



**THE USE OF IDIOMS IN NARRATIVE TEXT FOR  
DEVELOPING VOCABULARY MASTERY  
(A Case Study of SMK NEGERI 3 Magelang)**

a final project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

Bayu Arko Anggoro

2201406619

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

**2010**

Genius is one percent inspiration and ninety-nine percent perspiration  
(Thomas Alfa Edison).

This final project is dedicated to :  
my beloved parents,  
my dear sister and brother, and  
all of my friends.

## **APPROVAL**

The final project has been approved by the Board of Examination of the English Department of Faculty of Languages and Arts of Semarang State University on August 11<sup>th</sup> 2010.

### **Board of Examination**

**1. Chairman**

Drs. Dewa Made Karthadinata, M.Pd, Sn \_\_\_\_\_

NIP. 195111181984031001

**2. Secretary**

Dra. Rahayu Puji H, M.Hum \_\_\_\_\_

NIP. 196610201997022001

**3. First Examiner**

Drs. Alim Sukrisno, M.A \_\_\_\_\_

NIP. 195206251981111001

**4. Second Examiner**

Rini Susanti Wulandari, S.S, M.Hum \_\_\_\_\_

NIP. 197406252000032001

**5. Third Examiner**

Dr. Abdurrachman Faridi, M.Pd \_\_\_\_\_

NIP. 195301121990021001

**Approved by**

**Dean of Faculty of Language and Arts**

Prof. Dr. Rustono, M.Hum

NIP. 195801271983031003

## PERNYATAAN

Dengan ini saya:

Nama : Bayu Arko Anggoro

NIM : 2201406619

Prodi/ Jurusan : Pendidikan Bahasa Inggris/ Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan dengan sesungguhnya bahwa skripsi/ tugas akhir/ *final project* yang berjudul:

THE USE OF IDIOMS IN NARRATIVE TEXT FOR DEVELOPING VOCABULARY MASTERY (A Case Study of SMK Negeri 3 Magelang)

saya tulis dalam rangka memperoleh gelar sarjana ini benar-benar karya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan maupun wahana elektronik, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/ *final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi skripsi/ tugas akhir/ *final project* ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis yang berlaku, saya bersedia menanggung akibatnya.

Demikian harap pernyataan ini dapat digunakan seperlunya.

Semarang Juni 2010

Yang membuat pernyataan

Bayu Arko Anggoro

2201406619

## **ACKNOWLEDGEMENT**

First and foremost, I wish to express his gratitude to God, Allah the Almighty for blessing and inspiration that lead him to the completion of the final project.

The deepest gratitude is extended to my supervisors Dr. Abdurrachman Faridi, M.Pd and Rini Susanti Wulandari, S.S, M.Hum for their patience, guidance and suggestion during the consultation

I also express my appreciation to Drs. Dewa Made Karthadinata, M.Pd, Sn and Dra. Rahayu Puji H, M.Hum as the chairman and secretary of the board of examination; as well as to the first examiner Drs. Alim Sukrisno, M.A who has given me a precious correction for my final project perfection.

Furthermore, I would like to send my gratitude to Fitri Dhiastuti Santoso, S.Pi, MM, Andika Farid Abdillah, S.Pd and Yudha Prasetyawan, SE for their suggestion given to me in completing my final project.

Finally, my sincerest thanks are due to all people for the love, suggestion and criticism that support and motivate me to finish my study.

Semarang June 2010

Bayu Arko Anggoro

## ABSTRACT

**Bayu Arko Anggoro.** 2010. *The Use Of Idioms In Narrative Text For Developing Vocabulary Mastery (A Case Study of SMK N 3 Magelang)*. Final Project. English Department. Language and Art Faculty. Semarang State University. First supervisor Dr. Abdurrachman Faridi, M.Pd, second supervisor Rini Susanti Wulandari, S.S, M.Hum

**Key Words:** Idiomatic Expressions, Narrative, Vocabulary

This study was about teaching English idiomatic expressions as a part of vocabulary building. The reason I conducted this study was to discover whether the English language learners were familiar to English idiomatic expressions, to compare the subjects' idiom comprehension before and after this study and to find out whether the subjects wanted the English idiomatic expressions to be taught.

The study was an action research. The subjects of this study were the 11<sup>th</sup> grade students of SMK N 3 Magelang in the academic year 2009/2010. The number of the subjects in this research was 35 students. At the very beginning of the study, I conducted a pretest to answer the first statement of the problem. The pretest result was very poor; therefore, I conducted three cycles in order to supply the subjects with the relevant materials. At the end of the study, I conducted a post-test. The post-test result answered the second statement of the problem. In order to answer the third statement of problem I asked the subjects to fill out a questionnaire.

Based on the pretest result which is 36.4, it was obvious that the first statement of the problem showed negative answer. Based on that fact, I could continue the study. The result of the three cycle's evaluations (90.7, 91 and 86) showed a consistent result. The post test result (71.7) gave a positive answer to the second statement of problem. Finally, the result of the questionnaire also provided a positive answer to the third statement of problem.

Based on the pretest and post-test result, I discovered that before the students joined the idiom based class, they English idiomatic expressions' comprehensiveness was vey poor. However, after they joined this study, their English idiomatic expressions' understanding increased. Based on the questionnaire, It was crystal clear the students wanted that English idiomatic expressions to be taught. Based on this study, I suggested that English teachers could use narrative text containing idioms as a helpful media to teach English idiomatic expressions.

