

**THE CORRELATION BETWEEN STUDENTS' MASTERY OF  
IDIOMATIC EXPRESSION AND THEIR READING  
COMPREHENSION**

**Undergraduated Thesis**

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## ABSTRACT

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**Mastering idiomatic expression is the ability of students to comprehend the element of idiomatic expression and have good accuracy of idiom comprehension increases during childhood and adolescence and improves in adulthood.** Reading comprehension is a skill to get specific information from the text. This research aimed to find out the correlation between **students' mastery of** idiomatic expression and their reading comprehension **in** the second semester of the tenth grade of SMAN 1 Way Pengubuan in the academic year 2022/2023. The design of this research was Correlational Research. The population of the research was the second Semester students at tenth grade which consisted of 138 students in four classes. The sample of this research was 64 students. The technique for taking the sample used in this research was Cluster Random Sampling and the data were collected by the test of idiomatic expression and reading comprehension which consisted of 20 item for idiomatic expression and 20 items for reading comprehension after the validity of item tests. The researcher used SPSS 25.0 to analyze the data. Based on the data analysis, it was found that there was high correlation between the students' idiomatic expression and the students' reading comprehension at the tenth grade of SMAN 1 Way Pengubuan in academic year 2023/2024. The reason for high correlation because the result of computation by using SPSS obtained 0.986 and it was on high criteria. Based on this result it could be concluded that there was correlation between the students' idiomatic expression and reading comprehension.

**Keywords:** Correlation Research, Idiomatic Expression, Reading Comprehension.

## DECLARATION

I hereby declare that this thesis entitled, "The Correation Between Student' Mastery of Idiomatic Expresssion and Their Reading Comprehension in the Second Semester" is completely my own work. I'm fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 18 August 2023

Declared by,



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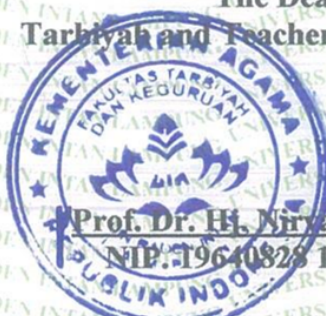
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## MOTTO

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

Then when you taken a decision, put your trust in Allah, Allah loves those who put their trust in him.

(Ali Imran: 159) <sup>1</sup>

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<sup>1</sup> Departemen Agama RI. Al- Quran Tajwid Dan Terjemahnya. PT Syamil Cipta Media. 2006 P.71

## **DEDICATION**

1. My beloved Parents, Mr. Heriantoni and Mrs. Nani Rohyani
2. My beloved sister and brother, Dhea Ananda Apriia and Ahza Aqhilla Luthfi
3. My beloved almamater, State Islamic University of Raden Intan Lampung.

## **CURRICULUM VITAE**

The researcher's name is Melina Ayu Pratiwi. Her nickname is Melina. She was born in Tulang Bawang, January 12<sup>nd</sup>, 2001. She is the first child of Mr. Heriantoni and Mrs. Nani Rohyani. She began her study at SDN 1 Panggung Jaya and graduated in 2012. After that, she continued her study at SMP Negeri 2 Way Pengubuan and graduated in 2015. After she finished from junior high school, continued her study at SMA Negeri 1 Way Pengubuan and graduated in 2018. Then, she continued her study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.



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In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to submitted as compulsory fulfillment of the requirements for S1 degree.

The researcher would like sincerely thank to the following people for their ideas, times, guidances, and support for this thesis:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, August 2023  
The Researcher,

Melina Ayu Pratiwi  
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

Firstly, to understand the research title and avoid misunderstanding, the researcher explained the research title. This research was entitled “The correlation between students’ mastery of idiomatic expression and their reading comprehension in the second semester at the tenth grade of SMAN 1 Way Pengubuan in the academic year 2023/2024”. For the description, some terminology was contained in the research title.

#### 1. Correlation

Correlation measures the strength of a relationship between two or more variables.<sup>1</sup> The correlation in this research referred to the measure between students of idiomatic expression and their reading comprehension achievement.

#### 2. Mastering Idiomatic Expression

Mastering idiomatic expression is the ability of students to comprehend the element of idiomatic expression and have good accuracy of idiom comprehension increases during childhood and adolescence and improves in adulthood.<sup>2</sup> This research focused on measuring students mastering idiomatic expression in recount text by students tenth-grade. Idiomatic expression is indispensable to the daily speech of the people and to the language of newspaper and books, televisions and movies.

#### 3. Achievement

Achievement is the result of what an individual has learned from some educational experience.<sup>3</sup> In this research

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<sup>1</sup> Patrick Schober, Christa Boer, & Lothar Schwarte, Correlation Coefficients: Appropriate Use and Interpretation, *Journal of University Medical Center*, Vol.12 No 13, 2018, <file:///Users/user/Downloads/CorrelationCoefficientsAppropriateUseandInterpretation.pdf> access on 10 October 2022

<sup>2</sup> Peter Newmark, *Approaches to translation*, (Oxford: Pergamon Press, 1995). p.21

<sup>3</sup> John Travers, *Fundamentals of Educational Psychology*, (Cranton Pennsylvania : International Textbook Company, 1987), p. 44.

achievement refers to student's achievement in reading comprehension.

#### **4. Reading Comprehension**

Reading comprehension is the reader's ability to comprehend the text they read. The reader needs a lot of effort to understand the text because everyone has different background knowledge. There are some people would have a piece of broader background knowledge, while others do not.<sup>4</sup>

Based on the description of the title confirmations above, this research focused on The Correlation between students' mastery of Idiomatic Expression and Their Reading Comprehension in the second Semester of The tenth Grade of SMAN 1 Way Pengubuan In the Academic Year 2023/2024.

