioms, and pseudo idioms. The most dominant type was tournure idioms, with 56 occurrences, accounting for 51% of all identified idioms. The study also highlighted the potential of these idioms as teaching materials in lexical studies, suggesting their use in English language learning to help students understand idiomatic expressions and enhance their vocabulary skills.

2. Wenny Alfiyani (2021) from The University of PGRI Semarang wrote a journal entitled “Type and Meaning the Figurative Language Found in Niki’s Selected Songs”. Qualitative research was employed in this research, applying the theory of Kennedy, X.J., and Gioia, D. (2005). The main purpose of this study was to found the types, the dominations, and the meaning of figurative languages used in the songs, and the contribution to teach poetry. The Data collection involved several steps: listening to the songs, watching related materials, reading the lyrics, identifying figurative language, analyzing its usage, and classifying the findings.

As the result of this study, the researcher concluded that in the three songs, *Lose*, *Indigo*, and *La La Lost You*, 41 expressions containing figurative language were identified, covering seven types: metaphor, hyperbole, repetition, simile, apostrophe, paradox, and allegory, while synecdoche, personification, and irony were not found. Metaphor emerged as the most dominant type, with 18 expressions, followed by hyperbole with 9 expressions, and repetition with 5 expressions. Simile and apostrophe each had 3 expressions, making them the fourth most dominant, while paradox had 2 expressions, and allegory appeared only once. To understand the meanings of the lyrics, the researcher analyzed the figurative language by considering the context, watching the music videos, and referring to Niki's interviews on YouTube for additional insights.

3. Nguyen Van Thao (2021) from Hanoi Pedagogical University 2 Vietnam wrote a journal entitled “An Analysis of Idiomatic Expressions Found in

Ed Sheeran's Selected Lyric Song". Using qualitative research focused on content analysis, the researchers analyzed the song lyrics based on Makkai's (1972) theory. They gathered the lyrics online, listened to the songs, and transcribed them. The process included reading, identifying, classifying the idiomatic expressions, and drawing conclusions.

In this study, the researchers investigate idiomatic expressions in Ed Sheeran's album *Divine*. The data analysis was based on Makkai's (1972) theory, which categorizes idioms into lexemic and sememic types. However, the researcher focused solely on lexemic idioms, which are further divided into six subclasses: phrasal verb idioms, tournure idioms, irreversible binomials, phrasal compound idioms, incorporating verb idioms, and pseudo idioms. The researchers found there were two types of idiomatic expressions in the song lyrics: phrasal verb idioms and tournure idioms. Phrasal verb idioms were the most common, accounting for 6 instances (60%), while tournure idioms appeared 4 times (40%).

4. Ni Made Windi Artadiyani (2021) from Saraswati Institute of Teacher Training and Education (IKIP) Tabanan, conducted a research entitled "An Analysis of Idiomatic Expression Used in Westlife's Songs". This study aimed to identify the types of idioms and their meanings in Westlife's songs. Using a qualitative approach, data were collected through observation by listening to and reading the song lyrics. The analysis was conducted based on Seidl and McMordie's theory.

The analysis revealed two types of idiomatic expressions in Westlife's songs: phrasal verb idioms and verbal idioms. A total of 16 phrasal verb idioms and 3 verbal idioms were identified. Examples include “fall in”, “get someone off”, “keep on”, “think of”, “look out”, “hold on”, “come along”, “stand up for something”, and “let oneself go”. Phrasal verb idioms were the most frequently used type in the songs.

5. Manar Abdurra'uf Fatin (2016) from The State of Islamic University Semarang wrote a thesis entitled “Analysis of idiomatic expressions found in Adele’s song lyrics in the album “25” and its possibility to be used in English teaching”. To analyze the data, the researcher used content analysis. This study aims to identify idiomatic expressions in Adele's “25” album, explore their meanings, and evaluate their potential use in English through songs as a medium.

The research identified 56 idiomatic expressions in Adele's album “25”, including 35 phrasal verbs, 17 noun idioms, and 4 irreversible binomial idioms. A majority of these idioms express themes of misery, pain, and sorrow, while others convey emotions related to love and wishes. These expressions serve as rich linguistic resources, showcasing a variety of meanings and emotional nuances. Their use in English teaching and learning could enhance students' understanding of idiomatic language. Overall, the idioms in this album demonstrate significant potential for enriching language education.

**Table 2.1**  
**The Similarities and Differences of the Research**

No.	Research Title	Similarities	Differences
1.	Achmad Nur Arizal, <i>“Idiomatic Expressions in Imagine Dragons Song Lyrics on Album 'Evolve' and Its Contribution to Lexical Teaching”</i> (2022)	a. Both research analyzed idiomatic expressions in song lyrics based on Adam Makkai's theory. b. Both provide insights into the potential use of idioms in English language teaching.	a. Achmad analyzed idiomatic expressions in multiple songs from Imagine Dragons' <i>Evolve</i> album, while this study focused on one specific song. b. This research examined the contribution of idioms to lexical teaching, while this study focuses on their potential use in broader English language learning contexts.
2.	Wenny Alfiyani, <i>“Type and Meaning the Figurative Language Found in Niki's Selected Songs”</i> (2021)	a. Both research focused on analyzing language features in Niki's songs. b. Both research employed qualitative research methods. c. Both research analyzed linguistic aspects (figurative language vs. idiomatic expressions) and their relevance to English teaching and learning.	a. Wenny analyzed figurative language types, meanings, and dominance, while this research analyzed idiomatic expressions and their potential use. b. In methodology, Wenny applied Kennedy and Gioia's theory, while this research applied content analysis. c. The purpose of Wenny's research has been to teach poetry, whereas this research emphasized teaching idiomatic expressions.
3.	Nguyen Van Thao, <i>“An Analysis of</i>	a. Both research analyzed idiomatic	a. Nguyen analyzed idiomatic expressions



	<i>Idiomatic Expressions Found in Ed Sheeran's Selected Lyric Song</i> ” (2021)	expressions in song lyrics based on Adam Makkai's theory.	in some selected songs, while this research analyzed one specific song.
4.	Ni Made Windi Artadiyani, “ <i>An Analysis of Idiomatic Expression Used in Westlife's Songs</i> ” (2021)	a. Both research analyzed idiomatic expressions in song lyrics.	a. Ni Made analyzed idiomatic expressions in some songs of Westlife, while this research analyzed one specific song. b. The research based on Seidl and McMordie's theory, while this research based on Adam Makkai's theory.
5.	Manar Abdurra'uf Fatin, “ <i>Analysis of idiomatic expressions found in Adele's song lyrics in the album '25' and its possibility to be used in English teaching</i> ” (2016)	a. Both research analyzed idiomatic expressions in song lyrics and its potential use in English teaching based on Adam Makkai's theory.	a. Manar analyzed the idiomatic expressions of all the songs in an album, while this this research analyzed one specific song.

Based on the table above, it can be seen that all previous studies had their own approaches to analyzing idiomatic expressions or language features in song lyrics. The similarities between those studies and this research are the focus on language analysis, particularly idiomatic expressions, and their relevance to English teaching and learning. Most of the studies used content analysis and Adam Makkai's theory as a basis for idiom classification, except for one that applied Seidl and McMordie's theory. Makkai's theory focuses on a systematic classification of idioms based on their structural and semantic properties, distinguishing them into categories such as figurative, literal, and

hybrid idioms, and considering their productivity and flexibility in language use.<sup>13</sup> On the other hand, Seidl and McMordie (1978) classify idioms based on their meaning and structure, emphasizing the distinction between idiomatic expressions and other types of multi-word constructions like collocations and phrasal verbs.<sup>14</sup> Makkai's approach is more focused on the internal structure of idioms, while Seidl and McMordie's theory is more concerned with the functional and meaning-based categorization of idiomatic expressions. The main difference lies in the research object and scope. While the previous studies analyzed multiple songs or entire albums, this research focuses on a single song, *Take a Chance with Me* by Niki, to provide a more detailed and specific analysis. Additionally, unlike other studies that explored idioms broadly or examined other aspects such as figurative language, this study uniquely combines an in-depth idiomatic analysis with its direct application in English language teaching.

## B. Theoretical Framework

To analyze this research, various relevant theories were utilized to address the research questions. These theoretical frameworks provided essential support and will be explained in detail below:

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<sup>13</sup>Adam Makkai, *Idioms: Structural and Psychological Perspectives* (Mouton, 1972).

<sup>14</sup>W. Seidl, J., & McMordie, *English Idioms and How to Use Them* (Oxford University Press, 1978).

## 1. Linguistics

Linguistics, as defined in *The New Oxford Dictionary of English*, involves the systematic study of language structures such as syntax, grammar, and phonetics, alongside examining language in relation to social factors (sociolinguistics). Additionally, aspects of phonetics often intersect with disciplines like sociolinguistics, dialectology, psycholinguistics, language processing, comparative linguistics, and structural linguistics. Richard and Schmidt describe linguistics as a scientific field that examines language as a medium of human communication. Similarly, Ament explains that linguistics is frequently referred to as general linguistics. According to Webster, linguistics is not just about language but also encompasses the study of its broader aspects.<sup>15</sup> Besides that, in linguistics there are several major branches and also various fields of specializations which can be seen in the figure below.

**Picture 2.1**  
**Core and Interdisciplinary Branches of Linguistics**



Source: <https://www.youtube.com/watch?v=HE9JdFUUkx0>

<sup>15</sup> Abd. Syakur, 'The Role of Applied Linguistics in English Teaching Materials in Higher Education', *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 4.1 (2021), pp. 677–83, doi:10.33258/birle.v4i1.1820.

This image presents a conceptual diagram of linguistics, dividing the field into two main categories: Core Branches and Interdisciplinary Branches. The core branches represent the foundational areas of linguistic study and the interdisciplinary branches demonstrate how linguistics intersects with other. Each branch contributes to a more comprehensive understanding of language in both theoretical and applied contexts.

#### **a. Core Branches of Linguistics**

The branches labeled as syntax, semantics, phonetics, phonology, morphology, and pragmatics represent the fundamental components of linguistic analysis. These areas focus on:

- 1) Syntax: The structure and order of words in sentences.
- 2) Semantics: The study of meaning in language.
- 3) Phonetics: The sounds of speech and their physical properties.
- 4) Phonology: The organization of sounds within a language.
- 5) Morphology: The structure of words and their meaningful components.
- 6) Pragmatics: How context influences the interpretation of meaning.

#### **b. Interdisciplinary Branches of Linguistics**

The other branches, categorized as subfields, highlight specialized areas where linguistics interacts with other disciplines. These include:

- 1) Psycholinguistics: Focuses on how language is processed in the human mind.

- 2) Sociolinguistics: Examines the relationship between language and society.
- 3) Neurolinguistics: Studies the relationship between language and the brain.
- 4) Applied Linguistics: Applies linguistic theories to real-world issues, like language teaching.
- 5) Computational Linguistics: Studies language using computational methods for tasks like natural language processing (NLP) and machine translation.
- 6) Comparative Linguistics: Studies similarities and differences across languages.
- 7) Historical Linguistics: Investigates the evolution of languages over time.
- 8) Stylistics: Analyzes the use of language in literary and creative contexts

In linguistics, idiomatic expressions lie at the intersection of several branches. Their primary position is within semantics, as they are primarily studied for their meaning. In structuralism theory, Saussure explains that idioms fall under semantics because their meaning cannot be understood solely from the individual parts of their constituent words. However, fully understanding idiomatic expressions also requires the involvement of other branches of linguistics. For example, pragmatics explains how idioms are used to convey meaning in specific contexts. Lexicology, which is part of

morphology, is concerned with idioms as they form an integral part of a language's lexicon. Additionally, sociolinguistics studies idioms as they often reflect the culture and social norms of a linguistic community. A comprehensive analysis of idiomatic expressions requires integrating all of these perspectives.

## 2. Semantics

Semantics focuses on the meaning of language. According to Yule, semantics is the study of meaning in language.<sup>16</sup> It examines how we comprehend words and sentences, how words obtain their meaning, and how the meaning of a phrase is derived from the meanings of its components. Scholars in semantics also investigate the relationships between words, such as synonyms and antonyms, and how these connections affect our interpretation of language. A deeper understanding of semantics helps us grasp the subtleties of communication and reduces the likelihood of misinterpretation.

Semantics is the study of the meaning of words, phrases, and sentences. It focuses on understanding the conventional meanings of words rather than individual interpretations.<sup>17</sup> As a branch of linguistics, semantics explores meaning in language, starting from the basic meanings of individual words to how phrases and sentences convey messages. This field of study helps us interpret language accurately, avoid

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<sup>16</sup> George Yule, *The Study of Language*, 4th ed. New York: Cambridge University Press, 2010. p. 113

<sup>17</sup> George Yule, *The Study of Language*, 4th ed. New York: Cambridge University Press, 2010. p. 112

misunderstandings, and improve communication. By understanding semantics, we can enhance both our writing and speaking skills, selecting the right words and phrases to express meaning clearly and effectively.

Lyon defines semantics as the study of meaning, which examines how meaning is created, understood, and conveyed through language.<sup>18</sup> It involves analyzing the meaning of words, phrases, sentences, and entire texts, as well as how these elements combine to produce meaning. Semantics also helps us recognize how language can be interpreted in various ways depending on context, enabling us to avoid confusion and misinterpretation. This understanding is crucial, especially when analyzing texts or lyrics that may contain hidden meanings or multiple interpretations.