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>TABLE OF CONTENT</b> .....	vi

### CHAPTER

#### I INTRODUCTION

1.1 Background of the Study.....	1
1.2 Reason for Choosing the Topic.....	2
1.3 Statement of the Problem.....	2
1.4 Objective of the Study.....	3
1.5 Significance of the Study .....	3
1.6 Outline of the Report.....	4

#### II REVIEW OF RELATED LITERATURE

2.1 Definitions of Idiom.....	5
2.2 Definition of Narrative Text.....	6
2.3 Definition of Vocabulary .....	7
2.4 Teaching Idiom as a Part of Vocabulary.....	8
2.5 Teaching Vocabulary .....	9
2.5.1 General Concept of Vocabulary.....	9
2.5.2 Various Type of Vocabulary Mastery.....	9
2.5.3 Vocabulary Learning.....	10
2.6 Grammar and Vocabulary .....	11

#### III METHOD OF INVESTIGATION

3.1 Research Design.....	12
3.1.1 Quantitative Method.....	12
3.1.2 Action Research Method.....	13
3.1.3 Procedure.....	14

3.2 Object of the Study .....	16
3.2.1 Subject of the Study .....	16
3.3 Instrument of Research .....	16
3.3.1 Pre-Test .....	17
3.3.2 Post-Test.....	18
3.3.2 Questionnaire .....	18
3.4 Scoring Technique .....	18

#### **IV DATA ANALYSIS**

4.1 Are Students Familiar with English Idiomatic Expression? .....	20
4.1.1 The Result of the Pre Test.....	20
4.2 Is There a Significant Distinction in Understanding narrative- containing idiom after the students are taking idiom-based class?.....	23
4.2.1 The Analysis of First Cycle.....	23
4.2.2 The Analysis of Second Cycle .....	25
4.2.3 The Analysis of Third Cycle .....	28
4.2.4 The Analysis of Post Test .....	30
4.3 Do the Students Need to be Taught English Idiomatic Expressions as Vocabulary Building?.....	31
4.3.1 Grading the Items of Questionnaire .....	32
4.3.2 Determining the Graded Scores .....	33

#### **V CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	35
5.2 Suggestion.....	36

<b>BIBLIOGRAPHY.....</b>	<b>37</b>
--------------------------	-----------

**LIST OF THE TABLES**

Table 1. Time table of the activity ..... 16

Table 2. Pre-test result ..... 21

Table 3. First Cycle Evaluation Score..... 24

Table 4. Second Cycle Evaluation Score ..... 26

Table 5. Third Cycle Evaluation Score ..... 28

Table 6. Result of Post-test ..... 30

Table 7. The Options' Point Range..... 32

Table 8. The Table of Graded Score Classification ..... 33

Table 9. Category of the Criterion ..... 34

# CHAPTER 1

## INTRODUCTION

In this chapter, I would like to discuss about background of the study, reason for choosing the topic, statements of the problems, objectives of the study and significance of the study.

### 1.1 Background of the Study

English, which becomes one of compulsory subjects, is not easy to learn for vocational students at first. Students have to learn new sound systems, grammatical structures and lexical features. Those things, indeed, may lead them into some difficulties. One of the problems which occur in learning English as the first foreign language is vocabulary acquisition. As a matter of fact, English has enormous vocabularies, and some of them are in the form of idiomatic expressions. During my teaching practice experience, I once experienced that all of students of mine could not understand phrases such as “Shall we hit the road?” or “Does adjective clause ring a bell to you?” Students were confused with such phrases. When I asked them about English idiomatic expressions, they even could not know what they were. I tried to give them a little explanation about idiomatic expression by using the Indonesian idiom such as “Jadi orang harus panjang ususnya.” Little by little, they understood what idioms are. In reality, idiomatic expressions are widely used in movie dialogues, songs, written literatures, not to mention, in oral communication.

English teachers provide students with common vocabulary and pay little attention to English idiomatic expressions. Therefore, Indonesian learners have difficulties in understanding idiomatic expressions. As English learners, students are supposed to know another lexical feature of English such as idiom; consequently, they can master English more completely. This fact has been a problem for most English learners; therefore I would like to discover whether or not English idiomatic expressions are needed. If they are needed, then I would conduct an idiom-based class to offer a solution for that particular problem.

### **1.2 Reason for Choosing the Topic**

In line with the background of the study, I choose this topic with the reason that because English idiomatic expressions play important role in communication. Without having idiomatic expressions knowledge, there is still something missing. In addition, English idiomatic expressions are rarely taught in English subject.

### **1.3 Statement of the Problem**

Based on the background of the study above, the problems I want to analyse:

- 1) are the students familiar with English idiomatic expressions?
- 2) if the first question's answer is negative, "Is there significant distinction in understanding narrative-containing idiom after the students are taking idiom-based class?" and
- 3) if the first question's answer is negative, "Do the students need to be taught English idiomatic expressions as vocabulary building?"

#### **1.4 Objectives of the Study**

Related to the problems stated above, I would like to find out the students' knowledge about English idiomatic expressions. If the answer is negative, my next objective is to find out whether there will be a distinction after before and after students join the idiom-based class. Furthermore, I am willingly to know the students' opinion about English idiomatic expression learning.

#### **1.5 Significance of the Study**

The result of this study hopefully can give more contribution to the students and the English teachers in SMK N 3 Magelang and also me.

The students of SMK N 3 Magelang can use the material given in this study as additional knowledge in learning English; in addition, they can use the idioms for daily communication.

As a teacher-to-be, I will know more about English idiomatic expressions as well as using it in conversation.

#### **1.6 Outline of the Report**

This report of the study is divided into five chapters. The discussion on each chapter will vary. The following are the outline of each chapter.