### **B. Background of the Problem**

In reading comprehensively, especially in recount text, some idiomatic expressions are still difficult to understand. Some sentences that are often found in reading make it difficult for students to understand the text. The use of idiomatic expression in any kind of material often requires Indonesian students are difficult to find out and translate idiomatic expression from their language into English and vice versa. The idioms can be found in all languages. There are large number of idioms, and they are used very commonly in all languages, especially in recount text. Idioms are the building blocks of a language and civilization that provide exciting insights into the use of words, languages, and speakers' thought processes. It is estimated that there are at least 25,000 idiomatic expressions in the English language.<sup>5</sup>

Mainly the students are challenged and make a wrong in interpreting the idiom, so what makes the idiom difficult? The answer is its meaning. Idioms are not easy to understand, especially for non-native speakers, because their meanings are usually metaphorical. This idiom characteristic makes English

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<sup>4</sup> Kristin Lems, Leah Miller, and Tenena, *Teaching Reading to English Language Learners*, (New York: The Guildford Press, 2010), p. 170.

<sup>5</sup> Wati, *Problems iin teaching idioms through recount text at SMAN 5 Seram Bagian Barat*. Journal of UMM vol.4no.2.2017. p.12

learners strange and difficult to understand. English Second Language learners will need to familiarize themselves with the meaning and usage of each idiom. Using common idioms and expressions will make English Second Language learners sound more native. Thus, it is a good idea to master some of these expressions. Idioms comprehension is particularly challenging for students whose first language is not English. L2 idioms proficiency presents a distinctive challenge because idiomatic expressions comprise stereotyped structures with conventionalized meanings, allowing only limited usage variability.<sup>6</sup>

The frequent occurrence of idioms in everyday language has made the comprehension of idioms for English Second Language students essential. Idioms come up in written and verbal forms. Thus, idioms have an important pragmatic function in the language because learning a language is not simply developing a linguistic system and familiarizing it with the meaning of each word. According to Gass and Selinker, the significance of idioms, considering that nonnative speakers are included to find lexical errors more unsettling than grammatical errors when communicating with a native speaker.<sup>7</sup> This would be possible if there were an awareness of the processes and the factors involved in comprehending idioms. Such awareness can help language teachers, language practitioners, and material developers in decision-making, which would, in turn, lead to the development of a better curriculum.

The English language is full of idioms and other figurative aspects. Therefore, mastery of English idioms enables students to learn the English language quickly. Understanding the lexicon of English demands more than just knowing the denotative meaning of words. It also requires its reader to understand the connotative word and, more importantly, figurative

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<sup>6</sup> Raymond Gibbs, Linguistic factors in children's understanding of idioms, *Journal of Child Language*, 1987, 14(3), 569-586. <https://www.cambridge.org/core/journals/journal-of-child-language/article/abs/linguistic-factors-in-childrens-understanding-of-idioms/76CC2B305A434CF808BC029628B512AE> accessed on 10 October 2022

<sup>7</sup>Gass, Susan & Larry Selinker, *Second language acquisition: An introductory course (2ndEdt.)*. (Hillsdale, NJ: Lawrence Erlbaum 2001), p.21

language, especially in reading recount text. According to Nippold Idiomatic expression is a language style that native speakers of English usually use to communicate naturally. It is a kind of expression that cannot be understood from the literal meanings of the words of which they are composed.<sup>8</sup> An idiom is a group of words in a fixed order with a particular meaning that differs from the meanings of each word understood on its own. Considering that importance, the researcher assumed that students must learn idiomatic expressions. However, the problem is that it is not easy to make English as foreign language learners understand and comprehend the text by using an idiomatic expression in recount text.

Reading is one of receptive skills. A receptive skill is a passive skill. Meanwhile, reading is not totally passive, because reading requires a reader to receive the messages, process in the brain, and make understanding on what has been delivered by a researcher. This skill is not easy because it requires many knowledge and comprehension. If the reader fails to comprehend the message, she or he also fails in reading.<sup>9</sup> Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.<sup>10</sup>

The students face several problems in mastering idiomatic expressions, especially in recount text. Usually, the students appear to misunderstand reading recount text; they interpret the meaning of idioms by translating word by word that had a different meaning from the actual meaning of words. For example,

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<sup>8</sup> Marilyn Nipold & Catherine Taylor, Idiom understanding in youth: Further examination of familiarity and transparency, *Journal of Speech and Hearing Research*, 1995, 38(2), 426-433. <file:///Users/user/Downloads/IdiomUnderstandinginYouth.95.pdf> accessed on 10 October 2022.

<sup>9</sup> Tias Atma Andriani, *The Relationship Between Idiom Mastery And Reading Comprehension*, (Jakarta: un undergraduated thesis UIN Syarif Hidayatullah, 2014), p. 1 <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/25370/1/Tias%20Atma%20Andriani.pdf> access on 10 october 2022

<sup>10</sup> Douglas, Brown, *Language Assessment Principles And Classroom Practice*, (New York: Pearson Education, 2004), p. 185

*keep in touch, hang out, down to each, Etc.* This misunderstanding can bother their reading comprehension because complete comprehension can be reached when the students know and understand the meaning of sentences constructed from some words, including idioms.

Moreover, this case may happen when the students are not aware of the idioms that they read in the text. This emphasizes that idioms need a note in reading because it also influences reading comprehension. The genre was used to refer to particular text types, not traditional literature varieties. It is a type or kind of text defined in terms of its social purposes<sup>11</sup>

Haris in Lidya Casteliana argues that approximately 6.7% of sentences in reading materials use idioms.<sup>12</sup> An idiomatic expression is one of language aspects in learning English. Sridhar and Karuna karan state that 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”.<sup>13</sup> In other words, an idiom is an expression, which is a term or a phrase whose meaning cannot be deduced from the literal definitions and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use. To understand idioms is difficult because the words in idioms cannot be figured out from the individual words. So, to avoid mistakes and understand the

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<sup>11</sup> Marilyn Nipold & Catherine Taylor, Idiom understanding in youth: Further examination of familiarity and transparency, *Journal of Speech and Hearing Research*, 1995, 38(2), 426-433. <file:///Users/user/Downloads/IdiomUnderstandinginYouth.95.pdf> accessed on 10 October 2022.

