SYNTACTIC ANALYSIS OF IDIOMATIC PHRASES IN MICHELLE OBAMA’S FINAL SPEECH AS THE FIRST LADY

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the degree of Sarjana Pendidikan (S. Pd)

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2018
DECLARATION AND PERMISSION FOR PUBLICATION

بـسم الله الرحمن الرحيم

“In the name of Allah, the Most Gracious and the Most Merciful”

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Salatiga, September 7th 2018

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Dear
The Dean of Teacher
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Assalamu’alaikum Wr. Wb.

After reading and correcting Tasfiatun Niswati’s graduating paper entitled “Syntactic Analysis of Idiomtic Phrases in Michelle Obama’s Final Speech as the First Lady”, I have decided and would like to propose that it if could be accepted by English Education Department. I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September 26, 2018, and hereby considered to completely fulfill of the requirement for degree of Sarjana Pendidikan(S.Pd) in English Education Departement.

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MOTTO

“I am a helmsman of my yacht”

- Mrs. Apriilan R. A. -

إنَّ هَذَا لَرِزْقُنَا مَا لَهُ مِنْ نَفَادٍ

Indeed this is our sustenance for you which is endless

- Q. S. As Shad: 54 -
DEDICATION

This graduating paper is sincerely dedicated for:

1. My beloved parents, Mudasir and Sutiyem, who are always aside me, always pray for my success, and always work really hard for my life. I love you no matter what.

2. My dearest brothers, Awaludin Khamdi and Ilyan Rofana. My older sister-in-law, Siti Maryatun, and my nephew, Muhammad Fayyadh Rifqy. You all always give me happiness and much love.

3. My slanted eyes best friend, Konco Laron (Anglila Wikasitakusumaning Ahayu). We have been together since we were in the kindergarten. You have been sharing much laugh with me. Let’s be together until we are grey.

4. My other slanted eyes best friend, Aya (Nur Kayati). You always support me, calm me down since we cry together for several times to give the strength each other. Let’s be friends until growing old.

5. All of my family and friends whom I cannot mention one by one. Thank you so much.
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In completing this graduation paper, the writer received a lot of supports, guidance, advices, and motivations that have helped the writer. Therefore, in this occasion the writer would like to express the deep appreciation to:

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8. All of people who have helped the writer in finishing this graduation paper.

Salatiga, September 7th, 2018

The Writer,

\[ \text{Signature} \]

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ABSTRACT

Niswati, Tasfiatun. 2018. “Syntactic Analysis of Idiomatic Phrases in Michelle Obama’s Final Speech as the First Lady”

The objectives of the study are: (1) to find out the idiomatic phrases in Michelle Obama’s final speech as the first lady. (2) to find out the patterns of the idiomatic phrases have been found in Michelle Obama’s final speech as the first lady. (3) to identify the meanings of the idiomatic phrases in Michelle Obama’s final speech as the first lady. The problems of the study are: (1) what are the idiomatic phrases in Michelle Obama’s final speech as the first lady? (2) what are the patterns of the idiomatic phrases have been found in Michelle Obama’s final speech as the first lady? (3) what are the meanings of the idiomatic phrases in Michelle Obama’s final speech as the first lady? This study used descriptive qualitative approach methodology as the research design. The writer used a speech for the primary data. The results of this study are: (1) the writer has found five idiomatic phrases in the speech. (2) the two of idiomatic phrases are in the form of complete sentence, the two others are in form of verb phrase, and the other one is in form of noun phrase. (3) all of the idiomatic phrases have their own meaning that are different from their lexically meaning.

Keywords: idiomatic phrases, the patterns of idiomatic phrases, the meaning of idiomatic, and speech.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language, the precious element people needed in order to make an interaction with the others as the member of society. Language is used to gain information and convey several kinds of messages like as thoughts, emotions, and desires to the others. According to Risdianto (2013: 1), “Language is produced as a vital means to deliver messages or communicate messages by the use of speaking (the act of sound production), symbol, or symbol writing”.

Symbol writing itself organized as sentences which consist of the smallest units in language (phonemes), afterward it forms words, clauses, phrases, then it goes together to form sentences. Each unit is learned in the different range of branches of linguistics, such as phonemes that is studied in Phonology, words that is explained in Morphology, and clauses, phrases, sentences that are learned in Syntax. Lehman (1976) cited in Srijono (2001: 65) asserted that “sentence is a sequence of selected syntactic items combined into a unit in accordance with certain patterns of agreement, modification, and intonation in any languages”. Furthermore, there are two more branches of linguistics, which investigate sentences in its meanings, they are Semantics and Pragmatics. In addition, sentence is discussed structurally in Syntax.
“Syntax is the study of the principles and processes by which sentences are constructed in particular language” (Chomsky, 2002: 1). Based on his book entitled *An Introduction to English Syntax*, Miller (2002: xvi) stated that, “Language is at the center of the society, it plays crucial part in the organization of social activities, from the government through the work-place to the home. These complex tasks require complex language, and that requires syntax”. With regard to syntax, this study explains several aspects of sentence, there are phrases and clauses. Clauses are composite of one or more phrases, while “a phrase can consist of one word or more words. If it consists of more words, it usually has one main word that is the most important one as far as meaning is concerned”. (Verspoor & Sauter, 2009: 118).

Sentences are not only studied syntactically, but it also analyzed its meaning. Fromkin et al., (2003: 5) stated, “knowing a language is also to know that certain sound sequences signify certain concepts or meaning”. Without knowing the meaning of the language, people will not be able to gain the information and will get more difficulties in delivering information.

Indeed, people have the abilities to deliver the information to the others, but some people still get the difficulties to comprehend the information they received because of the meaning of the sentences that could not be understood. Language is arbitrary, so it gets significant changes of language structurally and semantically and it is called as
variations of language. An example of the language is English. Many
native speakers of English become more productive in producing these
variations in order to differ the way they speak with the other language.
From those variations of English, people begin to apply idioms, proverbs,
and other figurative language in their speech.

English has many idioms. Even it is used from daily conversation to
the formal and informal communications, from the home to the
government to the public. As stated by O’Dell and McCarthy (2002: 6),
“Idioms are formulaic language. Formulaic language consists of fixed
expressions which you learn and understand as units rather than as
individual words”. In addition, Fellbaum (2006) in Malmkjaer (2010: 266)
stated, “idioms are a class of multi-word units ‘which pose a challenge to
our understanding of grammar and lexis that has not yet been fully met’
Based on those definitions, it can be concluded that idioms are fixed-
expression that has different meaning from the original word. On the
contrary, it has definite meaning depends on the culture of the origin
language that could not be changed according to the user of the language.

Without considering the dissimilarity in the meaning of the words
from the idiom, both their lexical or contextual meaning, people will use it
as if they are accustomed to use this expression. Therefore, idiom can be
found in both formal and non-formal conversations.

Based on the explanation above, the writer inspired to investigate
idioms structurally in formal communication, amazing speech that was
uttered by the former First Lady of the United States, Michelle Obama. Therefore, the writer was interested in conducting this research entitled “Syntactic Analysis of Idiomatic Phrases in Michelle Obama’s Final Speech as The First Lady”.

B. Problems of the Study

1. What are the idiomatic phrases in Michelle Obama’s final speech as the first lady?
2. What are the types of the idiomatic phrases that have been found in Michelle Obama’s final speech as the first lady?
3. What are the patterns of the idiomatic phrases that have been found in Michelle Obama’s final speech as the first lady?
4. What are the meanings of the idiomatic phrases that have been found in Michelle Obama’s final speech as the first lady?