Chapter I is the introduction, which contains the background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significance of the study and the outline of the study.

Chapter II provides some review of the related literature from some sources such as books, previous researches; internet downloads concerning to the theories of idiomatic expressions; narrative texts and the vocabulary teaching will be discussed.

The third chapter includes the research design, the research location, the subjects of the research, the techniques of collecting data, and the techniques of data analysing.

Chapter IV discusses about the research findings as the result of the classroom tests and observation.

The last is the Chapter V which contains the conclusions and suggestions based on the result of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides related theories about the definition of idiom, definition of narrative texts, teaching idioms as part of vocabulary, teaching vocabulary as well as grammar and vocabulary.

#### **2.1 Definitions of Idiom**

Idiomatic expressions exist in every language in the world. Wright (2002: 7) states 'Idiom is a phrase, which means something different from what it says'. In line with Wright, Celcemarkia (2001: 294) states 'Idiom is multiword units which are completely fixed'. Another theory comes from Levitt; he states 'An idiom is an expression whose meaning does not seem to follow logically from the combination of the meaning of its parts ([www.neohumanism.org/i/id/idiom.html](http://www.neohumanism.org/i/id/idiom.html)). Therefore, it is out of the question that idiom must be used in its full phrase, not in the form of individual word.

Furthermore, Hornby (1974: 589) defines 'Idiom as phrase or sentence whose meaning is not obvious through knowledge of the individual meanings of the constituent words but must be learnt as a whole'. In line with Hornby, Pamela (2005: 64) defines "Idiom as words or phrases that are characteristic of a particular language with meaning that is usually different from the meanings of

each word used alone'. These definitions mean that to find the meaning of an idiom, we need to use it as a whole.

From the definitions above, I can draw a bottom line that idiom is a phrase which contains multiwords and must stand as one unity in order to be meaningful. In addition, idioms become meaningful through its usage in context. One of common usages of idiomatic expressions is in the form of narrative texts.

Considering the narrative text will be used in this study, in the next discussion, I would like to present further information about narrative text.

## **2.2 Definition of Narrative Text**

One of the genres is narrative. Hayllar and Sadler (2000: 79) state 'Narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story)'. Furthermore, Spencer (2005) states 'In narrative writing, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell' ([www.grammar.about.com/od/mo/g/narrative2term.htm](http://www.grammar.about.com/od/mo/g/narrative2term.htm)). They inform that narrative is not the story itself but rather the telling of the story. The examples of narrative according to them are myths, legends and short stories.

In addition, Hornby (1974: 772) says 'Narrative is a story or tale; orderly account of events; composition that consist of story telling'. In line with Hornby, Gerot and Wignell (1995: 204) point out that 'Narrative text is used to amuse, entertain and to deal with actual experience in different ways'. They explain that one's experience could be retold differently in order to entertain readers.

As a conclusion, I presume that narrative is a composition that consists of storytelling and used to amuse, entertain with actual experience in different ways. The examples of narrative are short story, myth, legend, and even our experience.

In order to learn language, learners also need to master vocabulary in the target language. The next sub-chapter will discuss about definition of vocabulary.

### **2.3 Definition of Vocabulary**

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speakers to express their opinions, ideas, and feelings in communication. In addition, the following are the definitions of vocabulary according to Yonip and Sumakah (1971:19):

- a. the stock or supply of words that a person uses or understands even if he/she does not use them in oral or written communication or in reading; and
- b. the stock of special words used in discussing various trades, arts, professions, and sciences.

Furthermore, Webster (1977: 2046) states that vocabulary is:

- a. a list of words, and sometimes phrases usually arranged in alphabetical order and defined a dictionary, glossary or lexicon;
- b. all words of language; and
- c. all the words used by a particular person, class, profession, etc; sometimes all the words recognized and understood by a particular person, although not necessarily used by him.

Johansson states 'Vocabulary is a list of terms relating to a specific subject field, together with equivalents and definitions (or explanations) in two or more languages' (<http://www.btb.gc.ca/btb.php?lang=eng&cont=700>). In line with Johansson, Hornby (1974: 1331) states that 'Vocabulary is all the words that a person knows or uses'. Therefore vocabulary might be different in certain fields.

As a conclusion, vocabulary is all the list of words in the particular language which functions to express the speaker's idea in communication.

Since English idiomatic expressions are considered as part of English language learning, I would like to provide information about teaching idioms as vocabulary. The information will be discussed in the following sub-chapter.

## **2.4 Teaching Idioms as a Part of Vocabulary**

Vocabulary is one of the essential components in learning language. Richard et al. (1996: 255) define 'Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write'. Therefore, it is impossible for a person to learn a second language without having adequate stock of its vocabularies.

As a matter of fact, idiomatic expressions are very common. However, Wright (2002: 9) emphasizes that it is impossible to speak, read or listen the English language without meeting idiomatic expressions. He finds that the metaphorical use of a word is more common today than its literal use. Consequently, idiomatic expressions should not be ignored in vocabulary studies.

In order to conduct a good study about vocabulary, I would like to provide readers related information about teaching vocabulary. The information will be discussed in the next sub-chapter.

## **2.5 Teaching Vocabulary**

Teachers need good knowledge of their teaching materials. When they have to teach their students about vocabulary, teachers should know the general knowledge of vocabulary, words, not to mention, their meaning.

### **2.5.1 General Concept of Vocabulary**

Cameron (2001: 94) says 'A major resource for language used has been vocabulary'. In addition, she adds that the term of vocabulary also covers the development of words, the meanings and the links between them.