Goddard stated that semantics is considered the core of linguistics. He also notes that through semantics, we gain a deeper understanding of the nature of language and the power of human communication. In linguistics, semantics is a dedicated subfield that investigates meaning, operating at various levels of linguistic structure, such as words, phrases, sentences, and larger units of discourse (referred to as message). Like other empirical sciences, semantics involves the connection of concrete data with theoretical concepts. Broadly speaking, semantics includes the study of how informal expressions are interpreted.

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<sup>18</sup> J. Lyon, *Semantics*, New York: Cambridge University Press, 1977.p. 1

In summary, semantics plays a crucial role in understanding language by examining how meaning is constructed, interpreted, and communicated. It provides insights into word relationships, context-dependent meanings, and the nuances of communication. By studying semantics, we can enhance our comprehension of texts, improve our language skills, and minimize misunderstandings. As a core aspect of linguistics, semantics bridges theoretical concepts with real-world language use, making it essential for effective communication and interpretation. Ultimately, a strong grasp of semantics enriches both written and spoken expression, allowing for clearer and more precise communication.

### **3. Idiomatic Expressions**

#### **a. Definition of Idiom**

Idioms, also known as idiomatic expressions, are phrases or words with a figurative meaning that is generally understood by native speakers. This meaning differs from the literal interpretation of the individual words that make up the idiom. Every language in the world contains such phrases, which often serve to express feelings or ideas that are difficult to convey literally and may require more than one word to explain. The concept of idioms has existed since ancient times and is used in various contexts, with some being more commonly and consistently used than others. Idioms can be found in diverse forms of literature, including magazines, educational books, storybooks,



newspapers, and advertisements. They also frequently appear in spoken mediums, such as movie dialogues and song lyrics, highlighting their pervasive role in language and communication.

If we were unfamiliar with the meaning of the word “idiom” and decided to look it up in a dictionary, we would discover in the Oxford Advanced Learner’s Dictionary that it is defined as a set of words arranged in a specific order, whose collective meaning differs from the individual meanings of each word when considered separately.<sup>19</sup> This highlights the unique nature of idioms, where the combination of words takes on a distinct meaning that cannot be understood just by interpreting the words individually. Idioms are often used in everyday language, and their meanings are typically learned through exposure rather than through direct translation of the words themselves.

Other definitions of idioms can be found in various dictionaries. The Collins COBUILD Learner’s Dictionary defines an idiom as a group of words which have a different meaning when used together from the one they would have if you took the meaning of each word individually. Similarly, the Longman Dictionary of Contemporary English defines an idiom as a phrase which means something different from the meanings of the separate words from which it is formed. Webster’s New World Dictionary of the American

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<sup>19</sup> Cambridge University Press, Cambridge Advance Learner’s Dictionary Online, <http://dictionary.cambridge.org/dictionary/english/idiom>

Language (2<sup>nd</sup> college edition, 1972) describes it as an accepted phrase, construction, or expression contrary to the patterns of the language, having a meaning different from the literal. The Cambridge Advanced Learner's Dictionary further defines an idiom as a group of words in a fixed order that have a particular meaning different from the meaning of each word when understood on its own.<sup>20</sup> Each of these definitions emphasizes that idioms carry meanings that cannot be derived from the literal interpretation of their individual words.

According to Hurford, an idiom blends both its literal and metaphorical meanings, and its significance cannot be understood purely by interpreting the words individually.<sup>21</sup> It conveys emotions, viewpoints, or ideas, with its meaning often shaped by the specific context in which it appears. Hurford argues that idiomatic expressions, or idioms, are multi-word phrases that combine the literal meanings of the individual words in a phrase. However, an idiom is also an expression whose meaning does not align with the literal meanings of its parts and cannot be understood through compositionality. Instead, the meaning of an idiom typically depends on the context in which it is used. Essentially, the overall meaning of the idiomatic expression is disconnected from the meanings of the individual words that make it up.

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<sup>20</sup> Cambridge University, Cambridge Advance Learner's Dictionary Third Edition, Cambridge: Cambridge university press, 2008, p. 714.

<sup>21</sup>Heasley B. Hurford J. R., *Semantics. A Coursebook*, 2nd editio (Cambridge University Press, New York, 2007) <[www.cambridge.org/9780521671873](http://www.cambridge.org/9780521671873)>.

Another definition provided by Mantyla describes an idiom as an expression that contains more than one word, and whose meaning is different from the sum of the literal meanings of its components.<sup>22</sup> According to Mantyla, an idiom is a phrase made up of multiple words, each carrying distinct connotations, but when combined, they form a meaning that diverges from the literal interpretation of the individual words. In summary, idioms are expressions whose meanings depend on context and cannot be understood simply by analyzing their individual parts.

In other words, Martin Davies defines that an idiom is a phrase that can't be properly translated just by looking at the meanings of the individual words and how they are combined.<sup>23</sup> He adds that an idiom is a phrase or sentence that is used with a meaning different from its literal one, if it even has a literal meaning. If there is a literal meaning, the phrase may be ambiguous. In a systematic semantic theory, the literal meaning would be described through a set of rules about how the words and their combinations work, while a separate rule would explain the idiomatic meaning. The word "idiom" itself comes from the Greek word "*idiomatikos*" which means "private" or "peculiar" reflecting the unique nature of idiomatic expressions.<sup>24</sup>

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<sup>22</sup>Katja. Mäntylä, *Katja Mäntylä Idioms and Language Users The Effect of the Characteristics of Idioms On*, 2004.

<sup>23</sup> Martin Davies, *Proceedings of the Aristotelian Society, New Series*, Vol. 83, New Jersey: Blackwell Publishing, 1983, p. 68.

<sup>24</sup>Dwight Bolinger and Adam Makkai, 'Idiom Structure in English', *Language*, 52.1 (1976), 238.

Based on the definitions above, we can conclude that an idiom is a group of words arranged in a fixed order, carrying a specific meaning that differs from the individual meanings of the words when taken separately. Idioms cannot be translated literally. Their true meaning can only be understood within the context in which they are used. Although idiomatic expressions may not always follow standard grammar rules, they are widely accepted and used by native speakers, with a set structure and meaning.

#### **b. Types of Idiom**

Makkai (1972) classified idioms into two categories: lexemic and sememic idioms. Lexemic idiom is a minimal free form is that smallest meaningful form of a spoken or a written language which can occur in isolation, thus constituting an utterance by itself.<sup>25</sup> Lexemic idioms are idioms that follow the familiar parts of speech, such as verbs, nouns, adjectives, and prepositions. They are made up of more than one word, with each word (called a lexon) able to appear in other contexts as part of a single word or lexeme. Sememic idioms include proverbs and sentence structures that are often similar, making them less relevant or interesting in this context. While sememic idiom is a polylexemic construction whose aggregate literal meaning derive from

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<sup>25</sup>Bolinger and Makkai, 'Idiom Structure in English'.

its constituent lexemes functions additionally as realization of unpredictable sememic network.<sup>26</sup>

Semenic idioms include proverbs and sentence structures that are often similar, making them less relevant or interesting in this context. On the other hand, lexeme idioms consist of more than one minimal free form and have the potential to confuse or mislead an unsuspecting listener. For this reason, this research focuses on lexemic idioms rather than sememic idioms.

In his book, Makkai (1972) divided lexemic idioms into six types:<sup>27</sup>

### 1) Phrasal Verb Idioms

This type of idiom are made up of two or sometimes three words that always follows the structure of a verb + particle (preposition or adverb). Most phrasal verbs are formed by combining a small set of common verbs (go, get, sit, come, hang, walk, rise, open, etc.) with a small number of particles (away, down, up, out, on, in, around, into, etc.). These combinations create unique meanings that often cannot be understood from the individual words alone. These idioms often form a fixed structure and are commonly used in everyday speech.

Phrasal verbs are common in many idiomatic expressions. In some cases, their meanings are easy to guess, such as “*stand up*”

<sup>26</sup>Bolinger and Makkai, ‘Idiom Structure in English’.

<sup>27</sup>Bolinger and Makkai, ‘Idiom Structure in English’.

or “*sit down*”. However, in some cases, phrasal verbs can have meanings that are quite different from their structure. For instance, “*give up*” means “*to stop trying*”, which is quite different from the literal meaning of “give” as to offer something.

## 2) Tournure Idioms

Tournure idioms are more complex than phrasal verbs. In Makkai’s concept, these idioms are among the most common and typically consist of at least three words, with most of these words are verbs. A tournure idiom is typically found in sentences. Based on its structure, tournure idioms are divided into some types:

- a) The form always includes the word “**it**”. There are two forms:
  - (1) “**It**” in the middle of the sentence. For instance, *to take it easy* (which means to relax or not stress).
  - (2) “**It**” at the end of the sentence. For instance, *to lay off it* (which means to stop bothering or criticizing someone).
- b) The form always includes a definite or indefinite article (the, a/an). For instances:
  - (1) *To hit **the** sack* (which means to go to bed or to go to sleep).
  - (2) *To give someone **a** hand* (which means to help someone).
- c) The form contains irreversible binomials, which are fixed expressions consisting of two words or phrases joined by a conjunction (for example, “and” or “or”) or a preposition.

These idioms often convey figurative meanings and are introduced by prepositions in some cases. For examples:

(1) *Bread **and** butter* (which means person's main source of income).

(2) *Without rhyme **or** reason* (which means something unmotivated)

d) The form is by a verb and does not include the compulsory elements like "it" or articles like "a" or "the". These idioms typically follow the verb with a direct object and may include additional optional modifiers. Another variation of this idiom type is when there is no direct object following the verb or leading the verb is not followed by direct object but by preposition plus noun or nothing. Instead, it involves only the verb and optional modifiers. For examples:

(1) *To build castles in the air* (which means to make unrealistic or impractical plans).

(2) *To dance on air* (which means feel extremely happy or euphoric).

e) The form is headed by the verb "**be**". Sometimes the entire phrase, starting with "**be**" is part of the idiom, while other times the meaning depends on what comes after "**be**". These idioms often describe states of being, conditions, or emotions.

For example, *to be up a creek* (which means to be in trouble or a difficult situation).

### 3) Irreversible Binominal Idioms

Irreversible Binomial Idioms are phrases consisting of two words joined by a conjunction, where the order of the words is fixed and cannot be reversed. These idioms are commonly used in expressions with established meanings.

For examples: *safe and sound* (to be unharmed or in good condition), *black and white* (referring to two distinct opposites, often representing good and evil or differing beliefs), heart and soul (with complete dedication or enthusiasm).

The principles for defining this type of idiom are as follows:

- a) A and B may be the same word (*fight for fight*).
- b) B embodies some variation upon A (*bag and baggage, odds and ends*).
- c) A and B are near-synonyms (*death and destruction, peace and tranquility*).
- d) A and B are mutually complementary (*brush and palette, lock and key*).
- e) B is the opposite of A (*give and take (compromise)*).



f) A is a subdivision of B or vice versa (*stars and galaxies, days and weeks*).

g) B functions as a consequence of A (*to shoot and kill*).

#### 4) Phrasal Compound Idioms

A phrasal compound idiom is a type of idiom formed by combining words into structured phrases, such as:

- a) Adjective + Noun: *Cold war* (a conflict without physical fighting).
- b) Noun + Noun: *Bookworm* (a person who loves reading).
- c) Verb + Noun: *Kickstart* (to begin or stimulate something).
- d) Adverb + Preposition: *Out of hand* (out of control).

The resulting phrasal compound often functions as a verb or an adjective in a sentence.

#### 5) Incorporating Verbs Idioms

Incorporating verb idioms are idiomatic expressions that combine words like noun-verb, noun-noun, adjective-noun, or adjective-verb to create a phrase. These idioms are often used in formal or professional settings. They typically include a verb joined to another word with a hyphen (-), forming a phrase that functions as a verb. The pattern for incorporating verb idioms is as follows:

- a) Noun-Verb: *baby-sit* (to take care of a baby or child).
- b) Noun-Noun: *brainstorm* (to generate ideas collectively).

- c) Adjective-Noun: *soft-pedal* (to downplay or reduce the emphasis on something), *highlight* (to emphasize something important).
- d) Adjective-Verb: *blindfold* (to cover someone's eyes to prevent sight), *red-flag* (to warn or indicate a problem or danger).

#### 6) Pseudo Idioms

Pseudo-idioms can often mislead or confuse someone who is not familiar with their meanings. These expressions might sound like idioms but are not always figurative. For examples:

- a) *Tic-tac-toe*, which refers to the game
- b) *Apple pie* refers to a traditional dessert, but the phrase “as American as *apple pie*” is used to describe something that is considered to be quintessentially American.
- c) *Peachy keen* is an expression that means “very good” or “perfect”, yet it might make someone think of actual peaches.

#### 4. Song

According to the Cambridge Advanced Learner's Dictionary, a song is typically a brief musical composition with lyrics that are sung.<sup>28</sup> It further characterizes a song as a short musical work that may also incorporate a spoken phrase. Both dictionaries highlight the importance of

<sup>28</sup> Cambridge University Press, Cambridge Advanced Learner's Dictionary, *Cambridge: Cambridge University Press*, 2008), p. 1378.

lyrics and music in the concept of a song. Overall, a song is a musical creation that blends vocal elements with instrumental accompaniment.<sup>29</sup>

Beyond these definitions, experts provide additional insights into what constitutes a song. As Griffie mentions in Murthado, the term “song” typically refers to musical works with lyrics, particularly popular songs that are commonly heard on the radio. A song is a musical piece that includes lyrics to express feelings, stories, emotions, opinions, and ideas to the audience. It is a form of musical expression that combines rhythm, melody, and harmony, making it enjoyable and pleasant to listen to.<sup>30</sup>

Another definition describes a song as a structured arrangement of musical tones or sounds, carefully crafted in sequence and combination to create a harmonious composition that maintains unity and continuity. It can be seen as a blend of rhythmic sounds and various tonal elements, bringing together distinct auditory features into a cohesive whole. Songs can be performed solo, in pairs, trios, or by larger groups, adapting to the performers’ capabilities and the desired impact. As explored by Na’imah Hasan, et al., songs serve not only as a form of musical expression but also as a means of communication, evoking emotions and stories that resonate with listeners.<sup>31</sup> The versatility of songs, in terms of both

<sup>29</sup> Oxford University Press, Oxford Advance Learners’ Dictionary of Current English, (Oxford: Oxford University Press, 2014)

<sup>30</sup> Abdul Muhid Murtadho and Amelia Amelia, ‘An Analysis of Figurative Language Used in Westlife’S Selected Songs’, *Journal of English Language and Literature (JELL)*, 7.1 (2022), pp. 73–84, doi:10.37110/jell.v7i1.145.