<sup>12</sup> Lidya Casteliana, “*Students Ability in Understanding Idiomatic Expression and Reading Comprehension*”, (undergraduate thesis by Riau: Universitas Islam Negeri Riau, 2011), p. 2. [http://digilib.unhas.ac.id/uploaded\\_files/temporary/DigitalCollection/ZTQ2MGQ2ZTE5Y2U2OTljMDQ5MDViNzMxMmE5NWYwMGZjNTljOTRlMQ==.pdf](http://digilib.unhas.ac.id/uploaded_files/temporary/DigitalCollection/ZTQ2MGQ2ZTE5Y2U2OTljMDQ5MDViNzMxMmE5NWYwMGZjNTljOTRlMQ==.pdf) access on 10 october 2022

<sup>13</sup> Sridhar Maisa and Karunakaran, “Idioms and Importance of Teaching Idioms to ESL Students: A Study on Teacher Beliefs”, *Asian Journal of Humanities and Social Sciences (AJHSS)*, Vol 1 Issue 1, (May, 2013), p.111. <http://www.ajhss.org/pdfs/Idioms%20and%20Importance%20of%20Teaching...pdf> access on 10 october 2022



reading well, a reader should be able to develop his or her knowledge of idiomatic expression.

They are based on the pre-research at SMAN 1Way Pengubuan by interviewing the students of eleven grade and English teacher Mrs. Maria, S.Pd she was given augmented about students' problems in understanding the sentence or text that consisted of idioms. They often do idiom misunderstanding reading materials. They interpret the meaning of idioms by translating word by word that has a different meaning from the actual meaning of words. This misunderstanding can bother their reading comprehension because complete comprehension can be reached when the students know and understand the meaning of sentences constructed from some words, including idioms.

There was the score of students reading comprehension in the mean score description on the below:

**Table 1.1**  
**The Mean Score of Students Tenth Grade in Reading Comprehension at SMAN 1 Way Penguban 2023/2024**

No	Class	The Totals Students	The Mean Score
1	X A	35	50.83
2	X B	35	41.43
3	X C	33	51.45
4	X D	35	40.24
<b>Total</b>		<b>138</b>	

*Sources: Documentation of English teacher at SMAN 1 Pengubuan*

Based on the table of mean score students reading Comprehension it can be seen from the 138 students they were got the mean score in lower of standard competences as follows 70, it can be seen that the students reading comprehension are still lower. Moreover, this case may happen when the students are not aware of the idioms that they read in the text. This emphasizes that idioms must be noted in reading because it also influences reading comprehension. The result of the students interviewed is

that they mostly cannot understand the reading text because it is difficult for them to know the meaning of each word, and lack of vocabulary is the problem. On another side, they usually know the meaning but cannot know the true meaning of each sentence in the text.

As Maria defined, students mastering idiomatic expression is one of the factors affecting for students reading comprehension achievement because, if idiom comprehension is related to general abilities in processing linguistic information, skilled text comprehends should also be better at comprehensive and idiomatic expression than children with poorer text comprehension skills. In other words, a child's comprehension skills should be strongly related to the students' reading ability.<sup>14</sup> It means the idiom mastery must be directly proportional to the aim of reading comprehension. It can be said that students who master idioms well get better in reading comprehension.

In this research, the researcher chose recount text because this text usually written in informal sentence, so that it is indicated that there must be idiom contained in recount text. Idiomatic expressions are basically phrases where the meaning of the entire phrase does not necessarily perfectly match the meanings of the words that make up the phrase.<sup>15</sup> Then, recount text is a text that talks about daily story that had happened. The writer of recount text was probably writing the text with some idioms. Students could learn informal sentence in form of idiom from recount text. Therefore, recount text was match for the case of finding correlation between idiomatic expressions and reading comprehension.

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<sup>14</sup> Maria Chaira Levorato, Barbara, and Cristina *Reading Comprehension and Understanding Idiomatic Expression :Developmental study Brain Language* (vol 91 no 3.2004).p.305. <https://www.sciencedirect.com/science/article/abs/pii/S00939334X0400077X> access on 10 october 2022

<sup>15</sup> Mukhammad, Nur Ikhsan; Aziza, Anastasya Putri; Simanjuntak, Marudut Bernadua. Analysis Of Idiom Expression Found in The Sequel Movie Maze Runner: The Scorch Trials (2015). In: *UNDERGRADUATE STUDENTS' NATIONAL SEMINAR*. 2022. p. 130-134.

Based on the phenomenon this research conducted with the titled “The Correlation between Students’ Mastery of Idiomatic Expression and their Reading Comprehension at the second Semester of the Tenth Grade at SMAN 1 Way Pengubuan in the Academic Year 2023/2024”

### **C. Identification and Limitation of the Problem**

Based on the background of the problem, this research identified the problem as follows :

1. Idiomatic expression is difficult for EFL students
2. Students mostly feel difficult to understand the specific meaning of the text
3. Students mostly have difficulty interpreting the meaning of an idiomatic expression
4. Students still challenging to understanding idiomatic expression in recount text

Based on the identification of the problem, this research limited the problem to know the correlation between students’ idiomatic expression in understanding the idiomatic in the text and their reading comprehension in recount text of the tenth grade at SMAN 1 Way Pengubuan in the academic year 2023/2024.

### **D. Formulation of the Problem**

Based on the limitation of the researcher formulated the problem in this research as follows:

1. Is there any correlation between students’ idiomatic expression and their reading comprehension of the tenth grade at SMAN 1 Way Pengubuan in the academic year of 2023/2024?

### **E. Objective of The Research**

The purpose of the research was to find out the correlation between students’ idiomatic expression and their reading comprehension of the tenth grade at SMAN 1 Way Pengubuan in the academic year of 2023/2024.

## **F. Significance of the Research**

This research is expected can give contributions to:

### **1. English language Teachers**

This research can contribute to teachers who are still tricky and have trouble teaching reading comprehension, especially in report text that can be used to measure students idiomatic mastery and the need to improve their skills in the classroom..