According to Mc Carthy (1990: 2), 'English vocabulary has a remarkable range, flexibility and adaptability'. She concludes that English has far more words in its core vocabulary than other languages.

Kern (2000: 76) adds that vocabulary involves multidimensional knowledge of words. Kern adds that despite students' need to learn the basic word meaning, they must also learn how those basics are contingent on actual use.

In my opinion, teaching and learning vocabulary are related to words and their meanings. Since English vocabulary has more words than other languages, English teachers should find some methods to make vocabulary mastery easier.

### **2.5.2 Various Type of Vocabulary Mastery**

Mc Carthy (1990: 109) states that the biggest component of any language course is vocabulary. Furthermore, Finnochiaro (1974:73) divides vocabulary into two kinds, namely active vocabulary and passive vocabulary. According to her, active

vocabulary is the words which students understand, can pronounce correctly and use constructively in speaking or in writing. On the other hand, passive vocabulary is the words that students recognize and understand when they occur in a context and the students never use it in communications. The students understand the words when they hear the words or read them but the students do not use the words in speaking or writing.

In this study, I specify the analysis on the active vocabulary, which is idioms, mastered by the students by using the narrative texts especially short stories.

### **2.5.3 Vocabulary Learning**

In language study, a teacher ought to consider about vocabulary learning. Celcmarcia (2001: 285) describes “Vocabulary learning is central to language acquisition whether the language is first, second, or foreign”. By mastering the vocabularies, further study can be conducted.

In teaching vocabulary, Celcmarcia (2001: 290) gives a brief explanation about vocabulary learning strategies as follows:

Incidental learning from exposure to texts will be greatly facilitated if learners use vocabulary learning strategies. Those strategies will undoubtedly be required initially, in any case, as students are encouraged to make the transition to independent learning by determining meaning of the less frequent words they read or hear. Strategies should aid both in discovering the meaning of a new word and in considering in a word once it has been encountered.

Through vocabulary learning strategies, the teacher will have a clear scaffolding in organizing the materials.

Since language experts quarrel about grammar and vocabulary entity, the next discussion is about grammar and vocabulary.

## **2.6 Grammar and Vocabulary**

According to Celcmarcia (2001: 248), grammar and vocabulary have often been viewed as competing elements in language teaching. The example can be seen in the reading approach. According to her, reading approach gave a great emphasis to receptive vocabulary learning but sporadically treated grammar; with the result that language learners using this approach could read literature but could not produce coherent and accurate sentences even after several years of language study. Celcmarcia (2001: 249) states ‘The audio lingual approach did the reverse; it emphasized grammar but supposed vocabulary.’

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

In this chapter, I would like to provide the research design used in the study, subject of the study, the research instruments and scoring technique.

#### **3.1 Research Design**

In this sub chapter, I provide the information about the method I use, which are quantitative and action research; in addition, I present the procedure I used for my study.

##### **3.1.1 Quantitative Method**

Research is a systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. Based on the approach of analysis, research can be divided into two types.

1. Quantitative and
2. Qualitative.

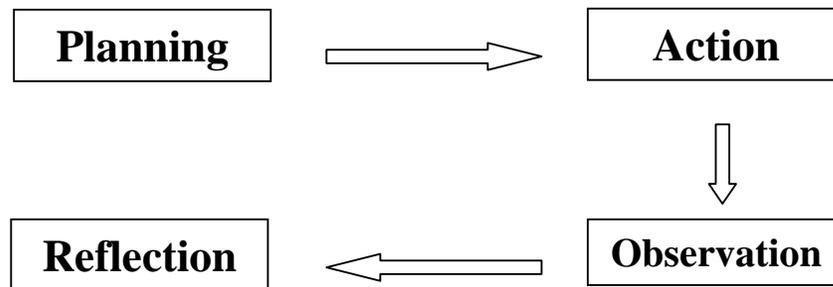
Quantitative analysis is analysis of quantitative data (numerical data) that can be counted, categorized, and compared in numerous ways. I choose this type of analysis because the subjects whom I used were too large. Even though I will use quantitative analysis, I use the analysis partially because I use action research

method. The description of action research method is going to discuss in the following sub chapter.

### **3.1.2 Action Research Method**

The research that would be conducted is an action research. Wallace (1982:15) defines 'Action is kind of research, which is conducted by practitioners in their own field of study'. Wallace suggests that action research comes out from a particular problem or issue resulting from professional practice. It means that in an action research, a researcher not only needs the theories which support her/his study, but also practice and act with the subject of the study. Therefore, an action research can be done by a teacher who involves a group of students to improve the teaching and learning process.

This research will be carried out through action research by using Kurt Lewin's theory "a spiral of steps". According to Lewin (inArikunto, 2006: 92), there are four phases in doing a classroom action research. Those four phases are integrated. Each phase is conducted based on the previous one and the next. The diagram of four phrases is as follows.



*The steps of action research*

*(Taken from Action Research: Pedoman Teknis Pelaksanaan Classroom Action Research, Arikunto, 2006: 92)*

### **3.1.3 Procedure**

This classroom action research will be conducted through three related lessons to cover the three stages of teaching process. The purpose is to give a number of activities to the students' progress in every activity during the classroom action research.

The activities that are carried out are discussed below:

1. First activity (Pre Test)

A pretest is conducted at the beginning of the study. The purpose of this test is to check the students' current English proficiency about English idiomatic expressions. The score will be used as the first data which would be compared to the post test result. The pretest is conducted in 30 minutes.

2. Second activity (Treatment 1)

After given the pretest, the students are given the first treatment which is introductory of English idiomatic expression and narrative text entitles "The Trip" which contains idioms. The session will be held for 90 minutes long.