C. Objectives of the Study

1. To find out the idiomatic phrases in Michelle Obama’s final speech as the first lady.
2. To find out the types of the idiomatic phrases in Michelle Obama’s final speech as the first lady.
3. To find out the patterns of the idiomatic phrases in Michelle Obama’s final speech as the first lady.
4. To identify the meanings of the idiomatic phrases in Michelle Obama’s final speech as the first lady.

D. Limitation of the Study

In this analysis, the writer limits the study on the types, patterns and the meanings of idiomatic phrases in the Michelle Obama’s final speech in order to give a clear description and discussion.

The use of idiomatic phrases term is also a consideration in the limitation of the study, because in this paper the writer would analyze the pattern of the idioms syntactically.

E. Significances of the Study

This research finding is expected to give useful information either for the students or the other researchers. This study is also conducted in order to give theoretical and practical significances, as follows:

1. Theoretical Significance

This paper is conducted to enrich the explanation about idiom. Even though there are many materials about idiom, the writer expects this paper would add and support the other existing materials.
2. Practical Significances
   
a. For the Students

   The result of this study can be used to ease the students to master and to use idiomatic phrases. It can also be used to comprehend the patterns and the meaning of the idiomatic phrases.

b. For the Other Researchers

   The other researchers can use this research as a reference in further research dealing with idiomatic phrases and its syntactic analysis.

F. Definition of the Key Terms

   To avoid any misunderstandings and misinterpretations, the writer would like to explain the definition of the key terms which related to this study.

1. Analysis

   Harlow (2003: 55) stated, “Analysis is a careful examination of something in order to understand it better”.

2. Syntax

   According to Fromkin et al. (2011: 78), “Syntax is the part of grammar that represents a speaker’s knowledge of sentences and their structures”.


3. Idiom

“Idiom is a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing” (Sinclair (1991) cited by Karunakaran (2013: 111)).

O’Dell and McCarthy (2002: 6) stated, “Idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each individual word”.

4. Phrase

Based on Verspoor & Sauter (2009: 44) “Phrases are either single word or grammatically ordered groups of related words that together function as a unit”.

5. Speech

“Speech is the expression of or the ability to express thoughts and feelings by articulate sounds. Speech is also a formal address or discourse delivered to an audience.” (http://en.oxforddictionaries.com)

G. Organization of the Study

To ease the readers in understanding the whole contents of the paper, the writer organizes it into five chapters. Each chapter has different elements as follows:

Chapter I presents about introduction. The writer explains about background of the study, problems of the study, objectives of the study,
limitation of the study, significances of the study, definition of the key terms, the organization of the study.

Chapter II describes about the previous studies and theoretical framework. This chapter covers the theories that are used by the writer. They are syntax, phrases, and the patterns of idiomatic phrases.

Chapter III discusses about the type of the study, method of the study, object of the study, technique of collecting data, and technique of analyzing data.

Chapter IV is discussion. In this chapter, the writer gives explanation about the answer of the problem of study and interprets the data descriptively.

Chapter V is conclusion and suggestion. It is going to inform the content all of the data analysis in summary and give some suggestions that may be presented to better learning of idiom.

The last parts of this graduating paper are references and appendix.
CHAPTER II

LITERATURE REVIEW

A. Previous Studies

In this chapter, the writer conveys several studies that have been done by the other researchers. The first previous study was “Syntactic Features of English Idioms” written by Yusifova (2013), the researcher from Department of English History and Lexicology, Azerbaijan University of Languages, Baku, Azerbaijan. The aim of this study is to find the syntactic features of idioms and the possible transformation within idioms. In addition, the significant of this study is to comprehend why some idioms undergo transformations, while the others do not. He used investigation transformational approach as his method of data analysis. In his research, he analyzed the idiom both, the form or the structure of the idiom and the meaning of the idiom. He also used tree diagram to explain the structure of the idiom. The result of this study shows that some idioms cannot be changed but the idioms used in passive voice form are possible to be changed.

The similarity between Gunel’s study and my study is the data sources. In Gunel’s research, he explained the structure and the reason why some idioms change, while the other idioms do not. In my research, I would like to find the patterns of the idiomatic phrases and the meaning of the idioms, both lexically and contextually, that I have found in the final speech produced by Michelle Obama.
The second previous study was “An Analysis of Idiomatic Expression Translation in School of Rock Movie” that has been conducted by Pratama (2016), the student of Sanata Dharma University, Yogyakarta. This study attempts to discuss the Indonesian meaning of the English idioms, whether it was acceptable for the kids under 13 years old or not. He used documentation method for his research, while for the method of the data analysis, he used three methods from Creswell (2007) which are preparing and organizing, coding, then representing the data. The result of his research conveys that the idioms in the movie were acceptable to the kids, although there were some idioms were failure to be translated into Indonesian, but it still acceptable because the messages were delivered well in Indonesian.

The difference between this study and my study is the research approach. He used quantitative research approach while my study used qualitative research approach. In addition, Pratama’s paper indentified the Indonesian translation of the idioms whether it were acceptable to the kids under 13 years old or not, whereas my study analyzed the Indonesia translation of the idioms both lexically and contextually, and the patterns of the idioms. Yet, there is the sameness between Pratama’s paper and my paper, it is the method of the data analysis.

The third previous study was “An Analysis of Idiomatic Expressions Meaning in Frozen Film Script” that was conducted by Erviana and Sumartini (2017). This study identifies the types of the idioms found in
*Frozen* film script according to Makkai’s theory (1994). The other goal of this study is to describe the meaning of the idiom. They used qualitative method and the data analysis was taken from the script of the *Frozen* film. For the result of Erviana and Sumartini’s study, there were 81 idiomatic expression that were found in the script of *Frozen* film. Based on theory of Makkai (1994) that is used by Erviana and Sumartini, the types of the idiom are divided into five types, they are phrasal verb idiom, tornoure idiom, irreversible binomial idiom, phrasal compound idiom, and incorporating verb idiom. Meanwhile, in Erviana and Sumartinis’s study, the meaning of the idiomatic expressions that were found in the script of *Frozen* film were interpreted based on the context of the dialogues and the narratives in *Frozen* film script.

There are several similarities between Erviana and Sumartini’s study with my study. The first is the aims of the study, which both analyzes the type and the meaning of the idiom, although using the different theory. The second is the method of the collecting the data, which both use documentation. The third is the research method, which both of Erviana and Sumartini’s study and my study use descriptive qualitative research method.
B. Concept of Idioms

1. Definition of Idiom

“Idioms are peculiar linguistics constructions that have raised many eyebrows in linguistics and often confuse new comers to a language” (Langlotz, 2006: 1). The other definition comes from Glucksberg (2001: 68) stated that, idioms are “subset of the fixed expression in a language community”. Some decades earlier Willey (1939) as cited by Dabrowska (2018: 9) arranged the definition as follows:

“Idiom or idiomatic phrase (...) is a phrase the meaning of which cannot be deduced from its component parts. The following are examples of idiomatic phrases: to bring about (accomplish); to bring to past; to carry out (make effective, accomplish); to come by (obtain); to go hard with (to be painful or harmful to); to put up with (tolerate, endure); to set about (begin). An examination of these phrases shows that the meaning of each (when used in its idiomatic sense) belongs to the phrase as a single element, and is not a composite effect made by joining the meanings of its parts. The peculiarity of such phrases becomes apparent if we compare them with phrases that are not in this sense idiomatic; as, “to get to the city,” “to sleep late in the morning” where every word has a meaning that is contributory to the meaning of the phrase”.