### **2. Future English Teachers**

This research consisted of a correlation between students' idiomatic mastery and reading comprehension. The researcher expects that the future English teacher can learn more about the aspect of reading comprehension skills and other skills of English because it can help them teach and prepare English classrooms in good condition.

### **3. Future Researchers**

This research hopes that this research can inspire and motivate the future researcher who have desire to conduct researchers on the same topic or make another innovation based on research.

## **G. Relevant Research**

1. The first relevant research by Cain, Oakhill and Lemmon investigated "The Relation between Children reading comprehension level and their comprehension of idioms there were 56 idioms used in this study namely, 14 for each type namely" transparent, real opaque, novel transparent, t and novel opaque, the participants were 28 caisson children from urban schools, and the majority of them were from lower middle-class families. The children were tested individually. The findings revealed that children were slightly more likely to recognize more likely to be intercepted nice correctly than the novel expressions.<sup>16</sup>

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<sup>16</sup> Kate Cain, Jane Oakhill, Kate Lemmon, The Relation between Childrens reading comprehension level and their comprehension of idioms, *Journal of Experimental psychology Vol 2 no1 2018*, p 65 <https://www.sciencedirect.com/science/article/abs/pii/S0022096504001456> access on

2. Another study about *the Advantages and importance of learning and using idioms in English* by Eliana Edith the purpose to share the results of a small-scale project based on guiding students in the use of idioms through dialogues and readings. In order to improve students speaking skills. The project was applied and the data findings demonstrated that by learning a using some idioms, the learners were able to increase their knowledge about idioms. They learned new vocabulary, and improve their communication skills.<sup>17</sup>
3. The third relevant research by Nasution entitled “The Correlation between students mastering of idiomatic and their reading comprehension achievement” this study used correlation research design in quantitative to measure the correlate between two variables. The instrument used were observation and documentation to collected the data. Based on the research finding the result there is positive correlation between the student’s idiomatic mastery and their reading achievement.<sup>18</sup>
4. The next previous research by TA Andriani entitled the relationship between idiom mastery and students reading comprehension. This research aim to measure the relation between both variable's, by using interviewed and documentation as the instrument. Based on the data finding it can be seen that there was significance correlation between idiomatic mastery and their reading comprehension.<sup>19</sup>
5. The last previous research by Laela entitled “Students Understanding of Idiom and their reading comprehension of

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<sup>17</sup> Elina, Edut, The Advantages and importance of learning and using idioms in English, *Journal of Cundermans Linguistics*, No Vol.4, No14, 2019. p121 <https://www.redalyc.org/pdf/3222/322227520009.pdf> access on 10 october 2022

<sup>18</sup> Anisa Arlia Putri Nasution, *The Correlation between students mastering of idiomatic and their reading comprehension achievement*. (undergraduate thesis of Department English education state Islamic university of north sumatera) <http://repository.uinsu.ac.id/4222/1/SKRIPSI.pdf> access on 10 october 2022

<sup>19</sup> Tias Atma Andriani, The relationship between idiom mastery and students reading comprehension, *Journal of UINJKT*, Vol 5 no 12.2018). p 11 <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/25370/1/Tias%20Atma%20Andriani.pdf> access on 10 october 2022

recount text, this research used correlational study in quantitative, the aim to measure the correlated of both variable. To collected the data this research used the test and documentation. Based on the analyzed of the data it can be concluded that there is has correlation between understanding idiom and their reading comprehension in recount text.<sup>20</sup>

Based on the relevant research that had been explained, the similarities between this research and all of the relevant research were in the first relevant research looked up the correlation between idiomatic mastery and students' reading comprehension of children students, and this research focused on the same variables but in the different subject, this research measured for twelve students' senior high school. The second relevant research measures the same topic to measure idiomatic but just to know the advantages and disadvantages, it has differences with this research that focused to measure the correlation between students' mastery idiomatic and their reading comprehension. The third relevant research focused to know the correlation between students' idiomatic expression and their reading achievement, the differentiation was in the instrument this research used a reading comprehension test and idiomatic expression test, but the relevant research used the questionnaire. The next relevant research has similarities with this research on the topic and variables, but this research was measuring at senior high schools students that different from the relevant research that focused on collage students, the last relevant research was conducted to measure the relationship between two variables and this research also did that but this research was conducted at senior high school.

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<sup>20</sup> Laela Nur Mukaromah, Students Understanding of Idiom and their reading comprehension of recount text, *Journal of UIN Walisongo*, Vol1.No 2 2017. p 10 <http://eprints.walisongo.ac.id/id/eprint/4566/1/103411019.pdf> access on 10 october 2022



## H. Systematic of the Research

The systematic of discussion as follows:

**CHAPTER I:** Introduction consisted of title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research systematic of the research

**CHAPTER II:** Frame of theory and hypothesis

**CHAPTER III:** Research method, consisted of place time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption, hypothesis testing.

**CHAPTER IV:** This chapter consisted of research finding and discussion.

**CHAPTER V:** This chapter consisted of conclusion and suggestion of research.

## CHAPTER II

### REVIEW OF LITERATURE AND HYPOTHESIS

#### A. Theoretical Framework

##### 1. Idiomatic Expression

Idiom (also called idiomatic expression) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements.<sup>1</sup> In other words, idioms don't mean exactly as the words literal meaning. They have, however, hidden meaning.

According to Geines idiomatic expression give English its color and vitality. Idiomatic expressions are indispensable to the daily speech of the people and to the language of newspaper and books, televisions and movies.<sup>2</sup> Mastering idioms requires a great deal of listening, studying, practice and usage. We cannot ignore this part of the language, idiomatic expressions and more formal grammar should be given equal time.

Moreover, Abbas and Nahid argue that an idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit.<sup>3</sup> In other words, the meaning of an idiomatic expression is not the sum of the individual words. So to understand the meaning of idioms, the reader cannot translate or separate the words into a single part of semantic unit because the meaning of the idiom can be interpreted by interrelate of its words.