3. Third activity (Treatment 2)

The following activity is the second treatment. The students are given the second narrative text entitles “The Prince and the Servant” which contains English idiomatic expressions. The students are reviewing the previous activity beforehand. The whole activities are held in 120 minutes.

4. Fourth activity (Treatment 3)

The next day is the third treatment. The students are given the last narrative text entitles “Call It a Day” which contains English idiomatic expressions. Before discussing the third narrative text, the students brush upon the first and the second lesson. The session will be held in 90 minutes. By the end of the session, a post test is conducted.

5. Fifth activity (Post-test)

Finally, after giving the treatments, the students are given a post-test. The form of the post-test is the same as the pre-test, because I need to know the improvement of the students’ proficiency in English idiomatic expressions. The students will do the post-test in 30 minutes. The score of the post-test is compared to the score of the pretest. Below is a table showing the schedule of activity one to activity five.

**Table 1. Time table of the activities**

No	Activity	Day		
		1	2	3
1	First activity (Pretest)			
2	Second activity (Treatment 1)			
3	Third activity (Treatment 2)			
4	Fourth activity (Treatment 2)			
5	Fifth activity (Post-test)			

## **3.2 Object of the Study**

The object of the study is the students' English idiomatic expressions mastery through narrative texts to enhance students' vocabulary for SMK N 3 Magelang students.

### **3.2.1 Subjects of the Study**

The subjects of my study are the eleventh grade students of APH class of SMK N 3 Magelang in the academic year of 2009/2010. I selected XI APH class based on a recommendation of two teachers who teach the subjects and my own judgment.

## **3.3 Instrument of the Research**

Generally, the whole process of preparing to collect data is called instrumentation. In this study in order to find the appropriate group, first I will try to analyze the students' achievement based on the lists of scores given by the teacher. Then, after I completely assemble the students to become the subjects of study, I conduct the pre-test, the treatments, and the post test.

Harris (1969: 47) states 'Testing is a topic of concern to language teachers, both those in the classroom and those engaged in administration or research'. Meanwhile, Arikunto (2006: 139) states 'A test is a number of questions or practicing or another instrument that is used to measure the skill, the knowledge, the intelligence, the ability or the talent who's an individual or a group possessed'.

Therefore, to evaluate students' achievement, I will conduct a pretest and a post-test.

According to Heaton (1974: 23), there are two basic kinds of test; objective and subjective tests. I use the objective test in the form of multiple choices, matching and short essay with options. The group is given a test which consists of 30 items and it should be done in 30 minutes.

### **3.3.1 Pre-Test**

Valette (1982: 14) states, "The pretest is given prior to teaching a course or a unit of instruction". As a matter of fact, pre-test is usually given in the beginning of a course. Furthermore, pretest also helps the teacher determine the students' level at the beginning of the course. Therefore, it is essential for me to conduct a pretest in the beginning of this study.

### **3.3.2 Post-Test**

Post-test is similar in form and content to the pre-test, but it is given at the end of the course or the unit of treatments. Series of treatments are given to students before the post-test is conducted. In this study, a comparison of pre-test and post-test scores would provide me information to determine how much the students have learned and absorb the materials.

### 3.3.2 Questionnaire

Questionnaire is a list of questions to be answered by a group of people to get information. In this study, a questionnaire is a list of questions that should be answered by the subjects. This questionnaire consists of 5 multiple choice items (see Appendix 18). The purpose of the questionnaire is to get information about the students' interest, motivation, advantage of studying the material, the relevancy as well as sustainability.

### 3.4 Scoring Technique

In this study, I analyze the score of the subjects from the research instruments to measure their improvement. To find the average mark, I use mean formula written by Heaton (1974: 168):

$$M = \frac{\sum f/x}{N};$$

in which;

M : mean,

$\sum f/x$  : total score of the students, and

N : number of students.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

In this chapter, I would like to provide answers of the statements of the problems. In order to answer the questions, I analyzed the data in the appendix by using the methods in the previous chapter. The following is the discussion of the first statement of the problem.

#### **4.1 Are Students Familiar with English Idiomatic Expression?**

In order to answer the first statement of the problem, I conducted a pre-test. The result of the pre-test (see Appendix 1) will determine the answer of the first statement of the problem.

##### **4.1.1 The Result of the Pre-Test**

The pre-test was conducted on January 22<sup>nd</sup> 2010. It was followed by 35 subjects. The pre-test consisted of 30 items (see Appendix 8). The result of students' achievement was as follows:

**Table 2. Pre-Test Result**

No	Subject Code	Number of Correct Answer	Percentage
1.	A-1	13	43.3
2.	A-2	17	56.7
3.	A-3	17	56.7
4.	A-4	17	56.7
5.	A-5	13	43.3
6.	A-6	5	16.7
7.	A-7	16	53.3
8.	A-8	16	53.3
9.	A-9	9	30
10	A-10	6	20
11	A-11	9	30
12	A-12	11	36.7
13	A-13	7	23.3
14	A-14	4	13.3
15	A-15	9	30
16	A-16	11	36.7
17	A-17	20	66.7
18	A-18	7	23.3
19	A-19	16	53.3
20	A-20	9	30
21	A-21	13	43.3
22	A-22	5	16.7
23	A-23	20	66.7
24	A-24	6	20
25	A-25	13	43.3
26	A-26	9	30
27	A-27	9	30
28	A-28	5	16.7
29	A-29	9	30
30	A-30	9	30
31	A-31	11	36.7
32	A-32	16	53.3
33	A-33	4	13.3
34	A-34	5	16.7
35	A-35	16	53.3
Total students : 35			<b>1273,2</b>

The average mark is  $\frac{\sum fx}{N}$ ;

where,

X : students' mark,

N : number of students, and

$fx$  : students' mark times number of students who got the mark.