Besides, as Cermak (2007) cited in Dabrowska (2018: 11) argued that idiom is “a unique and fixed combination of at least two elements some of which do not function in the same way in any other combination (of the kind) or occur in a highly restricted number”. In addition, “Idiom is a fixed expression whose meaning is not immediately obvious from looking at the individual words in the idiom” (O’Dell and McCarthy, 2010: 6)
From those definitions above, the writer concluded that idiom is the composite of some words formed the certain meaning used in a figurative sense. Idiom has different meaning from the origin word and people cannot interpret the meaning separately. Instead, they have to understand the idiom as a whole unit.

2. Characteristics of Idiom

Based on Joodi (2012: 2), metaphorical and invariability are the main characteristics to distinguish idioms and non-idiomatic expression.

a. Metaphorical

Some idioms are based on metaphor. Since it is metaphor, the meaning of an idiom cannot be predicted from the origin meaning or even from the meaning of each word. For example, “if you get black mark for something, it means people think you have done something bad and the will remember it in the future” (O’Dell & McCarthy, 2002: 12). Word black, which is semantically a color, is used to convey unpleasant feelings.

b. Invariability

Idioms are invariable, both in wording and certain grammatical ways. Then, idioms cannot be changed as its usual modification. For example of arbitrary idiom is given as follows; out-and-down and down-and-out. Sentence “he had worked hard
to help someone who was *out-and-down*” is ill-formed. In the other hand, sentence “he had worked hard to help someone who was *down-and-out*” is perfectly acceptable (Joodi, 2012: 3).

3. **Types of Idiom**

Sag et al. (2002: 3) distinguish the types of the idiom into three types:

a. **Fixed Expression**

Fixed expression type of idiom is an expression which appears to contain more than one word but display idiosyncratic syntactic combination. The examples include *by and large, right away, first off, and all of a sudden*. These can be listed as single words in the lexicon, despite their spelling suggesting a multiword history.

b. **Semi-Fixed Expression**

The idioms that are included in this class of semi-fixed expression are the idioms that are syntactically frozen and semantically non-compositional but morphologically alternating. For instances:

1) **Kick/kicks/kicked/kicking the bucket.**

2) **Buy/buys/bought/buying a pig in a poke.**

The inflectional potential of *kick* and *buy*, shows that *kick the bucket* and *buy a pig in a poke* are not a
fixed expression, but rather a verb phrase constructed according to familiar English pattern.

c. **Syntactically Flexible Expression**

In this types of idiom, the idioms which exhibit modulation of syntax or morphology (or both), and their meaning cannot be composed literally word by word but being possible to be modified under certain circumstances. *Pull the strings* and *spill the beans* are the explicit examples of this types which have been analyzed as containing special idiom words, pull “*manipulate*”, string “*access*” and spill “*reveal*”, beans “*secret*”.

4. **Grammatical Patterns of Idiom (Joodi, 2012: 8)**

According to Joodi (2012: 8), idiom has eight forms in its structure. The diversity of grammatical patterns which occur in idioms is showed below:

a. **Noun Phrase**

1) Article + Adjective + Noun

For instances:

a) *The last straw* means the final circumstance that makes situation unendurable.

b) *The apple of (one’s) eye* means a person or thing that is precious or loved above all else.

c) *The bad blood*, means negative or ill feelings.
d) A big shot, means an important or powerful person.

e) Blue ribbon, means renowned or first prize.

2) Article + Present Participle + Noun

A parting shot means a cruel or severe remark that for a person who is leaving at the end of an argument.

3) Article + Past Participle + Noun

If the results of an issue have been known or the issue has a particular result even though it has not happened, people will call it as a foregone conclusion which means people knew what the result would be.

4) Article + Noun + Prepositional Phrase

This pattern has an example as the salt of the earth which means someone who is ordinary but good and honest. This idiom can be functioned as the subject, direct object, or frequently complement in the sentence. The other examples:

a) Chicken out, becoming too frightened to do something.

b. Transitive Verb Phrase

1) Verb + Noun Phrase

For this pattern, it consists of a transitive verb plus a noun phrase that can be functioned as direct object. Example:

a) Break the bank which is used to say that someone can afford to buy something.
b) *Beat a dead horse*, means to argue a topic without the possibility of success.

c) *Hit the nail on the head*, means come to the right conclusion.

d) *Paint (someone) a picture*, means explaining something in very detail.

e) *Swallow (someone’s) pride*, means accepting something humiliating.

2) **Verb + It**

A number of idiomatic phrases have the pronoun *it* as a fixed part of idiom. The pronoun does not refer back to a word or phrase used earlier in a text but it is indeed the part of the idiom. For example:

a) *Snuff* which means to die; she was succeeded in finishing her paper just before her mother *snuff it*.

b) *Strike it rich*, means earn much money or being wildly successful.

c. **Verbal Phrase**

1) A Lexical Verb + An Adverb Particle

It consists of a lexical verb plus an adverb particle (a phrasal verb), example:

a) *Pull away* which means come to a stop.

b) *Born yesterday*, means naïve.
2) A Lexical Verb + A Preposition

It consists of a lexical verb plus a preposition where the
preposition goes very closely with the verb and changes the
meaning of the verb. Example:

a) *Take after* which means resemble; Jean really *takes
after* her mother, she has the same eyes and hair.

b) *Ax to grind*, means a hidden for wanting something
or for not liking someone or something.

c) *Burned out*, lacking enthusiasm due to do so many
same things.

d) *Get-up-and-go*, means physical energy.

I moved to rush, I am so tired, I lost all of my *get-up-and-go*.

e) *Walk in (someone) shoes*, means in someone else’s
situation.

3) A Lexical Verb + Two Particles

The first particle is adverbial and the second particle is
prepositional. For example:

a) She refused to *put up with* his rudeness any longer.

The italic words are the idiom that has meaning
tolerate or endure.

b) *Come out of (someone’s) shell*, means to stop being
shy.
c) *Go over with a bang*, means to be extremely successful.

d) *Go up in smoke*, means to disappear or to be ruined.

d. **Alliteration Comparisons**

In English, there are a large number of alliterative idiomatic expressions which compare a quality, condition, action, and so on.

Examples:

- *as dead as a doornail* — truly dead
- *as fit as a fiddle* — in very good physical condition
- *as good as gold* — very well behaved
- *as bright as a button* — very clever and full of life
- *as easy as pie* — very easy

Expressions which start with *like* tend to suggest that they are idiomatic and therefore should not be interpreted literally. For examples:

- *like a fish out of water* — uncomfortable in a certain place
- *like two peas in a pot* — exactly the same in appearance
- *like a cat in a hot tin roof* — feel very nervous
- *work like a horse* — work very hard

e. **Prepositional Phrase**

A subtype of idiom phrase is the prepositional phrase consisting of preposition plus its object (or complement).

Example:
1) *by hook or by crook*, is used to say by whatever methods prove necessary.

2) *At the drop of a hat*, means on any pretext, without needing an excuse or reason.

3) *At the end of (one’s) rope*, means no longer able to deal with a bad situation.

4) *By the book*, doing something according to the rules.

5) *On cloud nine*, means blissfully happy.