Idiom takes many different forms or structure. An idiom can have a regular structure, an irregular or even grammatically

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<sup>1</sup> Sondang Rumahorbo, The Students' Mastery In Translating Indonesian Idiomatic Expression To English By Using Equivalence Translation, *Journal of Linguistic and Literature*, Vol.1 No.2 , 2011, p. 10

<sup>2</sup> Barbara K. Geines, *Idiomatic American English*, (London: Kodansha International, 1986), p. 7

<sup>3</sup> Abbas Ali Zarei and Nahid Rahimi, *Idioms: Etymology, Contextual Pragmatic Clues, and Lexical Knowledge in Focus*, (Germany: LAP LAMBERT Academic Publishing, 2012), p. 9

incorrect structure.<sup>4</sup> These are the special features of some idioms, but the other idioms are completely regular and logic in their grammar and vocabulary. Because of the special features of some idioms, learners have to learn the idiom as a whole and cannot change any part of it.

Many definitions about idioms mentioned above, they can be concluded that an idiom is an expression, phrase, or group of words that has different meaning from the individual word as part of it. It cannot be translated word by word, but the meaning of idiom is the meaning of a whole word. Idioms are sometimes irrational and ungrammatically, but another idioms are rational and fixed grammatical. It can be understood by guessing from the context. Below are the examples of idiomatic expression that often uses for daily communication:

**Table 2.1**  
**Idiomatic Expression<sup>5</sup>**

<b>Idiomatic expression</b>	<b>Meaning</b>	<b>Function</b>
Bad apple	Bad person	People can use this idiom to describe someone who is not nice and maybe even criminal.
Be cold-hearted	Uncaring	If people decide to be “cold-hearted,” they are making a deliberate decision not to care about someone or something.
Behind you	Supportive	When you are “behind” someone, you are saying that they have your support.
Break the ice	Start a conversation	When you start a conversation stranger with the end goal of making new friends.

<sup>4</sup> Jennifer Seidl, *English Idioms and How to Use Them*, (Oxford: Oxford University Press, 1978), p. 11.

<sup>5</sup> Hashempour, R., & Villavicencio, A, Leveraging contextual embeddings and idiom principle for detecting idiomaticity in potentially idiomatic expressions. In *Proceedings of the Workshop on the Cognitive Aspects of the Lexicon 2020*, (pp. 72-80) available on <https://www.justlearn.com/blog/100-idiomatic-expressions>

Chasing rainbow	Persuing dreams	When you try to follow your dreams. The implication here, however, is that you might be better off forgetting your dreams.
Clear as mud	Hard to understand	When you are confused about something or a situation.
Crystal clear	Easy to understand	When you say that something is “crystal clear”, you are saying that it is understood.

Meanwhile, Ball in the book explained that idiom have features of language in idiomatic expression as follows:

1) Ordinary grammatical usages

This kinds of feature of idiomatic that is use the tenses in the sentences as follows:

It is time we went home

The mean of that sentences if someone come tomorrow, I will pay you back the dollar I owe you.

*Went* is a past tense, *come* is a present tense, and both prefer in their contexts to future situation.

2) Deviation from strict grammar

Many colloquial uses are strictly speaking ‘ungrammatical.’ Example: We normally say, “*It’s me*” (*him, her, them*) and not “*it is I*” (*he, she, they*). We say, “*It is ages since we met*”, “*he is a friend of mine*” (not “*of me*”), and, quite often, “*which do you like best?*” although only two things are being compared.

3) Allusive expression

A kind of expression appears to have uncomplicated interpretation, but idiomatically means something quite different. It is usually impossible to its meaning  
Example: That *will do*. (That is enough)

That is enough *for the time being*. (That is enough for now) What are *they up to*? (There is something odd, what are they planning?) Let’s *call it a day*. (Let’s stop work now)

## 4) Conventional phrase of many kinds

Most of these are phrases, which people use carelessly but the meaning is quite unusual *Now then*, my friend, you can not stand there all night, you know.” (The phrase “*Now then*” is used when we call someone’s attention to an activity which we want him to stop, or, with a different intonation, the continuation of an argument.)

Then there are phrases “*now and then*” and “*every now and then*” with the meaning occasionally, or from time to time.

## 5) Many uses of the phrasal verb

Examples: I can’t *make out* what he is doing (= understand) Don’t *let on* I told you (= tell anybody, reveal

I can’t *put up* with it any longer (= endure it)

He *laid on* a band for the next events (= arranged for a band to play).

## 6) The phenomenon of English word order

The words are the same but a small change in word order makes a big difference in meaning:

- a) It’s time to go, isn’t it? (Answer expected “yes”) It isn’t time to go, is it? (Answer expected “no”)

b) It may *well be ahead of time*. (It may well be probably is)

c) It *may be well ahead of time*. (Well ahead- well in advanced of schedule time.)

d) You’ve *got to say thank* to Ms. Tjoo for it. (Got to thank = must thank.) You’ve *got Ms. Tjoo to say thank* for it (Got Ms. Tjoo to thank = hold her responsible for something, maybe something not good happened)

## 7) The picturesque and metaphorical types of idiom

Idiom is synonymous with the picturesque phrase and the more heavily stimulating their conversation is with the better they are pleased. Examples of this type of idiom are:

*To burn one's boat* (= to make retreat impossible)

*To hit nail on the head* (= to reach the right conclusion)

*To be in clover* (= to be lucky, or happy conditions).<sup>6</sup>

## 2. Idiomatic expression Mastery

According to Eugene and Charles, mastery is defined as complete knowledge, great skill, and control.<sup>7</sup> Furthermore, they also defined mastery refers to the auditory of master domination, the upper hand in a contest or competition, superiority, ascendancy, and position or display or great skill or technique and skill or knowledge that makes one master of a subject.<sup>8</sup>

In another side Hasanah defined mastery as a comprehensive knowledge or use of subject or instrument. It means that mastery is learning or understanding something completely and having no difficulty in using it.<sup>9</sup> In mastering idiomatic, the students not only study about the meaning of words, but they also study the interpreting the specific meaning of each idiom.