Therefore, the average mark is  $\frac{1278,2}{35} = 36.4$ .

Based on the analysis above, the average mark of the students' pre-test was 36.4. This result is considered to be very poor. From the pre-test score, I conclude that the answer of the first statement of the problem is that the students were not familiar with English idiomatic expressions.

Since the first statement of problem shows negative answer, the rest of the researches can be continued. The next sub chapter will provide answer for the second statement of the problem.

#### **4.2 Is There a Significant Distinction in Understanding narrative-containing idiom after the students are taking idiom-based class?**

In order to answer the above statement of the problem, I conducted an action research and a post-test. The action research was divided into 3 cycles. On each cycle there was an evaluation in the form of test. After I conducted the 3 cycles, I

closed my action research with a post-test. Later on, the result of the post-test was compared to the result of the pre-test. The comparison of the two tests can be used to answer the second statement of the problem.

In the next sub chapter, I will discuss the analysis of first cycle, second cycle, third cycle and post-test.

#### 4.2.1 The Analysis of First Cycle

The first cycle of the research was conducted on January 22<sup>nd</sup> 2010. The treatment given was an introduction of English idiomatic expression to the students. Afterward; I gave a narrative text entitled “The Trip” (see Appendix 20).

The text consisted of 18 lines and 10 idiomatic expressions. The text was retelling one’s experience during the holiday. The variety of the words used in the text was simple and easy to understand.

The first activity was reading the narrative text. Subsequently, I highlighted the idiomatic expressions on the text. I elucidated every expression in detail. Then, I asked the students questions. At the end of the session, I conducted an evaluation in a form of test. The result is as follows:

**Table 3. First Cycle Evaluation Score**

No	Subject Code	Number of Correct Answer	Percentage
1.	A-1	18	90
2.	A-2	17	85
3.	A-3	18	90
4.	A-4	18	90
5.	A-5	19	95
6.	A-6	18	90
7.	A-7	19	95
8.	A-8	17	85
9.	A-9	17	85

10.	A-10	18	90
11.	A-11	19	95
12.	A-12	18	90
13.	A-13	18	90
14.	A-14	18	90
15.	A-15	17	85
16.	A-16	16	80
17.	A-17	18	90
18.	A-18	17	85
19.	A-19	19	95
20.	A-20	18	90
21.	A-21	20	100
22.	A-22	19	95
23.	A-23	18	90
24.	A-24	18	90
25.	A-25	19	95
26.	A-26	18	90
27.	A-27	19	95
28.	A-28	19	95
29.	A-29	17	85
30.	A-30	18	90
31.	A-31	20	100
32.	A-32	18	90
33.	A-33	19	95
34.	A-34	18	90
35.	A-35	18	90
Total students : 35			<b>3175</b>

The average of the students' result computed as follows:

The average mark is  $\frac{3175}{35} = 90.7$ .

This result was considered to be satisfactory since it was much higher than the standard passing grade which is 65. It was crystal clear that the materials were absorbed optimally.

Although the result is satisfactory, I still need to do some cycles to check students' consistency as well as provide the students with other English idiomatic expressions.

#### 4.2.2 The Analysis of Second Cycle

This activity was conducted on January 23<sup>rd</sup> 2010. As the warming up, I asked the students to brush upon the previous materials. Then I asked the students to continue to the second narrative text entitled “The Prince and the Servant” (see Appendix 20).

The text consisted of 17 lines and 11 idiomatic expressions. The word variety was quiet easy to comprehend; nevertheless, I frequently checked the students’ understanding.

Similar to the first cycle, the text was read. Then, I highlighted the idiomatic expressions presented in the text. Continuing the session, the students did some exercises for around 20 minutes. Subsequently, at the end of the session I conducted an evaluation in the form of a test. The score of the test is as follows:

**Table 4. Second Cycle Evaluation Score**

No	Subject Code	Number of CorrectAnswer	Percentage
1.	A-1	17	85
2.	A-2	19	95
3.	A-3	18	90
4.	A-4	19	95
5.	A-5	17	85
6.	A-6	17	85
7.	A-7	20	100
8.	A-8	19	95
9.	A-9	19	95
10.	A-10	19	95
11.	A-11	18	90
12.	A-12	18	90
13.	A-13	19	95
14.	A-14	18	90
15.	A-15	19	95

16.	A-16	18	90
17.	A-17	17	85
18.	A-18	17	85
19.	A-19	20	100
20.	A-20	16	80
21.	A-21	19	95
22.	A-22	18	90
23.	A-23	19	95
24.	A-24	19	95
25.	A-25	18	90
26.	A-26	18	90
27.	A-27	17	85
28.	A-28	18	90
29.	A-29	16	80
30.	A-30	17	85
31.	A-31	18	90
32.	A-32	19	95
33.	A-33	18	90
34.	A-34	20	100
35.	A-35	19	95
Total students : 35			<b>3185</b>

The second cycle score average was computed as follows:

The average mark is  $\frac{3185}{35} = 91$ .

This result was considered to be satisfactory since it was higher than the first cycle and standard passing grade. At this point, the students were still consistent with the materials.

Even though the second cycle showed a remarkable result, I still need to conduct the third cycle to give a group of English idiomatic expressions as well as to check the students' stability in understanding English idiomatic expressions.