<sup>31</sup> Na’imah Hasan, Marudut Bernadtua Simanjuntak, and Sutrisno, ‘Analysis of the Meaning of the Song Lyrics “Speechless” in the Film “Aladdin”’, *FORDETAK: Seminar Nasional Pendidikan: Inovasi Pendidikan Era Society 5.0*, 2022, pp. 348–59.

structure and performance, allows them to transcend individual styles, making them a universal form of artistic expression.

Based on the explanation above, the researcher concluded song is a short piece of music with lyrics that are sung, often with a rhythm and melody that make it easy to remember. It combines elements of speech and poetry, but with a unique structure that gives it emotional depth. Songs are carefully arranged with different musical tones and rhythms to create a harmonious and continuous piece. They can be performed in different ways, from solo to group performances. Overall, songs are not only a form of artistic expression but also a powerful way to communicate emotions and stories that connect with listeners, making them a universal and timeless form of expression.

In this thesis proposal, the song *Take a Chance with Me* by Niki is selected for analysis. Niki (Nicole Zefanya) is an Indonesian singer-songwriter known for blending emotional storytelling with rich melodies. *Take a Chance with Me* was released in 2022 as part of her second studio album, *Nicole*. The song was both written and produced by Niki herself. *Take a Chance with Me* is a mellow R&B-pop track with a soulful tone and gentle guitar-driven arrangement that highlights the emotional vulnerability of its lyrics. Thematically, the song portrays a sincere appeal for love and emotional connection, with the narrator asking someone to open up to the possibility of a relationship. It carries an earnest and heartfelt tone, using relatable language and idiomatic expressions to

convey feelings of longing, hope, and cautious optimism. With its conversational phrasing, idiomatic expressions, and relatable storytelling, the song offers not only artistic value but also potential as a language learning resource, making it a meaningful subject for academic exploration, especially in the context of English language education.

## 5. Lyrics

A lyric is a collection of verses and choruses that together form a complete song or a short, non-narrative poem. It is typically delivered by a single speaker who conveys personal emotions or thoughts. Lyrical poems are known for their musical quality and rhythm, making them enjoyable to hear and easy to set to music. The term “*lyric*” originates from the Greek word “*lyre*” a musical instrument used by the ancient Greeks to accompany the reading of poetry. Lyrical poets use words to evoke specific moods and emotions, capturing a wide range of feelings, from intense to subtle, about various aspects of life, such as love, death, or other personal experiences.<sup>32</sup>

Hornby (2000), as cited in Achmad Nur Arizal, explained that a collection of words or sentences arranged like poetry can express a person’s feelings and ideas, which are then sung and written into songs.<sup>33</sup> Similarly, Rainey and Larsen, as referenced in Rossa stated that “melodious words, when played repeatedly, can help retain the words in

<sup>32</sup> Vocabulary.com, *Definition of Music*, <https://www.vocabulary.com/dictionary/music>, accessed in January 2025

<sup>33</sup> Tarcisia Sri And Others Arizal, Achmad Nur And Suwarti, ‘Idiomatic Expressions In Imagine Dragons Song’, 2 (2022), 362–79.

memory, even long after the song was created”. Rossa further noted that lyrics are a form of writing consisting of verses and choruses, often used as a communication tool. She emphasized the importance of using a specific technique to interpret the messages within song lyrics, as many lyrics include repeated phrases or sentences.

As an example of how lyrics are used, we can look at the song *Take a Chance with Me* by Niki. This song has several verses and choruses, and each part expresses deep feelings. In the song, Niki shows her admiration for someone through her words. Here are some parts of the lyrics:

Verse 1:

*His laugh you'd die for, his laugh you'd die for  
The kind that colors the sky  
Heart intangible  
Slips away faster than dandelion fluff in the sunlight  
And he's got swirls of passion in his eyes  
Uncovering the dreams he dreams at night  
As much and hard as he tries to hide  
I can see right through, see right through.*

Verse 2:

*His voice you'd melt for, he says my name like  
I'll fade away somehow if he's too loud  
What I would give for me to get my feet  
Back on the ground, head off the clouds  
I laugh at how we're polar opposites  
I read him like a book, and he's a clueless little kid  
Doesn't know that I'd stop time and space  
Just to make him smile, make him smile.*

Chorus:

*Oh, why can't we for once  
Say what we want, say what we feel?  
Oh, why can't you for once  
Disregard the world, and run to what you know is real?  
Take a chance with me, take a chance with me.*

The lyrics of *Take a Chance with Me* by Niki show feelings of admiration, hope, and longing. In the first verse, the singer talks about how special the person's laugh is, saying it is so beautiful that it “*colors the sky*”. She also says his heart is hard to hold on to, like “*dandelion fluff in the sunlight*” which means he feels like far away and hard to reach.

In the second verse, the singer explains how different they are, but how well she understands him. She says she would do anything, even “*stop time and space*” just to make him smile. This shows how much she cares about him, even though he doesn't realize it.

The chorus is about wanting to be honest with each other. The singer wishes they could stop worrying about what others think and simply say how they really feel. She invites him to “*take a chance*” and be brave about their feelings. Overall, the song is about wanting someone to be open and take a risk for love. It shows deep emotions in simple, touching words.

## 6. English Language Teaching

According to Wahyudin, et.al, in their book entitled *The Basic Principles of English Language Teaching* English Language Teaching (ELT) is defined as a crucial field within English Language Education

that encompasses the methods and practices used to teach English as a second or foreign language. It involves various approaches and techniques designed to improve learners' proficiency in the four fundamental language skills: speaking, listening, reading, and writing. ELT is not merely about teaching grammar and vocabulary but also about fostering intercultural communication and understanding. In today's globalized world, the role of ELT has expanded beyond language instruction to include cultural integration, which helps learners effectively communicate in diverse social and professional settings. ELT emphasizes interaction and meaningful communication, ensuring that students develop practical language skills rather than relying solely on rote memorization and theoretical knowledge.<sup>34</sup>

Furthermore, ELT is described as a constantly evolving field where educators and researchers continuously develop and refine teaching methods to enhance language acquisition. The book underscores the importance of staying updated with the latest developments in language teaching, as new techniques and strategies emerge to address the diverse needs of learners. One of the key principles in ELT is the integration of different methodologies, such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBL), which prioritize active learning, student engagement, and real-world application. Studies cited in the book, such as Brown (2015), found that learners who participated in

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<sup>34</sup>Achmad Yudi Wahyudin and others, *Basic Principles of English Language Teaching*, ed. by Achmad Yudi Wahyudin, Dyah Aminatun, and Mahatir Muhammad (Universitas Teknokrat Indonesia, 2024).



ELT programs emphasizing communication and cultural understanding showed significantly higher proficiency in English compared to those who followed traditional, grammar-focused programs. This indicates that a dynamic, learner-centered approach is more effective in facilitating language acquisition and retention.<sup>35</sup>

Additionally, ELT is not just about linguistic competence but also about preparing learners for a multilingual and multicultural world. Using songs in ELT enhances engagement, integrates cultural elements, and supports interactive learning. While digital tools offer new opportunities, they should supplement, not replace, traditional methods. Songs help develop language proficiency, critical thinking, and communication skills, making learning more immersive and effective.<sup>36</sup> The use of songs in English Language Teaching (ELT) is highly relevant as it enhances language learning through rhythm, repetition, and auditory engagement. Songs help students acquire vocabulary and grammar naturally while improving their listening and pronunciation skills. They also create a fun and motivating learning environment, increasing student engagement. Additionally, songs expose learners to different accents and cultural contexts, fostering a deeper understanding of the language beyond its structure. By integrating music into ELT, teachers can provide an immersive and enjoyable experience that supports language acquisition in a meaningful way.

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<sup>35</sup>Wahyudin and others, *Basic Principles of English Language Teaching*.

<sup>36</sup>Wahyudin and others, *Basic Principles of English Language Teaching*.

In this context, Niki's song *Take a Chance with Me* can be utilized as a medium for enhancing vocabulary acquisition in English Language Teaching (ELT). The song's rich use of idiomatic expressions and everyday conversational language provides learners with authentic exposure to practical English vocabulary. By engaging with the lyrics, students can naturally acquire new words and phrases, especially those related to emotions, relationships, and casual conversation, which are often found in real-life communication.

Additionally, as students listen to the song, their listening skills are simultaneously developed, particularly in recognizing vocabulary in spoken form, understanding meaning through context, and grasping natural pronunciation and intonation patterns. Integrating "*Take a Chance with Me*" into classroom activities not only supports vocabulary growth but also reinforces listening comprehension, offering a meaningful and enjoyable learning experience that mirrors authentic language use. Moreover, the idiomatic expressions found in the song lyrics can be used as part of learning activities to improve not only vocabulary but also speaking and writing skills. Students can practice using the idioms in sentences or short conversations to enhance their speaking fluency, or include them in simple written texts to strengthen their writing abilities.

## CHAPTER III RESEARCH METHODS

### A. Research Design

In this research, the researcher used qualitative approach. Qualitative research is conducted to explore and understand the meanings that individuals or groups attribute to social or human problems.<sup>37</sup> This research employed a qualitative method as the data were collected in descriptive form, focusing on idiomatic expressions from the lyrics of *Take a Chance with me* by Niki. The researcher analyzed the data to interpret and explain the meaning of each idiom in the songs. Additionally, a content analysis method was utilized to support the study.

According to Burhan Bungin, content analysis is a method used to study texts, images, symbols, and other forms of documented materials. This approach involves analyzing symbolic representations that have been preserved or recorded, making them available for further examination.<sup>38</sup>

### B. Source of the Data

The primary data in this research are idiomatic expressions taken from the song lyrics of *Take a Chance with Me* by Niki. The lyrics were obtained from her official website page, <https://nikizefanya.com> to ensure the authenticity and accuracy of the song lyrics. In this research, song lyrics are defined as the written text of the song, structured in verses and choruses,

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<sup>37</sup> John W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approach*, California: Sage Publication Inc., 2009, 4.

<sup>38</sup> Burhan Bungin, *Metodologi Penelitian Kualitatif: Aktualisasi Ragam Varian Kontemporer*, Jakarta: Rajawali Press, 2003.

which serve as a form of artistic and emotional expression by the songwriter. These lyrics are treated as authentic language materials and are used as the source for analyzing idiomatic expressions in a real and meaningful context.

Furthermore, idiomatic expressions in this research are defined as one word or a group of words found in the lyrics that cannot be interpreted literally one by one. These idiomatic expressions were identified line by line throughout the song lyrics, and analyzed using Adam Makkai's classification of lexemic idioms. Expressions that appeared more than once were only counted once in the analysis to avoid duplication. The meanings of each idiom were interpreted with reference to *Oxford Dictionary of English Idioms* and *Longman Dictionary of English Idioms*, which provided standard definitions and usage examples for validation. To gather additional information necessary for the study, the researcher consulted relevant books, journals, and online sources. In addition, to support the interpretation process, the researcher also consulted standard and online idiom dictionaries such as *The Free Dictionary*, *Cambridge Dictionary*, and *McGraw-Hill's Dictionary of American Idioms* to ensure clarity, consistency, and contextual accuracy.

The song *Take a Chance with Me* by Niki was chosen as the main data source in this research because it contains a rich use of idiomatic expressions that are emotionally expressive and contextually meaningful. Niki is a well-known and globally recognized Indonesian singer-songwriter who performs in English, and many of her songs, including *Take a Chance with Me*, have gained widespread popularity, especially among young listeners. This makes

her music not only culturally relevant but also linguistically valuable in English as a Foreign Language (EFL) contexts, particularly in Indonesia. The lyrics of this song offer authentic and relatable language that reflects natural English usage, especially through idiomatic phrases.

This study aimed to determine the total number of idioms present in the song, categorize the types of idiomatic expressions used, and explain their meanings in the context of the lyrics. By focusing on these elements, the researcher sought to provide a detailed understanding of how idiomatic language contributes to the song's overall message and artistic impact. So, this method will be suitable for analyzing the lyrics of *Take a Chance with Me* by Niki.