### f. *Be + Prepositional Phrase*

There are some idioms consist of the verb *be* that is followed by a prepositional phrase, example: *be at sixes and sevens*, which means being in confusion or in disagreement.

### g. *Pairs of Words*

A large number of idioms consist of pairs of words joined by *and or or*. For example:

1) *Hue and cry* which means a noisy expression of public anger or disapproval.

2) It is raining *cats and dogs*, in which *cats and dogs*, means rain heavily.

3) *Black and blue*, means injured in a fight physically and or verbally.

4) *Cut and dry*, means routine or unequivocal.
5) *Do or die*, means to act out of necessity or do the hardest although the outcome is unpleasant or failure.

6) *Fair and square*, means honest(ly).

7) *Fits and starts*, means in short bursts of motion or effort.

8) *Huff and puff*, means being out of breath.

**h. Sentences**

Idiomatic expressions also span sentences of various structural types. A number of sayings exist in English which usually complete sentences. Example: *you can’t take it with you* is a common formal saying that is used to say that one cannot take one’s possession to the grave. While the older and more metaphorical proverbs such as, *a bird in a hand is worth two in the bush*, which means something which one has really got is better than a lot of nice things which has not got.

**C. Concept of Phrase**

1. **Definition of Phrase**

Phrase is a small group of words but it is not a sentence because it has not a subject, verb, and a predicate.

According to Verspoor & Sauter (2009: 119), “Phrase also can be analyzed into constituents, each with a function and realization. The head of a phrase is realized by a noun, verb, adjective, adverb, or preposition”.
2. **Types of Phrase**

Based on Kim and Sells (2008: 22), phrases are projected from the lexical categories and divided into five types, there are:

a. **Noun Phrase (NP)**

Noun phrase is a composite of two or more words that has a noun as the head word and the other words as a modifier of the head word. It can be a noun, determiner, adjective, and so on. For example:

1) *The sunny day.* Word *day* plays as the head word while *the sunny* day modifies the word *day*.

2) *A little of sugar*

3) *All of the lecturers*

4) *A spooky voice*

5) *Some of the green leaves*

b. **Verb Phrase (VP)**

Verb phrase contains a verb as the head word and it will be modified by the other words, such as noun phrase, propositional phrase, and so on. For example:

1) *Pull away.* Word *pull* plays as the head word that is modified by word *away*.

2) *I will study* in US

3) *She can do* the interview

4) *They are spending* much money just for a vacation
5) He has been living in this country

c. Adjective Phrase (AdjP)

Adjective phrase is a group words which commonly occurs in linking verb. The head word of this phrase is an adjective and it is usually modified by an adverb. For example:

1. The cost of the apartment is extremely expensive. The adjective phrase one is extremely expensive. The word extremely modifies the word expensive.

2. You sister are older than me

3. You are so tired. You need to take a rest

4. The taste of this food is awfully bad

5. The car that I have bought for my father was very pricey

d. Adverb Phrase (AdvP)

Adverb phrase is a composite of two or more words that acts as an adverb and it can modify a verb, adverb, or adjective. For instance:

1) he drives home extremely slowly

2) we could not do anything during the storm

3) I celebrate my birthday party every year

4) He bought this cake in Bandung

5) She did the job quickly enough
e. Prepositional Phrase (PP)

Generally, prepositional phrase consists of a preposition plus a noun phrase. For instance:

1) The fly fell into the soup, which is the prepositional phrase in the example is into the soup. Word into is a preposition while the words afterwards, the soup are noun phrase that modify the word into.

2) The height of this mountain is about 3570 mdpl

3) The purse is inside the bag

4) I got many gifts from my mother

5) Everyone joins the vacation except Jean

D. Concept of Parts of Speech

Parts of speech are the significant elements in language. In English language, parts of speech are divided into eight parts.

1. Noun

Noun is used to mention a thing, name of person, a place, an animal, a plant, and so on. For examples: computer, rice, cable, kitchen, Jean, Bento, elephant, jasmine, ginger, finger, etc.

2. Pronoun

This part of speech is a word that substitutes a noun or noun phrase. For instances: I, you, we, they, he, she, it, my, mine, your, yours, our, us, their, them, his, her, its, etc.
3. **Verb**

   This part of speech conveys an action has been done by someone.

   There are transitive verb that needs an object and intransitive verb the does not need an object. For examples: enjoy, study, learn, walk, talk, do, come, run, fix, write, try, fly, etc.

4. **Adverb**

   Adverb is a word that modifies a verb, another adverb, adjective, noun, or sentence. There are four kinds of adverb, they are adverb of manner (quickly, slowly, softly, hardly, etc.), adverb of time (now, later, then, yesterday, a year ago, last month, a minute ago, etc.), adverb of place (here, there, etc.), and adverb of frequency (often, seldom, rare, always, etc.).

5. **Adjective**

   Adjective usually describes the noun or noun phrase, giving more information about the object. For instances: good, bad, interesting, easy, difficult, nice, bitter, etc.

6. **Preposition**

   This part of speech is usually used to express spatial, such as in, on, under, above, below, towards, before, after, and so on.

7. **Conjunction**

   Conjunction is used to connect word(s), phrase(s), or clause(s). For examples: for, and, nor, but, or, yet, so, while, although, though,
even though, after, since, until, rather…than, whether…or, neither…nor, etc.

8. Interjection

Interjection is a word or expression of spontaneous feeling or reaction, such as wow!, ouch!, hey!, bye!, huh?, oh!, and so on.
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Methodology

According to Hancock (2002: 7), “Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are.”

This paper used descriptive qualitative research method. According to Moleong (2009: 31), “The purpose of qualitative study is to understand something specifically, not always looking for the course and effect of something and to deepen comprehension about something that studied.”

The result of this qualitative research is in form of description. In this study, the writer analyses the structure to find the patterns of the idioms and the meanings of the idioms. Afterward, the writer presents the factual result systematically therefore it can be understood easily. Ary et al., (2010: 32) stated that, “Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like)”.

Based on Arikunto, (2010: 3) “Descriptive research is the study intended to investigate the situation, condition, circumstances, events, and other activities, and the result presented in the form of the research report.” Thus, in this study, the writer also used descriptive research approach.
B. Object of the Study

The object of the study was the idiomatic phrases that have been found in the speech of the former First Lady of US, Michelle Obama. After discovering the idiomatic phrases in the speech, the idioms are identified syntactically and semantically.

C. Method of the Data Collection

In this study the writer used documentation as the technique of the data collection. According to Sugiyono (2006: 329), “Documentations study is technique of the data collection which indirectly aimed to subject of research, while documentation is a record of event in the past in form of hand writing, or even literature work”. The writer used the final speech of Michelle Obama as The First Lady as the primary data.

D. Method of the Data Analysis

In this study, the writer followed the three steps based on Creswell (2007: 148) as follows:

1. Preparing and Organizing
   a) The writer downloaded the speech that was uttered by Michelle Obama that would be analyzed.
   b) The writer also downloaded the script of the speech that was transcribed by Katie Reilly in order to make easy the identification of the idioms.
c) After that, the writer watched the speech without any subtitles or scripts of the speech several times to comprehend the speech clearly.

d) Afterwards, the writer listened to the speech and read the script of the speech at the same time. The writer watched the speech several times to make the proper list of the idiomatic phrases that have been found in the speech.