From the explanations above, it can be concluded that mastering idiomatic expression means complete knowledge or great skill of a list of words for a particular language including the meaning, phrasal and compound idioms.

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<sup>6</sup> Khofiana Mabrurroh, An Analysis Of Idioms And Their Problems Found In The Novel The Adventures Of Tom Sawyer By Mark Twain, *Journal of Literature, Linguistics and Cultural Studies*, Vol. 4 No. 1, (Agustus, 2015), p. 3-4 Retrieved from: <https://journal.unnes.ac.id/sju/index.php/rainbow/article/view/7364> accessed on 10 October 2022.

<sup>7</sup> Nida, Eugene & Taber, Charles, *The Theory and Practice of Idiom and Translation*, (New York: SAGE Publication), p.20

<sup>8</sup> *Ibid*

<sup>9</sup> Widya Hasanah, An Analyze students' vocabulary mastery at the second grade of MTS TI Batu Belah in academic year 2016/2017, *Journal of English language and education*, Vol 3 No 2 2018) Retrieved from: <file:///Users/user/Downloads/43-80-1-SM.pdf> access on 10 October 2022.



There is a common assumption that the more words a learner knows, the larger the learner's vocabulary knowledge. However, there is another dimension to vocabulary knowledge that should be considered, namely how far a learner knows the combinatory possibilities of a word. Some linguists call them "lexical phrases" or "lexical items", others prefer the term "multi-word chunks" or just "chunks" of language. It is the development of permanent sets of associative connections in long-term memory and the process which underlines the attainment of automaticity and fluency in the language. Whatever the term, they are an important feature both in language use and language acquisition. These multi-word chunks or expressions are namely: idioms, proverbs, sayings, phrasal verbs, and collocations.<sup>10</sup>

Ideally, vocabulary shouldn't be learned in a vacuum, and this is especially true for idioms. There are a variety of idiom dictionaries for those who wish to learn more about idioms. Newspapers and magazines, radio programs, television shows and films also sources of idioms. Role playing, writing and interactive activities such as matching the parts of idioms are some activities that can help foreign learners expand their knowledge and use of idioms.

Even though complete mastery of idioms may be nearly impossible, every language learner must be prepared to meet the challenge because idioms occur so frequently in spoken and written English such as textbooks, novels, and conversation. Researchers agree that the accuracy of idiom comprehension increases during late childhood and adolescence and improves in adulthood. Nippold claimed that idiom acquisition is a continuous process with no specific developmental point when idioms are completely mastered. Nippold and Martin and Prinz pointed out that the ability of idiom comprehension is still incomplete when learners are 18 years old. Brasseur and Jimenez indicated that 51% of their

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<sup>10</sup> Sridhar Maisa and Dr. T. Karunakaran, "Idioms and Importance of Teaching Idioms to ESL Students: A Study on Teacher Beliefs" *Asian Journal of Humanities and Social Sciences (AJHSS)*, Vol 1 Issue 1, (May, 2013), p. 111.

18-21 year-old subjects could correctly interpret at least 13 out of 20 target idioms.<sup>11</sup>

Moreover, Liu Yongjin stated that the senior high school students are expected to be master about 300-400 phrases and idioms and 2500 words of vocabulary.<sup>12</sup> This is useful for the reading requirements. Whereas they should learn the author's purpose and the main idea of the text. So, when they read something, they should understand why the author writes something or they should be able to grasp the main idea of some text. Also, they are required to make inferences according to the clues of the text.

Previous developmental research has focused on various factors affecting the student's mastery and the comprehension of idioms such as context, idiom familiarity and idiom transparency.<sup>13</sup>

Context facilitates interpretation of idioms since it provides the necessary semantic information the learner needs. Familiarity and transparency are two important factors that have been used to describe characteristics of idioms. They may influence the difficulty a learner encounters in mastering an idiom. Familiarity has been defined as how frequently an individual encounters an idiom. For example, *have a soft spot*, is a high-familiarity idiom which is used very often in the English language, but *take a powder* is a low- familiarity idiom which is used rarely. Transparency is particularly concerned with the relatedness between the literal and figurative meanings of an idiom.

In transparent idioms, the literal and figurative meanings are closely related. For example, *in go by the book*, the

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<sup>11</sup> Sameer S. Aljabri, "EFL Students' Judgments of English Idiom Familiarity and Transparency", *Journal of Language Teaching and Research*, Vol. 4, No. 4 (July 2013), p. 662. URL : <https://www.academypublication.com/issues/past/jltr/vol04/04/03.pdf> access on 10 October 2022

<sup>12</sup> Liu Yongjin, *The Current Situation and Issues of the Teaching of English Speech Culture Research*, Vol. 21, No. 4 ( May 2012), p. 12.

<sup>13</sup> Online Source: <file:///Users/user/Downloads/IssuesinTeachingEnglishinACulturalContextACaseofIndonesia1.pdf> access on 10 October 2022.

figurative meaning – to follow the directions exactly – is closely related to the literal meaning, whereas in keep your shirt on the figurative meaning –remain calm – is unrelated to the literal meaning –to continue wearing ones shirt.

**a. Strategies for understanding idiomatic expression**

Strategies also contribute to the pragmatic understanding. According to Wray learning foreign language idiomatic expression is difficult so hat it needs a special treatment. There are some strategies that can be used to understanding the idiomatic expression as follows:

1) Metalinguistics skills

Metalinguistic ability is defined in terms of the development of two language skill components—the analysis of linguistic knowledge and the control of linguistic processing” language is defined as a “complex and dynamic system of conventional symbols that is used in various modes for thought and communication” meaning that can change over time and is arbitrary depending on the culture and context that uses it. Neurological analysis of language can include specific abilities such as memory, network organization, and control over executive functioning (EF). EF includes cognitive processes such as planning, flexibility of thought, inhibition of thought and response, fluency, and working memory.