### 4.2.3 The Analysis of Third Cycle

The third cycle was conducted on January 24<sup>th</sup> 2010. It was also the last session of the treatment of the idiom class. For the warming up, I led the students to brush upon previous materials for about 15 minutes. Afterward, I asked the students to pay attention to the third narrative text entitled “Call It a Day” (see Appendix 20).

The whole text consisted of 22 lines with 16 idiomatic expressions. Similar to the previous narrative texts, the word variety was quite simple; nevertheless, I frequently checked students’ understanding.

Similar to both the first and the second cycles, the text was read. Then, I highlighted the idiomatic expressions presented in the text. The next activity was doing exercises for around 20 minutes. Subsequently, at the end of the session, I conducted an evaluation in the form of a test. The score of the test is listed as follows:

**Table 5. Third Cycle Evaluation Score**

No	Subject Code	Number of CorrectAnswer	Percentage
1.	A-1	20	91
2.	A-2	19	86
3.	A-3	19	86
4.	A-4	18	82
5.	A-5	20	91
6.	A-6	20	91
7.	A-7	21	95
8.	A-8	20	91
9.	A-9	19	86
10.	A-10	19	86
11.	A-11	19	86
12.	A-12	18	82
13.	A-13	19	86
14.	A-14	18	82
15.	A-15	18	82

16.	A-16	19	86
17.	A-17	17	77
18.	A-18	19	86
19.	A-19	19	86
20.	A-20	22	100
21.	A-21	21	95
22.	A-22	21	95
23.	A-23	19	86
24.	A-24	19	86
25.	A-25	20	91
26.	A-26	20	91
27.	A-27	21	95
28.	A-28	19	86
29.	A-29	18	82
30.	A-30	17	77
31.	A-31	17	77
32.	A-32	18	82
33.	A-33	17	77
34.	A-34	18	82
35.	A-35	18	82
Total students : 35			<b>3027</b>

The third cycle score average was computed as follows:

$$\text{The average mark is } \frac{3027}{35} = 86.$$

Although the average is slightly decreasing, this score is considered to be satisfactory. The decreasing score could be caused by the last materials. The possibility is the last material might be a little bit difficult for the students.

Since the 3 cycles have been conducted, I still cannot answer the second statement of the problem using the result of the three cycles. Therefore, I conducted a post-test. Later on, the result of the post-test would be compared to the pre-test result to find the answer.

#### 4.2.4 The Analysis of Post Test

The post test was conducted on January 24<sup>th</sup> 2010. The post-test consisted of 30 items (see Appendix 12). The items of the post-test are derived from the materials given in the three cycles. The result of the post-test is listed as follows:

**Table 6. Result of Post test**

No	Subject Code	Number of Correct Answer	Percentage
1.	A-1	27	83.3
2.	A-2	26	83.3
3.	A-3	26	83.3
4.	A-4	17	53.3
5.	A-5	27	83.3
6.	A-6	26	80.0
7.	A-7	25	76.7
8.	A-8	27	80.0
9.	A-9	21	70.0
10.	A-10	22	73.3
11.	A-11	20	66.7
12.	A-12	26	83.3
13.	A-13	25	76.7
14.	A-14	12	33.3
15.	A-15	25	76.7
16.	A-16	17	53.3
17.	A-17	29	96.7
18.	A-18	17	56.7
19.	A-19	25	76.7
20.	A-20	17	53.3
21.	A-21	26	83.3
22.	A-22	17	53.3
23.	A-23	26	83.3
24.	A-24	12	33.3
25.	A-25	25	76.7
26.	A-26	26	83.3
27.	A-27	17	53.3
28.	A-28	25	76.7
29.	A-29	25	76.7
30.	A-30	29	96.7
31.	A-31	17	53.3
32.	A-32	21	70.0
33.	A-33	26	83.3
34.	A-34	25	76.7
35.	A-35	21	70.0

Total students : 35		<b>2510</b>
---------------------	--	-------------

The average of the post test result is computed as follows:

The average mark is  $\frac{2510}{35} = 71.7\%$ .

The post test score was 71.7%. As a matter of fact, it is higher than the pretest score which is 36.4. It is quite surprising that the post-test score dropped if it was compared to the results of the three cycles. This might be because the students had forgotten the early materials. Another possibility is that perhaps the students were tired since the action research was done after the school schedule. There were supposed to be other factors that I didn't noticed; however, the two results comparison answer the second statement of the problem in the first chapter, namely, there is a distinction in understanding narrative-containing idiom after the students have taken idiom-based class.

The last objective of my research is to answer the last statement of the problem. In order to obtain the particular answer, I used a questionnaire. Later on the computation of the questionnaire could be used to answer the third statement of the problem.

### **4.3 Do the Students Need to be Taught English Idiomatic Expressions as Vocabulary Building?**

As stated earlier, I used the questionnaire to answer the statement above. The questionnaire consisted of 5 items (see Appendix 18). The following is the process of analyzing the questionnaire data.

### 4.3.1 Grading the Items of the Questionnaire

It is previously stated that the questionnaire consisted of 5 multiple choice items. Each item had three options, 'A', 'B' and 'C'. Each option would determine the score of each item. The score range listed below

**Table 7. The Options' Point Range**

Option	Point	Meaning
A	3	High
B	2	Medium
C	1	Low

The score calculation reads as follows:

- a. if the students choose A, the score is 3,
- b. if the students choose B, the score is 2, and
- c. if the students choose C, the score is 1.

### 4.3.2 Determining the Graded Scores of the Questionnaire

It was necessary to determine the graded scores to check the continuum of the research. The result of the data analysis of each item was classified into the range of means below.