2. Coding

The second step was to list the idiomatic phrases to be analyzed. After finding the idioms in the speech, the writer analyzed the patterns of the idioms then put the code on the structures of the idioms that have been analyzed. The codes are:

a. S1 : sentence 1
b. S2 : sentence 2
c. NP : noun phrase
d. VP : verb phrase
e. AdvP : adverb phrase
f. AdjP : adjective phrase
g. PP : prepositional phrase
h. N : noun
i. Pro : pronoun
j. V : verb
3. Representing the Data

In the final step, the writer made a table from the list of the idiomatic phrases that were found in the speech. After serving the table, the writer conveyed the meaning of the idioms syntactically and contextually. For the last phase in this step, the writer showed the tree diagram of the idiomatic phrases. Based on the third problem statement in the chapter I, the diagrams would proof the patterns of the idioms. Kim and Sells (2008: 29) stated that, “One merit of such hierarchical structural properties is that they enable us to represent the structural ambiguities of sentences we have seen”. Indeed, the hierarchical structural that is meant by Kim and Sell is the tree diagram of the sentence.
CHAPTER IV

DATA ANALYSIS

In this chapter, the writer presented the data and the analysis of the idiomatic phrases that were found in the speech which was uttered by the former of the first lady of America, Michelle Obama as her final speech. This analysis covers the list of the idiomatic phrases, the types of the idiomatic phrases, the structures or the tree diagram in order to prove the patterns of the idiomatic phrases, and the meaning of the idiomatic phrases as the rejoinders of the problem statements in the chapter I.

As the guidance of this research, the writer listed the idiomatic phrases based on the theory of Joodi (2012) which categorized the form of the idiomatic phrases into eight main forms. And all the idiomatic phrases that were found in the speech are in the different from. The writer shows the types of the idiomatic phrases based on the theory of Sag et al. (2002). The tree diagrams of the idiomatic phrases were drawn by the writer based on theory of Kim and Sells (2008). The writer also describes the meaning of the idioms that were found in the speech based on the McGraw Hill dictionary written by Spears (2005) and based on the context of the sentences.
A. The List of the Idiomatic Phrases

The idiomatic phrases that were found in the speech are given as follows:

Table 4.1 The List of Idiomatic Phrases

<table>
<thead>
<tr>
<th>No.</th>
<th>Idiomatic Phrases</th>
<th>Sentence in the Speech</th>
<th>Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Right-on-the-spot remarks</td>
<td>And I want to start by thanking Terri for that wonderful introduction and her right-on-the-spot remarks.</td>
<td>00:54 – 00:56</td>
</tr>
<tr>
<td>2.</td>
<td>Roll pretty deep</td>
<td>As one of my staff said, “you roll pretty deep”.</td>
<td>01:58 – 02:00</td>
</tr>
<tr>
<td>3.</td>
<td>Acting like he’s a ham</td>
<td>Eric is acting like he’s a ham, but he likes the spotlight.</td>
<td>04:06 – 04:08</td>
</tr>
<tr>
<td>4.</td>
<td>Shine a big bright spotlight</td>
<td>So we decided to flip the script and shine a big bright spotlight on all things educational.</td>
<td>06:13 – 06:17</td>
</tr>
<tr>
<td>4.</td>
<td>Reach into your own pocket</td>
<td>You reach into your own pocket, and see we’ve got the amen corner.</td>
<td>12:16 – 12:19</td>
</tr>
<tr>
<td>6.</td>
<td>The amen corner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Work their</td>
<td>And that is true I know for every person</td>
<td>20:30 – 20:31</td>
</tr>
</tbody>
</table>
hearts out who are here, is here today, and for educators and advocates all across this nation who get up every day and work their hearts out to lift up our young people.

B. The Analysis of the Idiomatic Phrases

1. “Right-on-the-spot remarks”

This idiomatic phrase was uttered at the minute 00:54 – 00:56.

a. The meaning of the idiomatic phrase “right-on-the-spot remarks”

This idiom is very famous and many people have used it in conversation. However, the common use of this idiom is on the spot. The word right just modifies and affirms this obvious idiom. The word “spot” means a place or stain when it poses as a noun. The word “remarks” which is the plural form of “remark”, is a noun which is modified by the idiomatic phrase on-the-spot and this word means an utterance, statement, or a commendation. But in this case, the words right-on-the-spot remarks plays as one unit of idiomatic phrase. Based on the sentences of the speech, “And I want to start by thanking Terri for that wonderful introduction and her right-on-the-spot remarks”, this idiom contextually means an exact praise at the proper time and place.
b. The type of the idiomatic phrase “right-on-the-spot remarks”

The idiom *right-on-the-spot remarks* contains five words which can be listed as single words in the lexicon. *Right-on-the-spot remarks* is used to say a praise is in the proper place and the words of this idiom cannot be replaced by the other similar words. So, this idiomatic phrase is categorized as fixed expression type of idiom.

c. The pattern of the idiomatic phrase “right-on-the-spot remarks”

![Tree Diagram of the Idiomatic Phrase “right-on-the-spot remarks”](image)

4.1 Tree Diagram of the Idiomatic Phrase “right-on-the-spot remarks”
Regarding to the theory of Joodi (2012), the idiom right-on-the-spot remarks can be formulated as follows:

\[
\text{right} \quad \text{adj} + \quad \text{on} \quad \text{prep} + \quad \text{the} \quad \text{art} + \quad \text{spot} \quad \text{noun} + \quad \text{rem} \text{arks} \quad \text{noun}
\]

Based on the formula above, this idiom can be classified as a noun phrase pattern. The diagram 4.1 also proves that the idiom right-on-the-spot remarks is in form of noun phrase which contains two nouns and adverb in its phrase.

2. “Roll pretty deep”

This idiomatic phrase was uttered at the minute 01:58 – 02:00 of the speech. This idiom is in form of complete sentence.

a. The meaning of the idiomatic phrase “roll pretty deep”

The word “you” poses as the subject of the idiom. But in this case, the word “you” is not the part of this idiom. Syntactically, the word “roll” plays as a verb in this sentence and it means someone who coils up or convolving a hoop. Meanwhile, when it plays as a noun it means a coil or a list of name. The words “pretty deep” play as an adverb of manner which modifies the verb. So, literally, the meaning of this idiom is someone who coils up on the field. Dealing with the sentences in the speech, “I also want to acknowledge a few other special guests we have in the audience. We’ve got a
pretty awesome crew. As one of my staff said, “You roll pretty deep.” I’m like, well, yeah, we have a few good friends”, this idiom means someone whose someone else in his or her back. He or she is never on himself or herself own and will always has someone else to support, help, or whatever like that.

b. The type of the idiomatic phrase “roll pretty deep”

The idiom roll pretty deep contains a verb in its sentence which is possible to be added by the inflectional. The word roll can change to be rolls/rolled/rolling depends on the subject. Because of this alteration, this idiom can be classified as semi-fixed expression type of idiom.

c. The pattern of the idiomatic phrase “roll pretty deep”

4.2 Tree Diagram of the Idiomatic Phrase “Roll pretty deep”
Regarding to the theory of Joodi (2012), the idiom *roll pretty deep* can be formulated as follows:

\[
\frac{\text{roll}}{\text{verb}} + \frac{\text{pretty}}{\text{adj}} + \frac{\text{deep}}{\text{noun}}
\]

Based on the formula above, this idiom can be classified as a verb phrase pattern. The diagram 4.2 also proves that the idiom *roll pretty deep* is in form of verb phrase which contains a verb in its sentence.

