

## CHAPTER I

### INTRODUCTION

#### A. Background Of The Study

Communication is a very important thing in our life. There is nobody in this world that in their life do not do the communication. Communication connects the people or places. By using communication people not only can exchange information, news, ideas, and feelings but also create and share meaning.

In *Oxford Advanced Learners Dictionary* (1995, p. 230), communication is the action or process of communicating. In *The American Heritage Dictionary of English Language* (2006, p. 373) communication is the act of communicating transmission or the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior. And in *Macmillan English Dictionary for Advanced Learners International Students* (2002, p. 277) communication is the process of giving information or making emotions or ideas known to someone.

People communicate by using language. Language is the most important aspect in the life of all beings. By language we can express feeling, emotions, thought, fulfill our wants and needs. There are so many different languages in the world. Allah the Almighty has said in the Holy Quran (Al-Hujurat:13)



The verse describes that Allah the Almighty creates males and females and made them into nations that have different languages. Language is very unique. Every language has its own uniqueness. For instance is Arabic. It is the language that use as the Holy Qur'an language. It is written in The Holy Qur'an (Az-Zukhruf:3)



The verse describes that God creates the Holy Qur'an in eloquent and clear language, so we may understand it and ponder its meaning. The other language that has its uniqueness is English. One of the uniqueness of English is using figurative language. Figurative language is the use of words that go beyond their ordinary meaning. It requires us to use our imagination to figure out the author's meaning. According to (Copper, 1998) in his article about Teaching Idiom, figurative language is form of language that difficult to undrestand and learn because they do not mean what they literally state.

One of the kinds of figurative language is idiom. In *Oxford Learner's Pocket Dictionary* (2008, p. 219), idiom is group of words with a meaning that is different from the meaning of all the individual words. Idioms are non-literal expressions. This means that the meaning that expected to undersatnd is different from the what the words should mean.

English is one of the most idiomatic languages in the world. Idioms are exist in media and literature. De Caro (2009, p. 124) said that “English is a language parlticularly rich in idoms. Without idioms English would be lose much of its variety and humor both speech and writing.”

Idioms are part of language. They give meaning more vividly than a long literal explanation. But in fact, they make confusing especially for non-native to understand and explain them. Idioms are complex and difficult. We can find many idioms, if we read some English texts or listen to the native speakers. There are also many books that give list of idioms and their meaning, so it is very useful to make the idioms be familiar for us, as non-native speakers.

According to Broukal (1994) in her book, by the title “*Idiom for Everyday Use*”. There are more than 230 common idioms. She organized the idioms into 20 units. One of them is color idioms. Color idioms are the easiest idiom to imagine its meaning, because they are group of words that include the colors that we always see in our daily live, such as *feeling blue*, *in black and white*, *in the green light*, *out of the blue*, *white lie*, *red tape*, *golden boy*, *in the black*, *blue in the face*, *whiter than white*, *see red*,

*yellow-bellied, brown off, in the pink*, and so on. As Mc Mordie (1980, p. 5) demonstrated that many idiomatic phrases come from the everyday life of Englishmen, from home life, for examples *to be born with a silver spoon in one's mouth, to make a clean sweep of something, to hit the nail on the head*. There are many which have to do with food and cooking, for examples *to eat humble pie, out of the frying pan into the fire, to be in the soup*. Agricultural life has given rise to *to go to seed, to put one's hand to the plough, to lead someone up the garden path*. Nautical life and military life are the source of *when one's ship comes home, to be in the same boat as someone, to be in deep waters, to sail under false colors, to cross swords with someone, to fight a pitched battle, to fight a losing/winning battle*. Many idioms include parts of the body, animals, and colors.

Idiomatic English is fun, interesting and colorful, especially for color idioms. As English Education Department students, most of them like something that interesting, such as idiom. Because idiom have meaning that different in literally words. Idiom is part of vocabulary. By studying the idiom our English skill will be increased. But study the idiom is very difficult. The students often get confused about their meaning.

In English Education Department, Idiom is not taught in vocabulary subject. They learn the idioms by themselves, such as words, *piece of cake and sugar daddy*. Based on the writer's prior test, the writer tried to ask some of the writer's friends in the seventh semester as the volunteer to answer the test about color idioms. From that prior test, the

writer found that they get confused in comprehending the meaning of colors idiom, especially in color idioms from *black and white*, *in the red*, and *red tape*.

In this research the writer chooses the sixth semester students as subject of the research. Because, beside the sixth semester students is the oldest students in the English Education Department, the sixth semester students also have taken more subject than the fourth and second semester students. So, they have more knowledge and experience about English, especially in idioms. Based on that facts, the writer wants to know how far their ability in comprehending the meaning of color idioms. Because of that, the writer is interested in doing research, the title is : **THE STUDENTS' ABILITY IN COMPREHENDING THE MEANING OF COLOR IDIOMS.**

#### **B. Statement of The Problems**

The problems of the research can be divided as follow:

1. How is the students' ability in comprehending the meaning of color idioms?
2. What are the students' most common errors in comprehending the meaning of color idioms?

#### **C. Objective of the Study**

1. To know the students' ability in comprehending the meaning of color idioms.

2. To know the students' most common errors in comprehending the meaning of color idioms.

#### **D. Significance of the Study**

The result of this research is expected to contribute to the field as follow:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge regarding the color idioms.
3. Providing information and considerations for future research.
4. Enriching literary source of the IAIN Antasari library.

#### **E. Definition of Key Terms**

To avoid misunderstanding about the title, the writer needs to explain some terms of the title:

1. Ability is the state of being able to do something or your level of skill at doing something (*Longman Dictionary of American English*, 2004, p. 2). In this research is the ability in comprehending the meaning of color idioms.
2. Color idioms are the idioms that include colors, such as the idiom from blue color are out of the blue, feeling blue, and blue in the face. Then, from pink are tickled pink and in the pink and so on.