**Table 8. The Table of Graded Score Classification**

Range of mean	Students' interest	The advantage	Students' motivation	The relevancy	Sustainability
0.00-1.00	Low	Do not help the students	Low	Irrelevant	Unnecessary
1.01-2.00	Medium	Help the students	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very relevant	Very necessary

To find the mean, I used the following formula:

$$M = \frac{\sum x}{N};$$

in which,

M = the mean,

$\sum x$  = sum of item scores, and

N = number of students.

The result of the questionnaire is listed as follows:

**Table 9. Category of the Criterion**

<b>No.</b>	<b>Issue</b>	<b>Mean</b>	<b>Category</b>
1	Student's interest	2.6	High
2	The advantage	2.3	Help the students very much
3	Students' motivation	2.3	High
4	The relevancy	2.0	Medium
5	Sustainability	2.6	Very necessary

Following the analysis score of the questionnaire, I found out that the students were curious about English idiomatic expressions. According to them, learning English idiomatic expressions through narrative text helped them very much. It also proved that the students had immense motivation in learning English idiomatic expression. It's also crystal clear that the students rarely met English idiomatic expressions in the daily lives. Nevertheless, they strongly intended that English idiomatic expressions to be taught in the classroom as one part of the English subjects.

The fifth item in the questionnaire's mean is 2.6 which concluded that the answer of the last statement of the problem is that the students need to be taught English idiomatic expressions as vocabulary building.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, I am going to explain the conclusion based on the research result discussion. In the next sub chapter, I also give some suggestion that may be useful for both teachers and students.

#### 5.1 Conclusion

Based on the result of the research and the discussion, I conclude that the students are not familiar with English idiomatic expressions and having difficulties in translating idiomatic expressions into the literal meaning. This conclusion is taken from the pre-test, which is 36.4 % as the score mean.

The three cycles show increasing students' progression. In the first cycle the score mean is 90.7%, the following cycle increase to 91% and the third cycle slightly decrease to 86%. Those three results considered to be satisfactory. The result of the post-test is much higher than that in pretest which is 75.7%. Based on the fact, I conclude that there is distinction in understanding narrative-containing idioms after the students have attended idiom-based class.

From the questionnaire given to the students, the result shows the students strongly intended that English Idiomatic expression to be taught as a supplement in vocabulary building.

## 5.2 Suggestion

From this study, I would like to offer some suggestions;

1. the English teacher should try to provide his/her language learners with other lexicological feature of English such as idiomatic expressions,
2. to teach English idiomatic expression is quite simple. A Teacher may use narrative text consisting of idiomatic expression rather than just simply making a list of idiomatic expressions,
3. the next step of learning English idiomatic expressions is applying it in a form of sentence; however, if the students are not ready yet, then the teacher can ask students to find the particular expressions in a text,
4. students' need to browse other idiomatic expressions, especially the ones that are frequently used, and
5. the students need to apply the idiomatic expressions in the form of utterances; by doing so, the expressions could be recalled easily.

## BIBLIOGRAPHY

- Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rhineka Cipta
- Cameron, L. 2001. *Teaching languages to Young Learner*. Cambridge: Cambridge University Press.
- Celcemaria, Marianne. 2001. *Teaching English as a Second or Foreign Language*. Boston: Thompson Publisher
- Departemen Pendidikan Nasional. 2003. *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Kejuruan*. Jakarta: Depdikbud
- Finocchiaro, M. 1974. *English as a Second Language: From Theory to Practice*. New York: Regent Publishing Company. Inc
- Gerot, L. and Wignell, P. 1995. *Making Sense of Functional Grammar*. Sidney. Antipedeon Educational Enterprises
- Harris, A. J. 1969. *How to Increase Reading Ability. Seventh Edition*. London: Longman
- Hayllar and Sadler. 2000. *Narrative Texts for Today*. Boston: Merill Publishing
- Heaton, J. B. 1974. *Writing English Language Test*. New York: Longman
- Hornby, A.T. 1974. *The Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press
- Johansson, R., on [www.btb.gc.ca/btb.php?lang=eng&count=700](http://www.btb.gc.ca/btb.php?lang=eng&count=700)
- Kern, R. 2000. *Literacy and language Teaching*. Oxford: Oxford University Press
- Levitt K., on [www.neohumanism.org/i/id/idiom.html](http://www.neohumanism.org/i/id/idiom.html)
- McCarthy, M. 1990. *Vocabulary*. Oxford: Oxford University press
- Pamela, J. Sharpe, 2005. *Barron How to Prepare TOEFL*. Jakarta: Binarupa Aksara

- Richard S., Willy A. Renandya and Jack, C. 1996. *Methodology in Language Teaching*. British: Cambridge University Press
- Spencer M., on [www.grammar.about.com/od/mo/g/narrative2term.htm](http://www.grammar.about.com/od/mo/g/narrative2term.htm)
- Valette, Rebecca M. 1982. *Modern Language Testing (2<sup>nd</sup> Ed.)*. New York: Barcourt Brace Jonanovich Inc.
- Wallace, J.M. 1982. *Teaching Vocabulary*. Guildford and Kings Lynn. London: Bridles Ltd.
- Webster, Noah. 1977. *Webster's New International Dictionary, 2nd Ed.* New York: Prentice Hall Press.
- Wright, John. 2002. *Idiom Organizer*. Boston: Thompson Publisher
- Yonip, C.E, and Sumakah, E.F. 1971. *Practical English: An introduction to Composition*. 2nd ED USA: Mc Grow-Hill Book Company.