3. “Acting like he’s a ham”

   a. The meaning of the idiomatic phrase “acting like he’s a ham”

      The real phrase of this idiom is *act like a ham*, but contextually it has the same meaning. The word “ham” itself plays as a noun which means a meat or bad actor, whereas based on the sentence in the speech, “Where is Eric? He’s in the — you’ve got to step out. Eric is *acting like he’s a ham*, but he likes the spotlight” can be concluded that contextually, the meaning of this idiom is someone who feels or acts like he or she is an ordinary person who does not have advantages although he likes to be the center of the community.

   b. The type of the idiomatic phrase “acting like he’s a ham”

      The type of this idiom is semi-fixed expression which the verb in the idiom can change to be the other form of word. In this case, the main verb “acting” transformed from the base verb “act” to be present
participle form “acting”. It is not merely a transformation, but the verb of this idiom is actually added by the inflectional. The other cause is it adjusts with the subject of the sentence.

c. **The pattern of the idiomatic phrase “acting like he’s a ham”**

4.3 Tree Diagram of the Idiomatic Phrase “Acting like he’s a ham”

Regarding to the theory of Joodi (2012), the idiom *acting like he’s a ham* can be formulated as follows:

\[
\text{acting} + \text{like} + \text{he} + \text{is} + \text{a} + \text{ham}
\]

\[
\text{verb} + \text{adj} + \text{pro} + \text{verb} + \text{art} + \text{noun}
\]
Based on the formula above, this idiomatic phrase can be categorized as a verb phrase pattern. The diagram 4.3 also proves that the form of the idiomatic phrase *acting like he’s a ham* is a verb phrase which has a verb in its idiom. Although there is a subject precise before the idiom, but the subject is not the part of the idiom.

4. “Shine a big bright spotlight”

This idiom was spoken at the minute 06:16 – 06:18.

a. The meaning of the idiomatic phrase “shine a big bright spotlight”

Lexically, the meaning of this sentence is irradiating something with a clear light. Shine means a light when it plays as a noun, but it means give a light to something when it plays as a verb. Bright spotlight means clear light, gleam light, or it can be defined as a person who are really educated and be the center of the community.

Based on the sentences in the speech, “*So we decided to flip the script and shine a big bright spotlight on all things educational. For example, we made College Signing Day a national event. We wanted to mimic all the drama and excitement traditionally reserved for those few amazing football and basketball players choosing their college and university teams*”, it can be concluded as an effort to show the capabilities
of someone. So, contextually this idiom means showing the abilities to create great result.

b. The type of the idiomatic phrase “shine a big bright spotlight”

The idiom *shine a big bright spotlight* contains a verb in its sentence which is possible to be added by the inflectional. The word *shine* can change to be *shines/shining* depends on the subject. Because of this alteration, this idiom can be classified as semi-fixed expression type of idiom.

c. The pattern of the idiomatic phrase “shine a big bright spotlight”

4.4 Tree Diagram of the Idiomatic Phrase “shine a big bright spotlight”
Regarding to the theory of Joodi (2012), the idiom *shine a big bright spotlight* can be formulated as follows:

\[
\text{shine} + \text{a} + \text{big} + \text{bright} + \text{spotlight}
\]

According to the formula above, this idiom can be classified as a verb phrase pattern. The diagram 4.4 also proves that this idiomatic phrase is in form of verb phrase with a verb as the head word of the idiom then followed by the noun phrase.

5. **“Reach into your own pockets” and “the amen corner”**

These idioms were uttered at the minute 12:16 until 12:19. These idioms are also placed in one sentence that is separated by a conjunction.

a. **The meaning of the idiomatic phrase “you reach into your own pockets” and “the amen corner”**

These idioms exist in the same sentence. The first is *reach into your own pocket* and the second is *the amen corner*. The first idiom is in form of verb phrase which has a verb in its sentence. The verb of this idiom is *reach*. Syntactically, the word “reach” means to gain or to attain something. The object of this idiom is “pocket” which means a bag, sack, pouch, or a place to put something in it. So, literary the meaning of this idiom is someone who digs or gets the hand into the pouch.

In the other case, the second idiom *the amen corner* is in form of noun phrase which has two nouns and one article. Lexically, the
word “amen” in the idiom means a prayer for someone. And the word “corner” means a place where two or more sides meet. Therefore, syntactically the meaning of this idiom is the place for praying.

Regarding to the sentences in the speech, “you all come in early, you stay late. You reach into your own pockets — and see, we’ve got the amen corner”, the first idiom can be interpreted as a self-introspection to do something better. While the second idiom can be defined as a group of people who pray, support, and has the same point with you.

b. The type of the idiomatic phrase “reach into your own pocket” and “the amen corner”

The idiom reach into your own pocket contains a verb in its sentence which is possible to be added by the inflectional. The word reach can change to be reaches/reached/reaching depends on the subject. Because of this alteration, this idiom can be classified as semi-fixed expression type of idiom.

The idiom the amen corner contains three words which can be listed as single words in the lexicon and the words of this idiom cannot be replaced by the other similar words. So, this idiomatic phrase is categorized as fixed expression type of idiom.
c. The pattern of the idiomatic phrase “reach into your own pockets” and “the amen corner”

Regarding to the theory of Joodi (2012), the two of those idiomatic phrases can be formulated as follows:

\[
\text{reach} + \text{into} + \text{your} + \text{own} + \text{pocket} \\
\frac{\text{verb}}{\text{adv}} + \frac{\text{pro}}{\text{adj}} + \text{noun}
\]

Based on the formula above, the idiomatic phrase \textit{reach into your own pocket} can be categorized as a verb phrase pattern.
Based on the formula above, the idiomatic phrase *he amen corner* can be classified as a noun phrase pattern.

The diagram 4.5 proves that the idiom *reach into your own pocket* is in form of verb phrase which has verb in its sentence. And the diagram also proves that the second idiom has noun that modifies the other noun afterwards. So, this second idiom plays as a noun phrase in the sentence.

6. **“Work their hearts out”**

This idiom is spoken at the minute 20:30 up to 20:31.

a. **The meaning of the idiomatic phrase “work their hearts out”**

This idiom is able to be interpreted only by reading the sentence even without supporting sentences. The idiom “*work their hearts out*” is in form of verb phrase which contains a verb as the head word of the idiom. And the verb is *work*, which means a physical or mental activity carried out by someone in order to achieve a purpose. The object of this idiom is *heart*, which means a vital organ that pumps the blood throughout the body.

By seeing the sentences in the speech, “*and that is true I know for every person who are here — is here today, and for educators and advocates all across this nation who get up every day and work their hearts out to lift up our young people*”,

---

**the** art + **amen** noun + **corner** noun

Based on the formula above, the idiomatic phrase *he amen corner* can be classified as a noun phrase pattern.

The diagram 4.5 proves that the idiom *reach into your own pocket* is in form of verb phrase which has verb in its sentence. And the diagram also proves that the second idiom has noun that modifies the other noun afterwards. So, this second idiom plays as a noun phrase in the sentence.