2) Literal translation strategy

Literal transition is use to understanding idiomatic use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically.

3) Guessing through the context

Contextual guessing is making a guess based on the context of the passage the students are reading. It means that when the students read a text, they often

guess word meaning without consulting a dictionary.<sup>14</sup>

### **b. Important of idiomatic expression mastery**

According to Thawabteh illustrated that idioms are one of the universal aspects of all languages; they are considered to be an intrinsic part of human communication. Further, they baffle beginner learners to a great extent. They may cause not only linguistic but also cultural and technical problems for non-native speakers; hence, these problems might affect communication negatively.<sup>15</sup>

Moreover, Dixon stated that idioms are essential to successful communication, whether in listening, speaking, reading, or writing.<sup>16</sup> It means that the accurate and appropriate use of idioms is a distinctive mark of native-level command of the language, and it is a reliable measure of the proficiency of foreign learners. It is a fact that ignoring idioms would cause a learner various problem. The authors added that foreign language learners must learn not only the grammatical structures and vocabulary of the target language but also the idioms to integrate into the culture of the target language.

Furthermore, Lundblom & Woods emphasized the importance of understanding idioms.<sup>17</sup> They believe that idioms are clearly presented in academic settings; consequently, failure to comprehend idioms could affect academic performance, written composition, reading comprehension, and vocabulary, especially because the occurrence of idioms in classroom language increases as

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<sup>14</sup> Wray & Perkins, The Function of formulaic language an intergrated model language and communication, *Journal of TESL*, Vol.32 no.213.2000, p. 28 Doi: 10.1016/S0271539(99)000154

<sup>15</sup> Thawabteh, Mohammad. "Linguistic, cultural and technical problems in English-Arabic subtitling." *SKASE journal of translation and interpretation* 5.1 (2011): 24-44.

<sup>16</sup> Dixon *Essential Idioms in English* (New Jersey: Prentice Hall Regents), p.23

<sup>17</sup> Lundblom and Woods, 2022 Online Source: <file:///Users/user/Downloads/IssuesinTeachingEnglishinACulturalContextACaseofIndonesia1.pdf> access on 10 October

students advance in age and grade.<sup>18</sup> Several language researchers have common believe that a sound knowledge of idioms is required or English language proficiency and fluency, and a lack of such knowledge can cause significant misunderstanding thus, it becomes clear that idioms are very important in EFL/ESL contexts where L2 learners' language proficiency might be assessed on the basis of their understanding of idiomatic expression. This means that the more idioms one knows, the more native-like one's English will sound.

### 3. Reading Comprehension

Comprehension is the center reading.<sup>19</sup> According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension starts from move the words on the page to the meaning in the mind, recognize individual words using memory and knowledge of letter and sound patterns, match the resulting pronunciations with meanings, and finally connect these words into idea units.<sup>20</sup> It means a person's ability to understand context based on what is read or heard.

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.<sup>21</sup> It means that reading comprehension is a process in which the reader constructs meaning using material, information in the text and the reader's knowledge.<sup>22</sup>

According to Woolley, reading comprehension is the process of making meaning from text. Therefore, the aim is to

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<sup>18</sup> Lundblom, E., & Woods, J. Working in classroom: Improving idiom comprehension through class wide peer tutoring. *Communication Disorder Quarterly*, 33,2012,P. 202-219. <https://doi.org/10.1177/1525740111404927>

<sup>19</sup> Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.23

<sup>20</sup> Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: The Guild Press, 2008), p.5

<sup>21</sup> Paula Clarke and Dean Chesher, *Developing reading comprehension*, (New York: The Guilford Press, 2014), p.5

<sup>22</sup> Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.23

gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences<sup>23</sup>

It can be said that reading comprehension is the process to make sense as a whole what is described in the text. Based on the explanation, it can be concluded that reading comprehension is a process of interaction between the reader and the text, understanding the meaning and purpose contained in the text.

#### **a. Components of Reading comprehension**

Brown classifies eight aspects of reading comprehension, namely:

1) Main idea

This is the ability of students in interpreting main idea in the text.

2) Expression/idiom/phrases in context

The expression/idioms/ phrases in the text

3) Inferences (implied detail)

The students understanding about the inferences in the text

4) Grammatical features

5) Vocabulary

6) Detail (scanning for a specifically stated detail)

7) Excluding fact not written (unstated details).<sup>24</sup>

Based on the explanation above it can be concluded that the students knows about main idea, expression/idiom/phrases in context, inferences (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting ideas, and vocabulary in context.

#### **b. Basic Skills in Reading Comprehension**

Reading is very important thing because reading is basic skill before speaking, and writing ability, there is

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<sup>23</sup> Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011)p.15

<sup>24</sup> Douglas Brown, *Language Assessment Principle and Classroom Practices*, (New York: Longman Person, 2014). p.206

communication between the reader and the writer when someone reads. The writers deliver the message in written form and the readers could understand the content of messages. So, the reading became active in reading. According to Klingner, there are fundamental skill in reading comprehension as follows:

- a. **Word Reading** The ability of the reader to get to know the word and understand a reading, and Students must know how to read or decode
- b. **Fluency** The ability of the reader to recognize the word and understand the reading at the same time.
- c. **Vocabulary Understanding** vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since comprehension is ultimate goal of reading. With understanding vocabulary knowing what the words mean in context.
- d. **Word Knowledge** having sufficient background knowledge to benefit from reading text.<sup>25</sup>

One of them is to make it easier for readers to understand the text. Based on the explanation above, the researcher concludes that reading needs to be equipped with basic understanding reading skills or fundamental skill in reading to make it easier for readers to understand the texts.

### **c. Factors of Affecting Reading Comprehension**

According to Vaughn and Thompson comprehension is the active constructing meaning from text. It involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text. Reading comprehension includes:

- 1) Applying one's knowledge and experiences to the
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text. b. Setting goals for reading and ensuring that they are aligned with the text.