### C. Technique of Data Collection

Collecting data was essential for the researcher to gather information related to the object of the study. The researcher employed document analysis to collect the data. According to Morgan, document analysis is a qualitative method used to interpret existing written or visual materials such as books, articles, reports, photographs, or even films.<sup>39</sup> This technique is particularly effective when direct interaction with participants is not feasible. In the context of this research, document analysis is applied to examine song lyrics, allowing the researcher to explore idiomatic expressions and interpret their

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<sup>39</sup>Hani Morgan, 'Conducting a Qualitative Document Analysis', *Qualitative Report*, 27.1 (2022), pp. 64–77, doi:10.46743/2160-3715/2022.5044.

meanings without conducting field observations or interviews. The researcher followed several steps in collecting the data, as outlined below:

### 1. Transcribing

Transcribing the song lyrics was the initial step in the data collection process. In this stage, the researcher converted the auditory content of Niki's song *Take a Chance with Me* into a written format to prepare it for further analysis. This transcription served as the primary textual data used to identify and examine idiomatic expressions. To ensure the accuracy of the transcription and to remain faithful to the songwriter's original language, the researcher did not rely solely on personal interpretation or unofficial sources. Instead, the official lyrics published on Niki's verified website (<https://nikizefanya.com/>) were used as the main reference. By using the official version, the researcher ensured that the data reflected the artist's intended wording and structure, which is essential when analyzing language use at the level of idiomatic meaning. This step provided a reliable and authentic foundation for the subsequent identification and classification of idioms within the song.

### 2. Reading and Underlining

Following the transcription process, the researcher carefully read the entire song lyrics of *Take a Chance with Me* to gain a comprehensive understanding of the song's content. Special attention was given to locating language features that appeared to be idiomatic in nature. During this step, the researcher not only read for overall meaning but also closely

examined each line to identify expressions that potentially carried non-literal meanings. As idiomatic expressions are often context-dependent, careful reading allowed the researcher to observe how certain phrases functioned within the emotional and lyrical flow of the song. Any expression that was suspected to be an idiom was underlined and marked for further analysis in the next phase. For example, in the line “*I’ll be your safety net*” the phrase “*safety net*” was underlined because it does not refer to a literal net, but rather symbolizes emotional support or security within the context of a relationship.

### 3. Identifying and Classifying

After underlining the suspected idiomatic expressions in the lyrics, the researcher proceeded to identify and classify each idiom based on Adam Makkai’s theory of lexemic idioms (1972). In this step, each underlined phrase was re-examined to determine whether it truly functioned as an idiom by considering its meaning, structure, and usage in context. To ensure accurate identification, the researcher consulted several reliable sources, including *Oxford Dictionary of Idioms*, *Longman Dictionary*, as well as supporting online references such as *The Free Dictionary* and *Cambridge Dictionary*. Once confirmed as idiomatic, the expressions were categorized into one of the six types of idiomatic expressions in Makkai’s theory: phrasal verb idioms, tournure idioms, irreversible binominal idioms, phrasal compound idioms, incorporating verbs idioms or pseudo idioms.

#### D. Technique of Data Analysis

The data analysis technique used by the researcher is content analysis, a common method in qualitative research. According to Mikkonen, content analysis is a qualitative analysis method that is useful because it can deeply understand the content of data and can be applied to analyze various types of open data.<sup>40</sup> Content analysis is a method used to understand the meaning behind data, such as text, songs, articles, or other media. It's effective because it can uncover hidden meanings in data, and it's flexible so it can be used to analyze many types of open or accessible data. This makes it ideal for identifying patterns, themes, or specific messages in large sets of information.

As explained by Mayring in the work of Louis Cohen, content analysis emphasizes the use of language and linguistic characteristics to interpret meaning within its context. This method is systematic and verifiable, applying codes and categories based on clear, transparent, and publicly accessible rules. Furthermore, since the data are in a permanent textual form, the analysis results can be reviewed and replicated to ensure their validity.<sup>41</sup>

The content analysis process typically involves eleven steps: defining the research questions, identifying the population from which text units will be sampled, selecting the sample, understanding the document's context, determining the units of analysis, establishing the codes for analysis, performing the coding, analyzing the data, summarizing findings, and making

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<sup>40</sup>Kristina Mikkonen, *The Application of Content Analysis in Nursing Science Research, The Application of Content Analysis in Nursing Science Research*, 2020, doi:10.1007/978-3-030-30199-6.

<sup>41</sup>Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education, Research Methods in Education*, 2007, doi:10.4324/9780203029053.



speculative inferences.<sup>42</sup> However, in this study, the researcher applied only selected steps from this process, as outlined below:

### 1. Identifying

In this step, the researcher focused on identifying idiomatic expressions in the lyrics of *Take a Chance with Me* by Niki. The analysis was limited to lexemic idioms, which are idioms composed of fixed expressions whose meanings cannot be understood literally. The identification process was guided by Adam Makkai's (1972) theory of idiom classification, particularly the lexemic category. Each line of the lyrics was carefully examined to find expressions that matched the criteria of idiomatic language, specifically those whose figurative meanings differed from their literal word-by-word interpretation.

### 2. Analyzing and Classifying

In analyzing the data, the researcher applied several steps that align with qualitative descriptive research. One of the key processes used was data reduction, which is essential in simplifying and organizing raw data into a more manageable form. Data reduction in this study involved selecting only the idiomatic expressions that were relevant to the research focus, omitting any repeated instances of the same idiom found multiple times within the song. This step allowed the researcher to concentrate on meaningful variations and ensure that the data set remained focused and clear.

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<sup>42</sup> Cohen, Manion, and Morrison, *Research Methods in Education*.

After reducing the data, the researcher proceeded to identify and classify each idiom based on Adam Makkai's (1972) theory of lexemic idioms. This classification divided the idioms into categories such as phrasal verb idioms, tournure idioms, and phrasal compound idioms. Once categorized, the next step was to interpret the meaning of each idiomatic expression within its lyrical context. To support accurate interpretation, the researcher referred to several trusted references, including *Oxford Dictionary of Idioms*, *Longman Dictionary*, and supporting online sources such as *The Free Dictionary* and *Cambridge Dictionary*. The results of the classification and interpretation were recorded in a data sheet designed by the researcher. The sheet was organized into several columns to clearly present each idiom along with its type, lyrical context, and meaning. The structure of the data sheet is as follows:

**Table 3.1**  
**The Table of Sheet Analysis**

No.	Idiom Phrases	Types of Idioms	Meaning and Description
1.			
2.			
3.			
4.			

### 3. Explaining

In this stage, the researcher focused on explaining the idiomatic expressions identified and classified in the previous steps. The explanation involved three key aspects: identifying the type of idiom based on its structural form, interpreting its figurative meaning within the context of the lyrics, and considering its potential contribution to

English language teaching and learning. Each idiom was examined in relation to the surrounding lines in the song to ensure that its meaning was interpreted appropriately according to its usage. This contextual approach allowed the researcher to uncover how the idioms function not only as linguistic units, but also as expressive tools that convey emotion, nuance, or implied meaning within the song.

#### 4. Inferring

In this final step, the researcher made conclusions based on the results of the analysis. After identifying, classifying, and explaining the idiomatic expressions found in the song lyrics of *Take a Chance with Me* by Niki, the researcher summarized the findings to show the types of idioms used, their meanings in context, and their role in the overall message of the song. In addition, the researcher reflected on how these idioms could be useful for teaching and learning English. Based on the findings, the researcher also suggested some simple steps or ideas for how idioms like those found in the song could be taught in the classroom to help students better understand and use idiomatic expressions in real situations.

#### E. Validity of Data

The researcher employed triangulation to assess the validity of the data. Triangulation is an effective method for establishing concurrent validity, especially in qualitative research.<sup>43</sup> Various types of triangulation exist,

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<sup>43</sup> Cohen, Manion, and Morrison, *Research Methods in Education*.

including Time Triangulation, Space Triangulation, Theoretical Triangulation, Investigator Triangulation, and many others.

In this study, the researcher utilized investigator triangulation. According to Ary et al., investigator triangulation involves multiple researchers independently gathering data and then comparing their findings.<sup>44</sup> This type of triangulation is commonly used in library research. Silverman explains that investigator triangulation involves more than one observer working independently.<sup>45</sup>

The investigators in this research included the researcher and two English lecturers, Mr. Ihyak S.S., M.Li and Mrs. Nina Hayuningtyas S.Pd., M.Pd. Several steps were taken by the researcher to validate the data. Initially, the researcher analyzed the data independently. Next, the researcher met and discussed the findings with Mr. Ihyak, who served as the first validator. On another occasion, the researcher met with Mrs. Nina for further validation. Afterward, the researcher carefully reviewed and re-examined all the analysis results from both validators. The following step involved comparing and cross-checking all the results. The final step was to select the data with the least divergence between the researcher and the validators, which was then used to validate the data for this study.

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<sup>44</sup>Christine K. Ary, Donald; Jacobs, Lucy Cheser; Razavieh, Asghar; Sorensen, *Introduction to Research in Education*, 8th edn (Wadsworth Cengage Learning, 2009).

<sup>45</sup> Cohen, Manion, and Morrison, *Research Methods in Education*.

## CHAPTER IV FINDINGS AND DISCUSSIONS

### A. Findings

This chapter presents the findings of the research based on the analysis of idiomatic expressions found in the song lyrics of *Take a Chance with Me* by Niki. The findings address the research questions related to the types of idiomatic expressions, their meanings, and their potential application in English language teaching. The data were collected by transcribing the lyrics, identifying idiomatic expressions, categorizing them based on Adam Makkai's theory, and interpreting their meanings.

In the first section, the researcher examined the lyrics of *Take a Chance with Me* by Niki using the official transcript available on her website. Following this, the researcher identified the idiomatic expressions contained within the lyrics and categorized them based on Adam Makkai's framework of lexemic idioms. To determine whether a particular expression could be classified as an idiom, the researcher referred to several trusted idiom dictionaries as validation tools. *The Oxford Dictionary of English Idioms* and the *Longman Dictionary* served as the primary references. These dictionaries provided standard definitions, example usages, and structural clarity. In addition, online sources such as *The Free Dictionary*, *Cambridge Dictionary*, and *McGraw-Hill's Dictionary of American Idioms* were also used to cross-check the presence, meaning, and usage of the expressions.

In the second section, the researcher found out the meaning of each idiomatic expression that had been identified earlier. To help with this, the

researcher used trusted dictionaries as the main reference: *The Oxford Dictionary of English Idioms* and the *Longman Dictionary*. If the idiom was not available in the printed or standard dictionaries, the researcher looked it up on reliable online sources such as the *Cambridge Advanced Learner's Dictionary*, *The Free Dictionary*, *McGraw-Hill's Dictionary*, *Merriam-Webster*, Online Idiom Dictionaries, or other trusted websites.

In the third step, the researcher focused on exploring a possible method to teach idiomatic expressions. This method used the idioms that had been analyzed in the earlier stages. The purpose was to show how these expressions could be applied in English teaching and learning activities.

### **1. The Types of Idiomatic Expressions Found in the Lyrics of Take a Chance with Me by Niki**

The following section provides the idiomatic expressions present in the lyrics of "*Take a Chance with Me*" based on Adam Makkai theory of lexemic classification. In addition to using Makkai's theoretical framework, the researcher also employed *Oxford Dictionary of English Idioms* and *Longman Dictionary* as reference tools to validate whether an expression could be classified as an idiom. These dictionaries provided standard definitions and usage examples, which helped ensure that each selected expression met the criteria of an idiom. The idiomatic expressions identified in the lyrics are presented below, along with the specific lines in which they appear:

His laugh you'd die for, his laugh you'd die for  
 The kind that colors the sky  
 Heart intangible, slips away faster than dandelion fluff in the sunlight  
 And he's got swirls of passion in his eyes  
 Uncovering the dreams he dreams at night  
 As much and hard as he tries to hide  
 I can see right through, see right through  
 His voice you'd melt for, he says my name like  
 I'll fade away somehow if he's too loud  
What I would give for me to get my feet  
 Back on the ground, head off the clouds  
 I laugh at how we're polar opposites  
 I read him like a book, and he's a clueless little kid  
 Doesn't know that I'd stop time and space  
 Just to make him smile, make him smile  
 Oh, why can't we for once  
 Say what we want, say what we feel?  
 Oh, why can't you for once  
 Disregard the world, and run to what you know is real?  
Take a chance with me, take a chance with me  
 His kiss you'd kill for, just one and you're done for  
 Electricity surging in the air  
 He drives me crazy, it's so beyond me  
 How he'd look me dead in the eye and stay unaware  
 That I'm hopelessly captivated  
 By a boy who thinks love's overrated  
 How did I get myself in this arrangement?  
 It baffles me too, baffles me too  
 Oh, why can't we for once  
 Say what we want, say what we feel?  
 Oh, why can't you for once  
 Disregard the world, and run to what you know is real?  
 In the end we only regret, the chances we didn't take  
 I'll be your safety net, so why not raise the stakes?  
 And I can hear your heart from across the room  
 Pulsing through my veins, I know you need this too  
 Lie to me all you please, I can see right through  
 See right through  
 Oh, why can't we for once  
 Say what we want, say what we feel?

*Oh, why can't you for once*  
*Disregard the world, and run to what you know is real?*  
*Oh, why can't we for once*  
*Say what we want, say what we feel?*  
*Oh, why can't you for once*  
*Disregard the world, and run to what you know is real?*  
*Take a chance with me, take a chance with me*

**Table 4.1**  
**Types of Idiomatic Expressions in the Lyrics**

No.	Idiom Phrases	Types of Idioms
1.	Die for	Phrasal Verb Idiom
2.	Slips away	Phrasal Verb Idiom
3.	Melt for	Phrasal Verb Idiom
4.	Fade away	Phrasal Verb Idiom
5.	What I would give	Tournure Idiom (Type 4)
6.	Back on the ground	Tournure Idiom (Type 2)
7.	Head off the clouds	Tournure Idiom (Type 2)
8.	Read him like a book	Tournure Idiom (Type 2)
9.	Take a chance	Tournure Idiom (Type 2)
10.	Kill for	Phrasal Verb Idiom
11.	Done for	Phrasal Verb Idiom
12.	Drives me crazy	Tournure Idiom (Type 4)
13.	Beyond me	Tournure Idiom (Type 4)
14.	Look me dead in the eye	Tournure Idiom (Type 2)
15.	Safety net	Phrasal Compound Idiom
16.	Raise the stakes	Tournure Idiom (Type 2)



The idiomatic expressions found in the lyrics are presented one by one, categorized according to the types of idioms identified in the song, and can be seen below:

**a. Phrasal Verb Idioms**

The idioms categorized as phrasal verb idioms are:

- 1) Die for: consists of verb (*die*) + particle (*for*)
- 2) Melt for: consists of verb (*melt*) + particle (*for*)
- 3) Fade away: consists of verb (*fade*) + particle (*away*)
- 4) Slips away: consists of verb (*slip*) + particle (*away*)
- 5) Kill for: consists of verb (*kill*) + particle (*for*)
- 6) Done for: consists of verb phrase (*done*) + particle (*for*)

These idioms are categorized as phrasal verb idioms because they follow the structure of a verb + particle (preposition or adverb), forming idiomatic meanings that cannot be interpreted literally.