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By seeing the sentences in the speech, “*and that is true I know for every person who are here — is here today, and for educators and advocates all across this nation who get up every day and work their hearts out to lift up our young people*”,

---
semantically, this idiom can be interpreted as a hard work or a task done seriously until the heart almost explode and out of the body.

b. The type of the idiomatic phrase “work their hearts out”

The idiom *work their hearts out* contains a verb in its sentence which is possible to be added by the inflectional. The word *work* can change to be *works/worked/working* depends on the subject. Because of this alteration, this idiom can be classified as semi-fixed expression type of idiom.

c. The pattern of the idiomatic phrase “work their hearts out”

![4.6 Tree Diagram of Idiomatic Phrase “work their hearts out”](image-url)

4.6 Tree Diagram of Idiomatic Phrase “work their hearts out”
Based on the theory of Joodi (2012), the idiomatic phrase *work their hearts out* can be formulated as follows:

\[
\text{work + their + hearts + out}
\]

\[
\text{verb + pro + noun + adv}
\]

Based on the formula above, this idiomatic phrase can be categorized as a verb phrase pattern. The diagram 4.6 also proves that the idiom *work their hearts out* is in form of verb phrase which is proven by the existing of the verb as the head word of the idiom.
CHAPTER V

CLOSURE

A. Conclusions

According to the data analysis and the discussion in the previous chapter, the writer would like to convey the conclusions of this paper as follow:

1. From the results of the analyzed data of the speech, the writer has found that there are seven idiomatic phrases. Those are:
   a) Right-on-the-spot remarks
   b) Roll pretty deep
   c) Acting like he’s a ham
   d) Shine a big bright spotlight
   e) Reach into your own pocket
   f) The amen corner
   g) Work their hearts out

2. The types of the idiomatic phrases that were found in speech are listed in the table 5.1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Idiomatic Phrase</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Right-on-the-spot</td>
<td>Fixed Expression</td>
</tr>
<tr>
<td>2.</td>
<td>Roll pretty deep</td>
<td>Semi-fixed Expression</td>
</tr>
<tr>
<td>3.</td>
<td>Acting like he’s a ham</td>
<td>Semi-fixed Expression</td>
</tr>
</tbody>
</table>
3. The idiomatic phrases that were found by the writer have the different patterns as in table 5.2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Idiomatic Phrases</th>
<th>Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Right-on-the-spot remarks</td>
<td>Noun Phrase</td>
</tr>
<tr>
<td>2.</td>
<td>Roll pretty deep</td>
<td>Verb Phrase</td>
</tr>
<tr>
<td>3.</td>
<td>Acting like he’s a ham</td>
<td>Verb Phrase</td>
</tr>
<tr>
<td>4.</td>
<td>Shine a big bright spotlight</td>
<td>Verb Phrase</td>
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<tr>
<td>5.</td>
<td>Reach into your own pocket</td>
<td>Verb Phrase</td>
</tr>
<tr>
<td>6.</td>
<td>The amen corner</td>
<td>Noun Phrase</td>
</tr>
<tr>
<td>7.</td>
<td>Work their hearts out</td>
<td>Verb Phrase</td>
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4. The sentences below are the meaning of the idiomatic phrases that have been found:

   a) Right-on-the-spot remarks: exact praise at the proper time and place.
b) Roll pretty deep: someone who has someone else to support and help in the community.

c) Acting like he’s a ham: someone who feels or acts like an ordinary person.

d) Shine a big bright spotlight: showing the capabilities to create a great result.

e) Reach into your own pocket: self-introspection to do something better.

f) The amen corner: a group of people or someone who will pray and help you.

g) Work their hearts out: work very hard.

B. Suggestions

At the end of the research, the writer would like to give some suggestions based on the conclusions, as follow:

1. For the teacher

   The teacher can use this paper to add their teaching materials especially about idiom.

2. For the reader

   This study can be useful to enrich the knowledge and comprehension about idiomatic phrases and their types, patterns, and the meaning by reading and understanding as many idioms as
possible. Mastering idioms would help to add the vocabularies and the language variation that can be applied in daily conversation.

3. For the other researchers

This study is based on the analysis of the idiomatic phrases especially in its meaning, types, and the patterns. Therefore, this study can be useful as a reference to analyze the other research dealing with the idiom materials.
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APPENDIX
Appendix 1

The Script of the Speech

MICHELLE OBAMA: Hey! What’s going on? Thank you all so much. You guys, that’s a command — rest yourselves. We’re almost at the end. Hello, everyone. And, may I say for the last time officially, welcome to the White House. Yes! Well, we are beyond thrilled to have you all here to celebrate the 2017 National School Counselor of the Year, as well as all of our State Counselors of the Year. These are the fine women, and a few good men — one good man — who are on this stage, and they represent schools from across this country.

And I want to start by thanking Terri for that wonderful introduction and her right-on-the-spot remarks. I’m going to say a lot more about Terri in a few minutes, but first I want to take a moment to acknowledge a few people who are here.

First, our outstanding Secretary of Education, John King. As well as our former Education Secretary, Arne Duncan. I want to take this time to thank you both publicly for your dedication and leadership and friendship. We couldn’t do this without the support of the Department of Education under both of your leadership. So I’m
grateful to you personally, and very proud of all that you’ve done for this country.

I also want to acknowledge a few other special guests we have in the audience. We’ve got a pretty awesome crew. As one of my staff said, “You roll pretty deep.” I’m like, well, yeah, we have a few good friends. We have with us today Ted Allen, La La Anthony, Connie Britton, Andy Cohen — yeah, Andy Cohen is here — Carla Hall, Coach Jim Harbaugh and his beautiful wife, who’s a lot better looking than him — Lana Parrilla, my buddy Jay Pharoah, Kelly Rowland, Usher —

MRS. OBAMA: Keep it down. Keep it together, ladies. Wale is here. And of course, Allison Williams and her mom are here.

And all these folks are here because they’re using their star power to inspire our young people. And I’m so grateful to all of you for stepping up in so many ways on so many occasions. I feel like I’ve pestered you over these years, asking time and time again, “Well, where are you going to be?” “I’m going to be in New York.” “Can you come? Can you come here? Can you do this? Can you take that? Can you ask for that? Can you come? Can we rap? Can we sing?” So thank you all so much. It really means the world to this initiative to have such powerful, respected and admired individuals
speaking on behalf of this issue. So congratulations on the work that you’ve done, and we’re going to keep working.

And today, I especially want to recognize all these — extraordinary leadership team that was behind Reach Higher from day one. And this isn’t on the script so they don’t know this. I want to take time to personally acknowledge a couple of people. Executive Director Eric Waldo. Where is Eric? He’s in the — you’ve got to step out. Eric is acting like he’s a ham, but he likes the spotlight.

He’s acting a little shy. I want to recognize our Deputy Director, Stephanie Sprow. Stephanie. And he’s really not going to like this because he tries to pretend like he doesn’t exist at all, but our Senior Advisor, Greg Darnieder. There you go. Greg has been a leader in education his entire life. I’ve known him since I was a little organizer person. And it’s just been just a joy to work with you all. These individuals, they are brilliant. They are creative. They have worked miracles with hardly any staff or budget to speak of — which is how we roll in the First Lady’s Office. And I am so proud and so, so grateful to you all for everything that you’ve done. So let’s give them a round of applause.

And finally, I want to recognize all of you who are here in this audience. We have our educators, our leaders, our young people who
have been with us since we launched Reach Higher back in 2014. Now, when we first came up with this idea, we had one clear goal in mind: We wanted to make higher education cool. We wanted to change the conversation around what it means and what it takes to be a success in this country. Because let’s be honest, if we’re always shining the spotlight on professional athletes or recording artists or Hollywood celebrities, if those are the only achievements we celebrate, then why would we ever think kids would see college as a priority?