**b. Tournure Idioms**

In this song, both Type 2 and Type 4 tournure idioms are present.

**Type 2:**

- 1) Take a chance: includes the article (*a*)
- 2) Raise the stakes: includes the article (*the*)
- 3) Read him like a book: includes the article (*a*)
- 4) Look me dead in the eye: includes the article (*the*)
- 5) Back on the ground: includes the article (*the*)
- 6) Head off the clouds: includes the article (*the*)

These idioms are classified as tournure idioms type 2 because the expressions always contain a definite or indefinite article (*the, a/an*).

#### **Type 4:**

- 1) What I would give: this idiom does not include compulsory elements such as articles (*the, a/an*), it only consists of a verb without a direct object and carries a non-literal meaning.
- 2) Drives me crazy: formed by a verb (*drives*) and does not include compulsory elements such as articles (*the, a/an*). This idiom follows the verb with a direct object (*me*) and includes an optional complement (*crazy*) that intensifies the emotional impact. Additionally, its meaning is non-literal.
- 3) Beyond me: this idiom does not include compulsory elements such as articles (*the, a/an*) and it is a fixed expression with a non-literal meaning.

These idioms are categorized as tournure idioms type 4 because they consist of full clauses without articles, which includes a verb and may be followed by different forms (direct object, preposition, or no complement).

#### **c. Phrasal Compound Idiom**

The song also contains a phrasal compound idiom, such as the idiom shown below:

- 1) Safety net: consists of noun (*safety*) + noun (*net*)

This idiom categorized as a phrasal compound idiom because it consists of two nouns (noun + noun) when combined, form a figurative expression.

In conclusion, this study reveals that the lyrics of *Take a Chance with Me* by Niki contain three types of idiomatic expressions: phrasal verb idioms, tournure idioms, and phrasal compound idioms. Tournure idioms are the most dominant type found in the song, consisting of both Type 2 and Type 4 of tournure idioms. These expressions often take the form of fixed or semi-fixed phrases and contribute significantly to the song's emotional nuance and lyrical complexity. Although phrasal verb idioms are also used to show strong feelings, tournure idioms appear more frequently. This shows that the songwriter prefers using longer, expressive phrases to explain emotions and personal experiences. On the other hand, idiom categories such as irreversible binomial idioms, incorporating verb idioms, and pseudo idioms were not found in the lyrics.

In addition, this study identified one idiomatic expression, “*for once*” which could not be classified using Adam Makkai’s theory. The expression does not fit into any of Makkai’s categories, such as phrasal verb idioms, incorporating verb idioms, phrasal compound idioms, or tournure idioms because it is not verb-based, does not form a compound, and does not follow the structural patterns emphasized in his theory. However, based on Fernando’s (1996) classification, “*for once*” can be

considered a literal idiom, as its meaning (“*on one particular occasion*”) is still transparent and can be inferred from the literal meanings of its components, even though it functions idiomatically in context. Thus, while idiomatic, “*for once*” falls outside Makkai’s framework and is better explained through alternative idiom theories. This finding adds a novel aspect to the study, as it highlights the presence of an idiomatic expression that cannot be accommodated within Makkai’s framework, thereby suggesting the need to consider complementary theories when analyzing idioms in song lyrics.

## 2. The Interpretations of the Identified Idiomatic Expressions

This section presents the analysis of idiomatic expressions found in the lyrics of *Take a Chance with Me* by Niki. The interpretations are based on the previously identified idioms, focusing on their types, meanings, and how they contribute to the overall message of the song. In analyzing the data, the idioms were interpreted using reliable idiom dictionaries—such as the *Oxford Dictionary of Idioms*, *Longman Dictionary*, and other supporting sources, as well as contextual meaning from the lyrics themselves. The following table presents the findings one by one in the order in which they appear in the lyrics, providing a contextual interpretation for each expression.

**Table 4.2**  
**Interpretations of Idiomatic Expressions**

No.	Idiom Phrases	Types of Idioms	Meaning and Description
1.	His laugh you'd <u>die for</u> , his laugh you'd <u>die for</u> .	Phrasal Verb Idiom	<p>"<i>Die for</i>" in English often means wanting something very badly or thinking something is extremely good, attractive, or desirable. It refers to "his laugh".</p> <p>So "<i>his laugh you'd die for</i>" basically means his laugh is so amazing that it's like magic coloring the sky, and the singer would do anything just to seeing it.</p>
2.	Heart intangible, <u>slips away</u> faster than dandelion fluff in the sunlight	Phrasal Verb Idiom	<p>"<i>Slips away</i>" means to leave quietly, disappear gradually, or fade away without being noticed.</p> <p>The singer describes that her heart is uncontrollable and falls in love faster than a dandelion swept toward the sunlight.</p>
3.	His voice you'd <u>melt for</u>	Phrasal Verb Idiom	<p>"<i>Melt for</i>" means to be deeply moved or emotionally affected by something (often in a romantic or affectionate way).</p> <p>The singer expresses his voice is so captivating or charming that it makes her feel weak or emotional, almost like ice cream that is melting.</p>
4.	He says my name like I'll <u>fade away</u> somehow if he's too loud	Phrasal Verb Idiom	<p>"<i>Fade away</i>" means to gradually disappear, become less noticeable, or lose intensity over time.</p> <p>In this context, the singer conveys that he calls the</p>

			singer's name softly, as if she might disappear (fade away) if he says it too loudly.
5.	<u>What I would give</u> for me to get my feet	Tournure idiom (Type 4)	<p><i>"What I would give"</i> means how much someone is willing to sacrifice or do for something they desire or wish for.</p> <p><i>"Get my feet"</i> could imply something like <i>"getting grounded"</i> or finding stability. This shows the singer's feeling of being carried away by emotions, dreams, or fantasies, and wanting to become stable or realistic again. The next part, <i>"back on the ground, head off the clouds,"</i> continues this idea.</p>
6.	<u>Back on the ground</u>	Tournure Idiom (Type 2)	<i>"Back on the ground"</i> means returning to reality after dreaming, hoping, or being overly idealistic. The singer back to the reality after dreaming of him
7.	<u>Head off the clouds</u>	Tournure Idiom (Type 2)	<p><i>"Head off the clouds"</i> could be a creative way of saying "Head in the clouds" means to be lost in daydreams or unrealistic thoughts.</p> <p>So, <i>"head off the clouds"</i> shows a desire to come out of that daydream and return to reality. It reflects the singer's wish to stop being lost in her feelings for someone who doesn't even realize how much she cares.</p>
8.	I <u>read him like a book</u> , and he's a	Tournure Idiom	<i>"Read (someone) like a book"</i> means to understand someone's

	clueless little kid	(Type 2)	<p>thoughts, emotions, or intentions very easily.</p> <p>The singer explain that she understands him very easily, she also describes him as a clueless little kid because he is innocent or unaware like a child.</p>
9.	<u>Take a chance</u> with me, <u>take a chance</u> with me	Tournure Idiom (Type 2)	<p><i>"Take a chance"</i> means to do something risky in hopes of achieving success; to venture out beyond the safe zone.</p> <p>In this lyric, the singer invites him to risk trying a relationship with her, which means being her boyfriend.</p>
10.	His kiss you'd <u>kill for</u>	Phrasal Verb Idiom	<p><i>"Kill for"</i> means wanting something extremely badly, so you (figuratively) say you would <i>"kill"</i> just to have it.</p> <p>The singer said that his kiss is so irresistible that you'd do anything just to have it.</p>
11.	Just one and you're <u>done for</u>	Phrasal Verb Idiom	<p><i>"Done for"</i> means being in serious trouble, defeated, or ruined. It can be used either seriously (real danger) or playfully (overwhelmed emotionally, like by love).</p> <p>The singer also add that with just one kiss you're done for or <i>tidak berdaya</i> you will completely captivated or doomed.</p>
12.	He <u>drives me crazy</u>	Tournure	<i>"Drives me crazy"</i> means makes

		Idiom (Type 4)	<p>me extremely emotional, usually either mad, frustrated, obsessed, or even in love depending on the context. In Indonesia means <i>tergila-gila</i>.</p> <p>The singer says that he makes her feel really overwhelmed, like she's going a little bit crazy because of how strongly she feels about him, whether it's love, confusion, or excitement</p>
13.	It's so <u>beyond me</u>	Tournure Idiom (Type 4)	<p>"<i>Beyond me</i>" means something is too hard to understand or control, like it's out of your hands or too much to process.</p> <p>The singer means that it's something she can't understand or control, it's too confusing, surprising, or overwhelming for her to make sense of.</p>
14.	How he'd <u>look me dead in the eye</u> and stay unaware	Tournure Idiom (Type 2)	<p>"<i>Look someone dead in the eye</i>" means to stare directly and confidently into someone's eyes, often showing honesty, boldness, or intensity.</p> <p>The singer describes how he can look her straight in the eyes with a blank or serious expression, yet still seem completely unaware about her feelings.</p>
15.	I'll be your <u>safety net</u>	Phrasal Compound Idiom	<p>A "<i>safety net</i>" refers to something that provides protection or security in case of trouble or failure.</p> <p>In this case, the singer is</p>



			offering to be the person who provides support, security, and comfort when things get difficult or uncertain.
16.	So why not <u>raise the stakes</u> ?	Tournure Idiom (Type 2)	<p>“<i>Raise the stakes</i>” means to increase the risk or reward in a situation, or to make the situation more intense or challenging.</p> <p>In this lyric, the singer seems to be suggesting that taking things to a higher level (emotionally, in a relationship) would make it more interesting or intense.</p>

In conclusion, the lyrics reflect a heartfelt journey of Niki’s love, emotional vulnerability, and self-awareness. The singer tells a story of falling deeply for someone who remains unaware of her feelings. Through moments of admiration, confusion, and quiet pain, she realizes how different they are and how her dreams may never match reality. Despite all the longing, there is also growth a gentle return to reality, accepting the situation while still holding onto the beauty of what she felt.

### 3. The Potential Use of Idiomatic Expressions in the Lyrics of *Take a Chance with Me* by Niki for English Language Teaching

Based on the findings of this research, the idiomatic expressions identified in the lyrics of *Take a Chance with Me* by Niki can be used not only as linguistic data for analysis, but also as teaching material in the context of English Language Teaching (ELT). To explore this potential, the researcher developed a sample lesson plan that incorporates the

idiomatic expressions found in the song. The lesson plan was designed for Grade XI students and follows the principles of the *Kurikulum Merdeka*, which encourages contextualized, student-centered learning. The aim of this integration is to show how idiomatic expressions from an authentic source such as a popular English song can be used meaningfully in the classroom to support vocabulary development, listening comprehension, and narrative writing.

The process of developing the lesson plan began with selecting idiomatic expressions from the findings that were suitable for student learning both in terms of language level and contextual clarity. Idioms such as take a chance, fade away, drives me crazy, and read him like a book were chosen because they are relatively common in everyday English and appear clearly within the lyrical context. These idioms were then used as the basis for the learning objectives, materials, and student activities outlined in the lesson plan.

The lesson is structured into three main stages: pre-listening, while-listening, and post-listening. In the pre-listening stage, students are introduced to several idiomatic expressions that will appear in the song. They are encouraged to guess the meanings of these expressions based on their prior knowledge, and to discuss possible interpretations in pairs or small groups. This stage helps to activate students' thinking and build interest in the topic.

During the while-listening stage, students listen to the song Take a Chance with Me while completing a gap-fill exercise in which the idioms have been removed from selected lines. This activity allows them to focus on the sound, rhythm, and usage of idiomatic language in a natural context. Students may listen more than once to ensure understanding and accuracy. After completing the task, answers are discussed together with the teacher, who provides further clarification and explanation of each idiom as it appears in the lyrics.

In the post-listening stage, students are guided to apply the idioms they have learned in a creative writing task. They are asked to write a short narrative text that includes at least three idioms from the song. This writing activity allows students to practice incorporating idiomatic language into their own sentences, while also reinforcing their understanding of how idioms function in context. Students then share their stories in pairs or small groups, followed by whole-class reflection. Through this process, students not only gain new vocabulary but also improve their ability to express feelings, events, and relationships using more natural and figurative English.

The lesson plan is supported by student worksheets and assessment rubrics aligned with the learning outcomes. It also emphasizes values from the Pancasila Student Profile, such as creativity, collaboration, and independent thinking. Overall, this lesson demonstrates that idiomatic expressions from a song can be effectively connected to narrative writing

and listening skills in a way that is engaging, relevant, and pedagogically sound. The complete version of the lesson plan, including objectives, steps, materials, and worksheets can be found in Appendix 8 of this study.

In conclusion, the use of idiomatic expressions from *Take a Chance with Me* in English language teaching is relevant and practical. The lesson plan shows that these expressions can help students improve their vocabulary, listening, and writing skills through engaging, real-life language. With proper guidance, song lyrics can be an effective medium to introduce figurative language in a meaningful way.

## B. Discussions

### 1. The Types of Idiomatic Expressions Found in the Lyrics of *Take a Chance with Me* by Niki

Based on the findings, the lyrics of *“Take a Chance with Me”* by Niki contain a variety of idiomatic expressions. Most of these idioms can be categorized under Adam Makkai’s classification of lexemic idioms.<sup>46</sup> Among the six types proposed by Makkai, phrasal verb idioms, tournure idioms, irreversible binomial idioms, phrasal compound idioms, incorporating verb idioms, and pseudo idioms, only three types were found in the lyrics: phrasal verb idioms, tournure idioms, and phrasal compound idioms.

The lyrics contain several phrasal verb idioms, which include expressions such as *“die for”*, *“melt for”*, *“fade away”*, and *“done for”*.

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<sup>46</sup> Bolinger and Makkai, *Idiom Structure in English*.

These are classified as phrasal verb idioms because they follow the structure of verb + particle (preposition or adverb), forming meanings that are idiomatic rather than literal. For instance, “*die for*” means wanting something desperately, not actually dying, and “*fade away*” implies slowly disappearing emotionally or mentally rather than physically. These idioms reflect strong emotions like love, desire, and helplessness, which emphasize the depth of the singer’s feelings toward someone.<sup>47</sup>

The song also includes several tournure idioms, such as “*what I would give*”, “*drives me crazy*”, “*take a chance*”, “*read him like a book*”, “*look me dead in the eye*”, “*raise the stakes*”, and “*head off the clouds*”. These idioms are called tournure idioms because they are longer, more complex, and made up of several words that express figurative meanings. Based on Makkai’s theory, “*take a chance*”, “*raise the stakes*”, and “*head off the clouds*” are classified as type 2 because they include a definite or indefinite article (a/an) or article (the). Meanwhile, “*what I would give*” and “*drives me crazy*” are type 4 because they start with a verb and do not include the word “*it*” or an article. These idioms may be followed by a direct object, a preposition with a noun, or nothing at all. They help express strong emotions and personal experiences in a more vivid and creative way.<sup>48</sup>

In addition, one phrasal compound idiom appears in the lyrics “*safety net*”. This idiom is a compound expression that uses metaphor to describe

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<sup>47</sup> Bolinger and Makkai, *Idiom Structure in English*.

<sup>48</sup> Bolinger and Makkai, *Idiom Structure in English*.

emotional support or protection. In the song, “*safety net*” symbolizes being a source of comfort in a relationship, highlighting themes of vulnerability and care.<sup>49</sup>

Based on the findings, tournure idioms appeared most frequently in the lyrics, followed by phrasal verb idioms and one phrasal compound idiom. The song does not include irreversible binomial idioms, incorporating verb idioms or pseudo idioms. Overall, the idioms used in the song make the lyrics more expressive and meaningful. They help deliver the message of emotional longing, risk, and vulnerability in a way that feels natural and relatable to listeners. These idioms also show how everyday expressions can carry deeper meanings, making this song a great resource for both music lovers and English learners. Additionally, the idiom “*for once*” was identified in the lyrics but could not be categorized using Adam Makkai’s framework. Instead, it fits Fernando’s category of literal idioms, adding a novel aspect to the study by showing that not all idioms align with a single theory.

## 2. The Interpretations of the Identified Idiomatic Expressions

The idioms found in *Take a Chance with me* by Niki show strong emotions and deep feelings of love. Each idiom gives us a clue about how the singer feels. For example, expressions like “*you’d die for*”, “*you’d melt for*”, and “*kill for*” show how much the singer likes or admires

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<sup>49</sup> Bolinger and Makkai, *Idiom Structure in English*.

someone. These idioms are used to show strong desire or affection in English.

Another idiom, “*read him like a book*” shows that the speaker understands the person very well, even if that person tries to hide their feelings. This suggests that the singer is emotionally aware and can sense the other person’s emotions without them needing to speak. It shows a deep emotional connection, even though the feelings may not be openly expressed.

Some idioms, such as “*back on the ground*” and “*head off the clouds*” talk about coming back to reality. They show the singer’s wish to stop dreaming and face the truth about their feelings or situation. These idioms highlight the mix of hope and reality in love. The idioms “*safety net*” and “*raise the stakes*” bring up ideas of risk and protection in a relationship. The singer is ready to offer support and also wants the person she loves to be brave and take a chance on relationship.

In addition, the most dominant type of idiomatic expression found in the song is the tournure idiom, which includes expressions that often take the form of fixed or semi-fixed phrases. While there may be no clear reason for this dominance, it is possible that the songwriter intentionally used longer, more expressive idioms to better capture subtle emotions and inner conflict. These kinds of idioms allow for a deeper emotional tone and may suit the personal and reflective nature of the song’s message.

In conclusion, the idioms in this song help express a range of complex emotions, including love, hope, fear, and honesty. These expressions do not merely serve as decorative language but play a crucial role in shaping the emotional tone of the lyrics. Through the use of idiomatic language, the songwriter is able to communicate deep and personal feelings that might be difficult to express literally. Idioms such as “*you’d die for*”, “*read him like a book*”, and “*raise the stakes*” enhance the sincerity and intensity of the song’s message. They also allow listeners to connect with the emotional journey of the speaker in a more meaningful way. Overall, these figurative expressions add not only emotional depth and clarity to the lyrics, but also help the audience relate to the internal experiences being portrayed, making the song more impactful, poetic, and memorable.

### 3. The Potential Use of Idiomatic Expressions in the Lyrics of *Take a Chance with Me* by Niki for English Language Teaching

The use of idiomatic expressions from Niki’s song can be integrated into English language teaching. The presence of natural, spoken English idioms helps bridge the gap between textbook English and real-life usage. Tasks such as lyric gap-fills, meaning interpretation, role plays, and idiom-matching can promote student engagement and improve understanding of figurative language.

Based on the idiomatic expressions found in *Take a Chance with Me* by Niki, this section explains how these expressions can be effectively used in English Language Teaching (ELT), especially for English as a



Foreign Language (EFL) learners. This aligns with the third objective of this study: to explore the potential use of idioms in the song for language learning purposes.

The use of idiomatic expressions in the song provides students with exposure to authentic, natural language, which is a valuable aspect of English language learning. This approach supports the principles of *Kurikulum Merdeka*, which emphasizes the use of meaningful and relevant materials to make learning more contextualized and engaging. According to *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, the curriculum encourages educators to use texts that are connected to students' real-life experiences and interests, such as music and popular culture. Songs that include idiomatic expressions help students understand how English is commonly used in everyday conversations, and they can significantly enhance both listening and speaking skills.<sup>50</sup>

Supporting this view, Rafly and Nurcholis state that integrating songs into idiom instruction can strengthen students' linguistic competence and cultural appreciation, making it an effective strategy for bridging language learning with cultural understanding.<sup>51</sup> Thus, using idioms from Niki's song aligns with the goals of *Kurikulum Merdeka* by promoting communicative

<sup>50</sup>Mahardika Anggreana, Ginanto, Felicia, Andiarti, Herutami, Alhapip, Iswoyo, hartini, 'Panduan Pembelajaran Dan Asesmen', *Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia*, 2022, p. 123.

<sup>51</sup>Muhammad Rafly and Ivan Achmad Nurcholis, 'Utilizing Songs as a Medium for Teaching English Idioms : Bridging Linguistic Competence and Cultural Understanding in Indonesian EFL Students', *Indonesian Journal of Education*, 2 (2025), pp. 17–23, doi:<https://doi.org/10.71417/ije.v2i1.219>.

competence, cultural awareness, and the ability to interpret real-world language use.

One practical way to implement this is by integrating idioms into the curriculum to enrich students' vocabulary and grammatical understanding. Idioms are often underrepresented in traditional textbooks because of their figurative nature, which can be challenging to explain in isolation. However, using songs like *Take a Chance with Me* provides authentic, contextualized examples that make idioms more accessible. Teachers can design activities such as matching idioms with their meanings, analyzing verb patterns in idiomatic phrases, or exploring idioms in figurative language units to help students grasp their non-literal meanings effectively.

Idioms from the song can help improve students' listening skills through activities like gap-filling, identifying idioms in context, or guessing their meanings from the lyrics. The music's rhythm and tone also make listening more engaging and meaningful. In addition, idioms can support speaking and writing by encouraging students to use them in role plays, short texts, or dialogues. These tasks help students express themselves and apply idioms in real communication.

To support this approach, a sample lesson plan is included in Appendix 8. The lesson plan is designed to integrate both listening and writing activities that are based on the lyrics of *Take a Chance with Me* by Niki. Through these activities, students are encouraged to identify, interpret, and use idiomatic expressions in meaningful and engaging ways. By working

with authentic materials such as song lyrics, learners can experience how idioms function in real-life contexts, which helps deepen their understanding of figurative language. Furthermore, the lesson aligns with the principles of *Kurikulum Merdeka*, which promotes student-centered learning, creative expression, and the development of language skills through culturally relevant and relatable content.

English Language Teaching today is heavily supported by digital platforms like *Camtasia*, *iSpring Suite*, *Articulate Storyline*, and *Padlet*, the use of songs, especially those containing idiomatic expressions such as *Take a Chance with Me* by Niki, remains relevant in modern classrooms. Songs still offer authentic and emotional input that helps students learn vocabulary and figurative language in context. In fact, digitalization allows songs to be integrated in new ways. Idioms from lyrics can be found in digital platforms such as *SpeechAct*, where they appear in conversation examples or interactive activities. Teachers can also use platforms like *Padlet* or *iSpring* to create digital tasks that focus on idiomatic expressions in songs. This shows that, although teaching tools have evolved, using songs in ELT remains both effective and adaptable to today's digital learning environment.

Overall, the analysis of *Take a Chance with Me* by Niki reveals that idiomatic expressions are used effectively to convey deep emotions such as love, longing, and vulnerability. Categorized using Adam Makkai's theory of lexemic idioms, the findings show that the lyrics include phrasal verb idioms, tournure

idioms, and one phrasal compound idiom, with tournure idioms being the most dominant. These idioms, often appearing as fixed or semi-fixed expressions, enhance the emotional tone of the song and contribute to its overall message. The idioms are not only meaningful in a literary sense but also hold pedagogical value for English Language Teaching (ELT), as they expose learners to authentic, emotionally driven, and figurative language. By integrating these expressions into classroom activities such as listening, writing, and discussion tasks, students can better understand how idioms are used in real-life communication.

In addition, the idiom for once was found in the lyrics but could not be categorized using Makkai's theory. Instead, it fits into Fernando's classification of literal idioms, as its meaning can still be understood from its literal components despite being used idiomatically. This adds a novelty to the study, as it shows that besides Adam Makkai's theory, Fernando's framework can also be applied to analyze idiomatic expressions that fall outside of Makkai's structural categories. It highlights the importance of considering more than one theoretical perspective when analyzing idioms in authentic texts like song lyrics.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This section presents the final conclusions of the research. It summarizes the essential points derived from the analysis of idiomatic expressions in the lyrics of *Take a Chance with Me* by Niki. Based on the findings of data analysis and discussion, there were three conclusions that could be drawn as follow:

1. The Types of Idiomatic Expressions Found in the Lyrics of *Take a Chance with Me* by Niki

Based on Adam Makkai's theory of lexemic idioms, the analysis of the song *Take a Chance with Me* by Niki revealed three distinct types of idiomatic expressions. These includes phrasal verb idioms, nine tournure idioms, and one phrasal compound idiom. Among them, tournure idioms were the most frequently used. Meanwhile, irreversible binomial idioms, incorporating verb idioms and pseudo idioms were not found in the lyrics. Additionally, one idiomatic expression "*for once*" was discovered but could not be classified under Makkai's theory. Instead, it aligns with Fernando's classification of literal idioms, as its meaning can still be interpreted from its literal components.

2. The Interpretations of the Identified Idiomatic Expressions

The lyrics of *Take a Chance with Me* by Niki show strong feelings of admiration, hope, and longing. The singer describes someone she deeply cares about, using emotional and creative language. She talks about how

special his laugh is and how his heart feels hard to reach. Although they are very different, she understands him well and would do anything to make him happy. The chorus expresses her wish for honesty in their relationship. She hopes they can forget what others think and simply be open about their feelings. By asking him to “*take a chance*” she is inviting him to be brave and take a risk for love. Overall, the song is about wanting a real connection or relationship with someone and having the courage to express true emotions.

### 3. The Potential Use of Idiomatic Expressions in the Lyrics of Take a Chance with Me by Niki for English Language Teaching

The idiomatic expressions in Niki’s song *Take a Chance with Me* can be a useful and enjoyable tool for learning English. They can help students build their vocabulary, improve their listening skills, and understand how idioms are used in real situations. Using songs like this in the classroom can make learning feel more fun and less stressful. Teachers can create simple activities such as filling in missing words from the lyrics, matching idioms with their meanings, or asking students to use the idioms in their own sentences, conversations, or short paragraphs. These kinds of tasks can make it easier for students to remember new expressions and use them confidently in daily communication.

## B. Suggestions

This section provides several recommendations related to the results of the study. These suggestions are intended to support the practical application of

the research findings and to guide future work in similar areas. Based on the findings and conclusion, several suggestions are proposed for:

1. English Teachers

Teachers are encouraged to incorporate contemporary music, including songs like *Take a Chance with Me*, into their lessons to teach idiomatic expressions. Songs can serve as motivational tools and enhance student engagement while exposing learners to real-life use of idioms in context. Teachers should, however, guide students in interpreting idioms by providing contextual clues and facilitating discussions to ensure correct understanding.