So we decided to flip the script and **shine a big bright spotlight** on all things educational. For example, we made College Signing Day a national event. We wanted to mimic all the drama and excitement traditionally reserved for those few amazing football and basketball players choosing their college and university teams. We wanted to focus that same level of energy and attention on kids going to college because of their academic achievements. Because as a nation, that’s where the spotlight should also be — on kids who work hard in school and do the right thing when no one is watching, many beating daunting odds.

Next, we launched Better Make Room. It’s a social media campaign to give young people the support and inspiration they need
to actually complete higher education. And to really drive that message home, you may recall that I debuted my music career — rapping with Jay about getting some knowledge by going to college.

We are also very proud of all that this administration has done to make higher education more affordable. We doubled investments in Pell grants and college tax credits. We expanded income-based loan repayment options for tens of millions of students. We made it easier to apply for financial aid. We created a College Scorecard to help students make good decisions about higher education. And we provided new funding and support for school counselors. Altogether, we made in this administration the largest investment in higher education since the G.I. Bill. And today, the high school graduation rate is at a record high, and more young people than ever before are going to college.

And we know that school counselors like all of the folks standing with me on this stage have played a critical role in helping us get there. In fact, a recent study showed that students who met with a school counselor to talk about financial aid or college were three times more likely to attend college, and they were nearly seven times more likely to apply for financial aid.
So our school counselors are truly among the heroes of the Reach Higher story. And that’s why we created this event two years ago, because we thought that they should finally get some recognition. We wanted everyone to know about the difference that these phenomenal men and women have been making in the lives of our young people every day. And our 2017 School Counselor of the Year, Terri Tchorzynski, is a perfect example.

As you heard, Terri works at the Calhoun Area Career Center, a career and technical education school in Michigan. And here’s what Terri’s principal said about her in his letter of recommendation. He said, “Once she identifies a systemic need, she works tirelessly to address it.”

So when students at Terri’s school reported feeling unprepared to apply for higher education, Terri sprang into action to create a school-wide, top-to-bottom college-readiness effort. Under Terri’s leadership, more students than ever before attended workshops on resume writing, FAFSA completion — yes, I can now say FAFSA — and interview preparation. I can barely say it. They did career and personal — personality assessments. They helped plan a special college week. And they organized a Military Day, hosting recruiters from all branches of our armed forces. And because of these efforts, today, 75 percent of Calhoun’s seniors now complete key college
application steps, and Terri’s school has won state and national recognition.

And all of this is just one small part of what Terri does for her students each day. I can go on and on about all the time she spends one-on-one with students, helping them figure out their life path. Terri told us — as you heard, she told us about one of those students, so we reached out to Kyra. And here’s what Kyra had to say in her own words. Kyra wrote that “Mrs. Tchorzynski has helped me grow to love myself. She helped me with my doubts and insecurities.” She said, my life has changed “for the better in all aspects.” Kyra said, “She held my hand through my hardest times.” She said, “Mrs. Tchorzynski is my lifesaver.” That’s what Kyra said.

And this is what each of you do every single day. You see the promise in each of your students. You believe in them even when they can’t believe in themselves, and you work tirelessly to help them be who they were truly meant to be. And you do it all in the face of some overwhelming challenges — tight budgets, impossible student- counselor ratios — yeah, amen — endless demands on your time.

You all come in early, you stay late. You reach into your own pockets — and see, we’ve got the amen corner. You stick with...
students in their darkest moments, when they’re most anxious and afraid. And if anyone is dealing with a college [high school] senior or junior, you know what this feels like. These men and women show them that those kids matter; that they have something to offer; that no matter where they’re from or how much money their parents have, no matter what they look like or who they love or how they worship or what language they speak at home, they have a place in this country.

And as I end my time in the White House, I can think of no better message to send our young people in my last official remarks as First Lady. So for all the young people in this room and those who are watching, know that this country belongs to you — to all of you, from every background and walk of life. If you or your parents are immigrants, know that you are part of a proud American tradition — the infusion of new cultures, talents and ideas, generation after generation, that has made us the greatest country on earth.

If your family doesn’t have much money, I want you to remember that in this country, plenty of folks, including me and my husband — we started out with very little. But with a lot of hard work and a good education, anything is possible — even becoming President. That’s what the American Dream is all about.
If you are a person of faith, know that religious diversity is a great American tradition, too. In fact, that’s why people first came to this country — to worship freely. And whether you are Muslim, Christian, Jewish, Hindu, Sikh — these religions are teaching our young people about justice, and compassion, and honesty. So I want our young people to continue to learn and practice those values with pride. You see, our glorious diversity — our diversities of faiths and colors and creeds — that is not a threat to who we are, it makes us who we are. So the young people here and the young people out there: Do not ever let anyone make you feel like you don’t matter, or like you don’t have a place in our American story — because you do. And you have a right to be exactly who you are. But I also want to be very clear: This right isn’t just handed to you. No, this right has to be earned every single day. You cannot take your freedoms for granted. Just like generations who have come before you, you have to do your part to preserve and protect those freedoms. And that starts right now, when you’re young.

Right now, you need to be preparing yourself to add your voice to our national conversation. You need to prepare yourself to be informed and engaged as a citizen, to serve and to lead, to stand up for our proud American values and to honor them in your daily lives. And that means getting the best education possible so you can think critically, so you can express yourself clearly, so you can get a good
job and support yourself and your family, so you can be a positive force in your communities.

And when you encounter obstacles — because I guarantee you, you will, and many of you already have — when you are struggling and you start thinking about giving up, I want you to remember something that my husband and I have talked about since we first started this journey nearly a decade ago, something that has carried us through every moment in this White House and every moment of our lives, and that is the power of hope — the belief that something better is always possible if you’re willing to work for it and fight for it.

It is our fundamental belief in the power of hope that has allowed us to rise above the voices of doubt and division, of anger and fear that we have faced in our own lives and in the life of this country. Our hope that if we work hard enough and believe in ourselves, then we can be whatever we dream, regardless of the limitations that others may place on us. The hope that when people see us for who we truly are, maybe, just maybe they, too, will be inspired to rise to their best possible selves.

That is the hope of students like Kyra who fight to discover their gifts and share them with the world. It’s the hope of school
counselors like Terri and all these folks up here who guide those students every step of the way, refusing to give up on even a single young person. Shoot, it’s the hope of my — folks like my dad who got up every day to do his job at the city water plant; the hope that one day, his kids would go to college and have opportunities he never dreamed of.

That’s the kind of hope that every single one of us — politicians, parents, preachers — all of us need to be providing for our young people. Because that is what moves this country forward every single day — our hope for the future and the hard work that hope inspires.

So that’s my final message to young people as First Lady. It is simple. I want our young people to know that they matter, that they belong. So don’t be afraid — you hear me, young people? Don’t be afraid. Be focused. Be determined. Be hopeful. Be empowered. Empower yourselves with a good education, then get out there and use that education to build a country worthy of your boundless promise. Lead by example with hope, never fear. And know that I will be with you, rooting for you and working to support you for the rest of my life.
And that is true I know for every person who are here — is here today, and for educators and advocates all across this nation who get up every day and **work their hearts out** to lift up our young people.

And I am so grateful to all of you for your passion and your dedication and all the hard work on behalf of our next generation. And I can think of no better way to end my time as First Lady than celebrating with all of you.

So I want to close today by simply saying thank you. Thank you for everything you do for our kids and for our country. Being your First Lady has been the greatest honor of my life, and I hope I’ve made you proud.
CURRICULUM VITAE

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