2. Readers

Readers are encouraged to explore English songs that contain idiomatic language to broaden their understanding of vocabulary and meaning. Learning idioms through songs can offer a more engaging and memorable experience. By analyzing song lyrics and discovering the meanings of unfamiliar phrases, readers can improve their language retention and gain deeper insights into cultural expressions. For Future Researchers

3. Future Researchers

Future researchers may consider analyzing idiomatic expressions across a wider range of songs by different artists or genres to compare their frequency, types, and cultural relevance. Additionally, further studies can be conducted using other methods to measure the effectiveness of using idioms in songs as media in ELT actual classroom settings.

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Appendix 1: Research Matrix

RESEARCH MATRIX

Title	Variables	Indicators	Data Resources	Research Methods	Research Problems
An Analysis of Idiomatic Expressions in the Lyrics of Take a Chance with Me by Niki and its Potential Use in English Language Teaching	Idiomatic Expressions	<ol style="list-style-type: none"> <li>1. Phrasal Verb Idioms</li> <li>2. Tournure Idioms</li> <li>3. Phrasal Compound Idioms</li> <li>4. Incorporating Verb Idioms</li> <li>5. Pseudo Idioms</li> <li>6. Irreversible Binomial Idioms</li> </ol>	<ol style="list-style-type: none"> <li>1. Song lyrics from Niki's song "<i>Take a Chance with Me</i>"</li> <li>2. Dictionaries</li> </ol>	<ol style="list-style-type: none"> <li>1. Research Approach: <ul style="list-style-type: none"> <li>- Qualitative Approach</li> </ul> </li> <li>2. Type of Research: <ul style="list-style-type: none"> <li>- Content Analysis</li> </ul> </li> <li>3. Technique of Data Collection Technique: <ul style="list-style-type: none"> <li>- Document analysis</li> </ul> </li> <li>4. Data Analysis: <ul style="list-style-type: none"> <li>- Content analysis:</li> </ul> <ol style="list-style-type: none"> <li>a. Identifying</li> <li>b. Analyzing and Classifying</li> <li>c. Explaining</li> </ol> </li> <li>5. Data Validity: <ul style="list-style-type: none"> <li>- Investigator triangulation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. What idiomatic expressions are found in the lyrics of <i>Take a Chance with Me</i> by Niki?</li> <li>2. What are the interpretations of the identified idiomatic expressions?</li> <li>3. How can these idiomatic expressions be utilized in English language teaching?</li> </ol>
	Interpretations of Idiomatic Expressions	<ol style="list-style-type: none"> <li>1. Creative Language</li> <li>2. Figurative Language</li> <li>3. Feelings of Emotions</li> </ol>			
	Potential use in English language teaching and learning	<ol style="list-style-type: none"> <li>1. Lesson Plan with Idiomatic Expressions</li> </ol>			

## Appendix 2: Authenticity Statement

**AUTHENCITY STATEMENT OF WRITING**

The undersigned below:

Name : Devika Diah Wardani  
 NIM : 211101060006  
 Major : English Education Department  
 Faculty : Education and Teacher Training  
 Institution : State Islamic Univeristy of Kiai Haji Achmad Siddiq Jember  
 Place and Date of Birth : Jember, 29<sup>th</sup> December 2002  
 Address : Sukowono, Jember

Hereby declares that the content of the thesis entitled "*An Analysis of Idiomatic Expressions in the Lyrics of Take a Chance with Me by Niki and its Potential Use in English Language Teaching*" is the result of the researcher work, except in part referred by the source.

Jember, 23<sup>rd</sup> May 2025

Stated by

UNIVERSITAS ISLAM  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER



*Devika Diah Wardani*  
**Devika Diah Wardani**  
 SRN. 211101060006

## Appendix 3: Research Journal

**RESEARCH JOURNAL**

<b>No.</b>	<b>Date of Time</b>	<b>Activity</b>	<b>Notes</b>
1.	29 <sup>th</sup> January 2025	Specifying and presenting the primary data	Deciding types idiomatic expressions in the song of <i>Take a Chance with me</i> by Niki, the types of idiomatic expressions based on Adam Makkai's theory
2.	29 <sup>th</sup> January 2025	Diving the data	Choosing the idiomatic Expressions in the lyrics that would be analyzed.
3.	16 <sup>th</sup> February 2025	Counting the data	Counting the chosen data.
4.	14 <sup>th</sup> April 2025	Analyzing the data	Analyzing the data in all idiomatic expressions.
5.	5 <sup>th</sup> May 2025	Representing the data	Representing the finding of analysis in the sheet of analysis.
6.	21 <sup>st</sup> May 2025	Validation of data	Checking and validating the data by two people of English lecture.
7.	23 <sup>rd</sup> May 2025	Conclusion	Concluding the data, based on the results of Analysis data

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## Appendix 4: Sheet Of Analysis

## SHEET OF ANALYSIS

No.	Idiom Phrases	Types of Idioms	Meaning and Description
1.	His laugh you'd <u>die for</u> , his laugh you'd <u>die for</u> , the kind that colors the sky	Phrasal Verb Idiom	<i>"Die for"</i> in English often means wanting something very badly or thinking something is extremely good, attractive, or desirable. So <i>"his laugh you'd die for"</i> basically means his laugh is so amazing that it's like magic coloring the sky, and the singer would do anything just to seeing it.
2.	Heart intangible, <u>slips away</u> faster than dandelion fluff in the sunlight	Phrasal Verb Idiom	<i>"Slips away"</i> means to leave quietly, disappear gradually, or fade away without being noticed. The singer describes that her heart is uncontrollable and falls in love faster than a dandelion swept toward the sunlight.
3.	His voice you'd <u>melt for</u>	Phrasal Verb Idiom	<i>"Melt for"</i> means to be deeply moved or emotionally affected by something (often in a romantic or affectionate way). The singer expresses his voice is so captivating or charming that it makes her feel weak or emotional, almost like ice cream that is melting.

4.	He says my name like I'll <u>fade away</u> somehow if he's too loud	Phrasal Verb Idiom	<i>"Fade away"</i> means to gradually disappear, become less noticeable, or lose intensity over time. In this context, the singer conveys that he calls the singer's name softly, as if she might disappear (fade away) if he says it too loudly.
5.	<u>What I would give</u> for me to get my feet	Tournure idiom (Type 4)	<i>"What I would give"</i> means how much someone is willing to sacrifice or do for something they desire or wish for. <i>"Get my feet"</i> could imply something like <i>"getting grounded"</i> or finding stability. This shows the singer's feeling of being carried away by emotions, dreams, or fantasies, and wanting to become stable or realistic again. The next part, "back on the ground, head off the clouds," continues this idea.
6.	<u>Back on the ground</u>	Tournure Idiom (Type 2)	<i>"Back on the ground"</i> means returning to reality after dreaming, hoping, or being overly idealistic. The singer back to the reality after dreaming of him
7.	<u>Head off the clouds</u>	Tournure Idiom (Type 2)	<i>"Head off the clouds"</i> could be a creative way of saying "Head in the clouds" means to be lost in daydreams or unrealistic thoughts. Besides that, <i>"head off the clouds"</i> shows a desire to come out of that daydream and return to reality. It reflects the singer's wish to stop being lost in her feelings for someone who doesn't even realize how much she cares.

8.	I <u>read him like a book</u> , and he's a clueless little kid	Tournure Idiom (Type 2)	" <i>Read (someone) like a book</i> " means to understand someone's thoughts, emotions, or intentions very easily. The singer explain that she understands him very easily, she also describes him as a clueless little kid because he is innocent or unaware like a child.
9.	<u>Take a chance</u> with me, <u>take a chance</u> with me	Tournure Idiom (Type 2)	" <i>Take a chance</i> " means to do something risky in hopes of achieving success; to venture out beyond the safe zone. In this lyric, the singer invites him to risk trying a relationship with her, which means being her boyfriend.
10.	His kiss you'd <u>kill for</u>	Phrasal Verb Idiom	" <i>Kill for</i> " means wanting something extremely badly, so you (figuratively) say you would " <i>kill</i> " just to have it. The singer said that his kiss is so irresistible that you'd do anything just to have it.
11.	Just one and you're <u>done for</u>	Phrasal Verb Idiom	" <i>Done for</i> " means being in serious trouble, defeated, or ruined. It can be used either seriously (real danger) or playfully (overwhelmed emotionally, like by love). The singer also add that with just one kiss you're done for or <i>tidak berdaya</i> you will completely captivated or doomed.
12.	He <u>drives me crazy</u>	Tournure Idiom (Type 4)	" <i>Drives me crazy</i> " means makes me extremely emotional, usually either mad, frustrated, obsessed, or even in love depending on the context. In Indonesia means <i>tergila-gila</i> . The singer says that he makes her feel really overwhelmed, like she's going a little bit crazy because of how strongly she feels about him, whether it's love, confusion, or excitement

13.	It's so <u>beyond me</u>	Tournure Idiom (Type 4)	<i>"Beyond me"</i> means something is too hard to understand or control, like it's out of your hands or too much to process. The singer means that it's something she can't understand or control, it's too confusing, surprising, or overwhelming for her to make sense of.
14.	How he'd <u>look me dead in the eye</u> and stay unaware	Tournure Idiom (Type 2)	<i>"Look someone dead in the eye"</i> means to stare directly and confidently into someone's eyes, often showing honesty, boldness, or intensity. The singer describes how he can look her straight in the eyes with a blank or serious expression, yet still seem completely unaware about her feelings.
15.	I'll be your <u>safety net</u>	Phrasal Compound Idiom	A <i>"safety net"</i> refers to something that provides protection or security in case of trouble or failure. In this case, the singer is offering to be the person who provides support, security, and comfort when things get difficult or uncertain.
16.	So why not <u>raise the stakes</u> ?	Tournure Idiom (Type 2)	<i>"Raise the stakes"</i> means to increase the risk or reward in a situation, or to make the situation more intense or challenging. In this lyric, the singer seems to be suggesting that taking things to a higher level (emotionally, in a relationship) would make it more interesting or intense.



## Appendix 5: Validation Sheet

## Assessment Sheet by Validator

No.	Type of Idiom	Indicators (Based on Makkai's Theory)
1	<b>Phrasal Verb Idioms</b>	Verb + particle combinations (e.g., “give up”, “run into”) with idiomatic meaning
2	<b>Tournure Idioms</b>	Complex phrases with fixed structure and non-literal meaning (e.g., “kick the bucket”)
3	<b>Irreversible Binomials Idioms</b>	Fixed pair of words in a specific order (e.g., “black and white”)
4	<b>Phrasal Compound Idioms</b>	Compound nouns formed by idiomatic phrases (e.g., “hatchet man”)
5	<b>Incorporating Verbs Idioms</b>	Noun incorporated into a verb (e.g., “babysit”, “proofread”)
6	<b>Pseudo Idioms</b>	Non-analyzable units with idiomatic usage but less fixed structure (e.g., “by and large”)

## Description

No.	Level of Achievement (%)	Qualification	Description
1.	81 – 100%	Very Good	Very appropriate, no revision needed
2.	61 – 80%	Good	Appropriate, revision needed
3.	41 – 60%	Fair	Less appropriate, revision needed
4.	21 – 40%	Poor	Not appropriate, revision needed
5.	<20%	Very Poor	Very inappropriate, revision needed

Based on the results of the instrument validation above, it is stated that the instrument with the research title “An Analysis of Idiomatic Expressions in the Lyrics of Take a Chance with Me by Niki and Its Potential Use in English Language Teaching” made by Devika Diah Wardani with SRN 211101060006 stated:

Feasibility Category	Feasibility (✓)
Very Good	✓
Good	
Fair	
Poor	
Very Poor	

Jember, 23 May 2025  
Validator,

  
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Ihyak Mustofa S.S., M.Li.  
NIP 1994030320220310

### Assessment Sheet by Validator

No.	Type of Idiom	Indicators (Based on Makkai's Theory)
1	<b>Phrasal Verb Idioms</b>	Verb + particle combinations (e.g., “give up”, “run into”) with idiomatic meaning
2	<b>Tournure Idioms</b>	Complex phrases with fixed structure and non-literal meaning (e.g., “kick the bucket”)
3	<b>Irreversible Binomials Idioms</b>	Fixed pair of words in a specific order (e.g., “black and white”)
4	<b>Phrasal Compound Idioms</b>	Compound nouns formed by idiomatic phrases (e.g., “hatchet man”)
5	<b>Incorporating Verbs Idioms</b>	Noun incorporated into a verb (e.g., “babysit”, “proofread”)
6	<b>Pseudo Idioms</b>	Non-analyzable units with idiomatic usage but less fixed structure (e.g., “by and large”)

### Description

No.	Level of Achievement (%)	Qualification	Description
1.	81 – 100%	Very Good	Very appropriate, no revision needed
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Based on the results of the instrument validation above, it is stated that the instrument with the research title "An Analysis of Idiomatic Expressions in the Lyrics of Take a Chance with Me by Niki and Its Potential Use in English Language Teaching" made by Devika Diah Wardani with SRN 211101060006 stated:

Feasibility Category	Feasibility (√)
Very Good	
Good	✓
Fair	
Poor	
Very Poor	

Jember, 23 May 2025

Validator



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Nina Havuningtyas S.Pd., M.Pd.

NIP 198108142014112003

Note : It's appropriate, but it needs to be revised based on suggestion from the validator.

## Appendix 6: Turnitin Check Letter



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**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : devika Diah Wardani  
 NIM : 211101060006  
 Program Studi : Tadris Bahasa Inggris  
 Judul Karya Ilmiah : An Analysis of Idiomatic Expressions in the Lyrics of Take a Chance  
 with Me by Niki and Its Potential Use in English Language Teaching

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar ( 11,6%)

1. BAB I : 21%
2. BAB II : 25%
3. BAB III : 3%
4. BAB IV : 9%
5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

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Jember, 26 Mei 2025

Penanggung Jawab Turnitin  
 FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.So.S.I., M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

## Appendix 7: Biography of Niki



Nicole Zefanya, also known as Niki, is an Indonesian singer, songwriter, and record producer. Born on January 24, 1999, in Jakarta, Indonesia, she spent her childhood in the capital city. At the age of nine, she began teaching herself how to play the guitar and started writing original songs at thirteen. As a teenager, she uploaded cover songs and her own compositions on YouTube, which gradually gained public attention. At fifteen, she won a competition that gave her the opportunity to be the opening act for Taylor Swift's *Red Tour* in Jakarta.

In 2017, she moved to Nashville, Tennessee, to study music at Lipscomb University. During this time, she began her professional career under the 88rising music label, which promotes Asian artists globally. She released her debut extended play (EP), *Zephyr*, in May 2018, followed by her second EP, *wanna take this downtown?*, in May 2019. Her debut studio album, *Moonchild*, was released on September 10, 2020, showcasing her versatility in alternative R&B and electropop genres. Her second studio album, *Nicole*, was released on August 12, 2022, and featured re-recorded versions of songs she had written during her early YouTube years, including popular singles like “*Before*,” “*Oceans & Engines*,” and “*High School in Jakarta*.” In August 2024, she released her third studio album, *Buzz*.

Niki has headlined two world tours: the *Nicole World Tour* (2022–2023) and the *Buzz World Tour* (2024–2025), performing across 17 countries, including major shows in Canada, the United Kingdom, Indonesia, Malaysia, the Philippines, and Singapore. As of April 2025, she is recognized as the most-streamed Indonesian artist on Spotify, with over 4.6 billion streams. Some of her most notable songs include “*Every Summertime*”, “*You’ll Be in My Heart*”, “*Lowkey*”, “*La La Lost You*”, “*Oceans & Engines*,” “*High School in Jakarta*,” “*Backburner*,” and “*Take a Chance with Me*” many of which have charted in the Top 40 across various Asian countries. In 2020, Niki was named in Forbes' *30 Under 30 Asia* list for her influence in the entertainment industry.



## Appendix 8: Lesson Plan with Idiomatic Expressions

IDENTITY AND GENERAL INFORMATION	
A. SCHOOL IDENTITY	
Name of Compiler	Devika Diah Wardani, S.Pd.
School Name	MAN Bondowoso
Academic Year	2024-2025
Subject	English
Class	XI
Number of Students	30
Phase	F
Material	Narrative Text & Idiomatic Expressions
Achievements of Listening – Speaking Elements	By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use nonverbal elements such as gestures, speed and pitch to be understood in most contexts.
Time Allocation	2 JP (2 x 45 minutes)
B. PANCASILA STUDENT PROFILE	
<ol style="list-style-type: none"> <li>1. Mutual Cooperation by training students to help each other work together in groups when carrying out practical activities, discussions and presentations of group work results.</li> <li>2. Critical reasoning by training students with questions in daily life events related to material topics.</li> <li>3. Be creative by training students to innovate in proposing ideas related to</li> </ol>	



material topics	
<b>C. FACILITIES AND INFRASTRUCTURE</b>	
Media	Audio player / YouTube video (audio only), Projector, Laptop, Speakers, Worksheets.
Learning Resources	<p>Song from Niki – Take a Chance with Me</p> <p><a href="https://youtu.be/ro3tNNE9wiw?si=KjJaVBUjNQufMIIO">https://youtu.be/ro3tNNE9wiw?si=KjJaVBUjNQufMIIO</a></p> <p>Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, <i>Bahasa Inggris: English for Change untuk SMA/MA Kelas XI</i>, Penulis: Puji Astuti, Aria Septi Anggaira, Atti Herawati, Yeyet Nurhayati, Dadan, Dayang Suriani, ISBN: 978-602-427-944-8 (jil.2)</p> <p>Students worksheet</p>
<b>D. TARGET STUDENTS</b>	
<p>4. Regular/typical students: general, no difficulties in digesting and understanding teaching material.</p> <p>5. Students with high achievement: digest and understand quickly, are able to achieve Higher Order Thinking Skills (HOTS), and have leadership skills</p>	
<b>E. LEARNING MODEL</b>	
1. Song Based Learning	
<b>F. ASSESSMENT</b>	
<ul style="list-style-type: none"> <li>• Performance, Students Assignments</li> <li>• Assessment Rubric to assess student assignments</li> </ul>	
<b>CORE COMPONENTS</b>	
<b>A. LEARNING OBJECTIVES</b>	
<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Identify the general meaning of the song.</li> <li>• Recognize idiomatic expressions from the song lyrics.</li> <li>• Interpret the meaning of idioms in context and be able to apply it in narrative text.</li> <li>• Complete listening comprehension tasks based on the song and be able to apply it in narrative text.</li> </ul>	

B. MEANINGFUL UNDERSTANDING	
Students learn to understand and express narrative texts through the song “ <i>Take a Chance with Me</i> ” by Niki. They comprehend the song’s message, identify idiomatic expressions, interpret their meanings in context, and apply them in narrative writing to enhance their language use and storytelling skills.	
C. TRIGGER QUESTIONS	
<ul style="list-style-type: none"> <li>• Have you ever listened to an English song and found phrases you didn’t understand?</li> <li>• What do you think the phrase “<i>take a chance with me</i>” might mean?</li> <li>• Do you think songs often use idiomatic language? Why or why not?</li> </ul>	
D. LEARNING ACTIVITIES	
10 minutes	Preliminary Activities
	<ul style="list-style-type: none"> <li>• The teacher greets and asks the class leader to lead the students in prayer before learning</li> <li>• The teacher checks the students’ attendance</li> <li>• The teacher asks students the trigger questions</li> <li>• The teacher introduces the topic: “Today, we will listen to a song and learn about the special expressions used in it called idioms.”</li> </ul>
70 minutes	Core Activities
	<p><b>Pre-Listening</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students: “Have you ever heard of idioms in English songs?”</li> <li>• The teacher engages students by presenting several idioms on a slide and asking them to predict their meanings.</li> <li>• The teacher introduces the song (the title and the singer)</li> <li>• Briefly introduce 3–5 idioms from the song (e.g., take a chance, fade away, drive me crazy).</li> </ul> <p><b>While-Listening</b></p> <ul style="list-style-type: none"> <li>• First Listening: The teacher play the song and the students listen to the full song without looking at the lyrics. <a href="https://youtu.be/ro3tNNE9wiw?si=KjJaVBuJNQufMI1Q">https://youtu.be/ro3tNNE9wiw?si=KjJaVBuJNQufMI1Q</a></li> <li>• Second Listening:</li> </ul>

	<p>Students listen again with a lyrics handout that contains blanks.</p> <ul style="list-style-type: none"> <li>• Third Listening: Students answer 3 general questions (e.g., mood, topic, feelings), they fill in the missing words (gap-fill), and then they underline any phrases that sound like idioms or unusual expressions.</li> </ul> <p><b>Post-Listening</b></p> <ul style="list-style-type: none"> <li>• Students discuss with the teacher the meaning of the idioms in the context of the song.</li> <li>• The teacher divides the students into 5 groups</li> <li>• The teacher asks students to create narrative texts containing idioms that have been studied.</li> <li>• Students present their narrative texts in front of the class.</li> <li>• After each presentation, the teacher provides constructive feedback</li> </ul>
10 minutes	<p style="text-align: center;"><b>Closing Activities</b></p> <ul style="list-style-type: none"> <li>• The teacher and students together conclude the material learning</li> <li>• Teachers and students reflect on learning</li> <li>• The teacher provides information related to learning activities on the next meeting</li> <li>• The teacher closes the learning activity by giving a message and motivation then closing</li> </ul>

## APPENDIX OF THE LESSON PLAN

### A. SCORING RUBRIC

Based on H. Douglas Brown's framework from *Language Assessment: Principles and Classroom Practices* (2004), here is a detailed Speaking Scoring Rubric that evaluates key components of oral proficiency:<sup>52</sup>

Category	5	4	3	2	1
<b>Fluency</b>	Speaks smoothly with natural pacing and minimal hesitation; speech flows effortlessly.	Generally fluent with minor hesitations that do not disrupt communication.	Noticeable pauses and hesitations; speech may be uneven or choppy.	Frequent pauses and hesitations; speech is often fragmented.	Speech is halting and disjointed; communication is severely hindered.
<b>Pronunciation</b>	Pronunciation is clear and accurate; listener has no difficulty understanding.	Minor pronunciation errors that do not interfere with understanding.	Frequent grammatical errors that sometimes obscure meaning.	Frequent pronunciation errors that make understanding difficult.	Pronunciation errors severely impede comprehension; speech is largely unintelligible.
<b>Vocabulary</b>	Uses a wide range of vocabulary appropriately and effectively;	Adequate vocabulary usage with some variety;	Limited vocabulary; frequent use of incorrect or	Very limited vocabulary; reliance on basic words; frequent	Extremely limited vocabulary; unable to convey meaning due to word choice

<sup>52</sup> Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. Pearson Education, 2004. p.172-173

	expressions are precise and varied.	occasional inappropriate word choices.	imprecise words.	misuse of words.	limitations.
<b>Grammar</b>	Demonstrates accurate and appropriate use of grammatical structures; errors are rare and do not impede communication.	Generally accurate grammar usage with occasional errors that do not hinder understanding.	Frequent grammatical errors that sometimes obscure meaning.	Persistent grammatical errors that often impede understanding.	Severe grammatical errors that consistently hinder communication
<b>Comprehension</b>	Fully understands and responds appropriately to all questions and prompts without hesitation.	Understands most questions and prompts; occasional need for clarification.	Partial understanding; sometimes requires repetition or rephrasing of questions.	Limited understanding; frequently requires repetition and clarification.	Fails to understand questions and prompts; unable to respond appropriately.

## B. READING MATERIALS FOR TEACHER AND STUDENTS

- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Buku Panduan Guru – Bahasa Inggris: English for Change untuk SMA/MA Kelas XI, Penulis: Puji Astuti, Aria Septi Anggaira, Atti Herawati, Yeyet Nurhayati, Dadan, Dayang Suriani, ISBN: 978-602-427-946-2 (jil.2)
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Bahasa Inggris: English for Change untuk SMA/MA Kelas XI, Penulis: Puji Astuti, Aria Septi Anggaira, Atti Herawati, Yeyet Nurhayati, Dadan, Dayang Suriani, ISBN: 978-602-427-944-8 (jil.2)

## C. STUDENTS WORKSHEET

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### A. Identify the general idea

What is the song mostly about?

### B. Listen and fill in the missing words from the lyrics.

#### Verse 1

His laugh you'd \_\_\_\_\_ 2x  
 The kind that colors the sky  
 Heart intangible  
 \_\_\_\_\_ faster than dandelion fluff in the sunlight  
 And he's got swirls of passion in his eyes  
 Uncovering the dreams he dreams at night  
 As much and hard as he tries to hide  
 I can see right through, see right through

#### Verse 2

His voice you'd \_\_\_\_\_, he says my name like  
 I'll fade away somehow if he's too loud  
 What I \_\_\_\_\_ give for me to get my feet  
 Back on the ground, head off the \_\_\_\_\_  
 I laugh at how we're polar opposites  
 I \_\_\_\_\_ him like a book, and he's a clueless little kid  
 Doesn't know that I'd stop time and space  
 Just to make him smile, make him smile

### **Chorus**

Oh, why can't we for \_\_\_\_\_  
 Say what we want, say what we feel?  
 Oh, why can't you for once  
 Disregard the world, and run to what you know is real?  
 Take a \_\_\_\_\_ with me 2x

### **Verse 3**

His kiss you'd kill for  
 Just one and you're done for  
 Electricity surging in the air  
 He \_\_\_\_\_ me crazy, it's so beyond me  
 How he'd look me dead in the eye and stay unaware

### **Pre-Chorus**

That I'm \_\_\_\_\_ captivated  
 By a boy who thinks love's overrated  
 How did I get myself in this arrangement?  
 It baffles me too, baffles me too

### **Back to Chorus**

In the end, we only regret  
 The chances we didn't take  
 I'll be your safety net  
 So why not raise the stakes?  
 And I can hear your heart from across the room  
 Pulsing through my veins, I know you need this too  
 Lie to me all you please  
 I can see right through, see right through

### **Back to Chorus 2x**

Take a chance with me 2x

C. Underline and list five idioms you hear in the song and write their meaning.

No.	Idiom	Meaning
1.		
2.		
3.		
4.		
5.		



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## Appendix 9: Curriculum Vitae

**1. Personal Information**

- a. Name : Devika Diah Wardani
- b. NIM : 211101060006
- c. Gender : Female
- d. Place, date of birth : Jember, 29<sup>th</sup> December 2002
- e. Religion : Islam
- f. Faculty : Education and Teacher Training
- g. Department/Major : English Education Program
- h. E-mail Address : [devikadiah3221@gmail.com](mailto:devikadiah3221@gmail.com)

**2. Education Background**

- a. Elementary School : SDN 02 Sukowono
- b. Junior High School : MTsN 06 Jember
- c. Senior High School : MAN Bondowoso