- 2) Using strategies and skills to construct meaning during and after reading.
- 3) Adapting strategies that match the reader's text and goals.
- 4) Recognizing the author's purpose.
- 5) Distinguishing between facts and opinions.<sup>26</sup>

Drawing logical conclusion. In line with the explanation above, we know that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

#### **d. Levels of Reading Comprehension**

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

##### 1) Level of Comprehension

In teaching reading comprehension, the teacher should be aware of levels of comprehension, so that they have some criteria by which to judge the materials they use in the classroom, and also the level of comprehension uses by the students at any particular time. Levels of comprehension divided into three categories:

##### 2) Literal comprehension

Literal comprehension represents the ability to obtain a low-level type of understanding by using information explicitly stated. This category requires a lower level of thinking skill than the other levels. Answer to literal questions simply demand that the pupil recall what the book says. Literal comprehension is the understanding

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<sup>26</sup> Alexander, *Teaching reading* (USA: Little Brown and Company,1997), p.133.



of the written meaning of a passage: the definition of words, the context of the writing, the main idea of the passage, and the sequence thought chosen by the author. In short, literal comprehension is what is actually stated. Like fact and details, role learning and memorization, and surface understanding only.

3) Interpretive comprehension

Interpretation is the text step in the hierarchy. This categories demand a higher level of thinking because the questions are concerned with answer not directly stated in the text but suggested or implied. To answer question at the interpretive level, readers must have problem solving and be able to work at various levels of obstruction. The interpretive level is the one at which the most confusion exists when it comes to categorizing skills. All the reading skills in interpretation rely on the reader's ability to "infer" the answer in one way or other. However, by grouping all the interpretive reading skills under inference, "some of the most distinctive and desirable skills would become smothered and obscured"<sup>27</sup>.

4) Critical comprehension

Critical comprehension is more than evaluating the quality of the text or stating an opinion about it. Critical comprehension requires reader to make judgments about what they are reading based on an evaluation of several text-grounded factors, such as the quality of the writing, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable. In short critical comprehension is analyzing, evaluating, and personally reacting to information presented in a passage.<sup>27</sup>

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<sup>27</sup> Eve Zyzik, Charlene Polio, *Authentic Materials Myths : Applying Second Language Research to Classroom Teaching*, (United States of America : 2017), p.1.

#### 4. Text

Siahaan and Shinoda stated that a text is meaningful language in a contexts, it is both a spoken and write text.<sup>28</sup> Therefore text is a writing form or result of the writer result. Write text is any meaningful write text. The writer assumes that text is some sentences in write text and the readers can get information from the text.

##### a. Kinds of text

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono said that there are 9 kinds of text that must be taught by students.

###### 1) Descriptive text

Descriptive is the type of text that describes an object.

###### 2) Recount text

Recount text is the type of text about information in the past event.

###### 3) Narrative text

Narrative text is the type of text about problematic story that has a climax and document as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.

###### 4) Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

###### 5) Explanation text

Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

###### 6) Report text

Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

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<sup>28</sup>Sanggam Siahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Ilmu, 2008), P.1

## 7) Exposition text

Exposition text is the type of text about argument or opinion of someone to perceive the problem.

## 8) Discussion text

Discussion text is the type of text to present (at least) two points of view about an issue.

## 9) News item

News item is the type of text about events of the day which are considered newsworthy or important.<sup>29</sup>

Based on the explanation above this research focus to measure students reading comprehension in recount text, recount text is the type of the text that tells the factual story, truly story the context of this study is measure to now the students' reading comprehension in the text.

**b. Recount text**

Many experts tried to define the meaning of recount text. According to Knapp and Watkins, the Recount text describes an event that has accrued in the past.<sup>30</sup> It means that Recount is a kind of text that retells events or experiences in the past. According to Anderson, recount text is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened.<sup>31</sup> Recount text means the form of the text talking about someone's experience in the past, therefore the experience of the readers themselves, such as their adventure and days activities. It means that recount text is a text which retells the event in the past. Moreover, according to Knapp and Watkins, the purpose of recount text is to reconstruct past events in the time order in which they occurred.<sup>32</sup>

Reading recount text usually can make the reader

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<sup>29</sup> Pardiyono, *Aku Pasti Bisa: the Art of Teaching*, (Yogyakarta: Andi Publisher, 2010), p.27-38

<sup>30</sup> Knapp, P. & Watkins, M, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney, Australia: University of New South Wales Press, Ltd, 2005), p.12

<sup>31</sup> Anderson, M. & Anderson, K, *Text Types in English 1*, (South Yarra, Victoria: MacMillan Education Australia, 2003), p.112

<sup>32</sup> Knapp and Watkins, *Op, Cit*

imagine the incidents which the writer tells. The purpose of recount text is to retail a series of events, usually, in the order, they occurred. In another word, the purpose of recount text is to inform the readers about something that has already happened. There is a generic structure that is in recount text:

- 1) Orientation: the orientation supplies the background information. It establishes the time, setting, and who or what participating.
- 2) Series of events: sequence events that happened from the beginning until the end.
- 3) Re-orientation: this is an optional stage and is often used to complete the writing by rounding off the series of events.<sup>33</sup>

Based on the explanation above, it can be concluded that recount text is a text that talks about something that happened in the past to give information about what has already happened. Recount text consist of three parts, namely orientation, series of event, and re-orientation. orientation mentions when the events happened, who was involved, what happened, and where the events took place. Series of events text what happened in sequence. Reorientation is the ending of the story.

### **1)Types of recount text**

According to Beverly, there are three types of recount text. There are personal recounts, factual recounts, and imaginative recounts:

#### a) Personal recount

The personal recount is something that the writer or speaker has experienced personally. It means that a personal recount is a story that tells about activities whereas the writer or speaker involves or does by her or himself. This type uses first pronouns (i, we). Some examples of

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<sup>33</sup> Anderson, M. & Anderson, K, *Op, Cit*

personal recounts include family holidays and diary entries.

b) Factual recount

Factual recount records the details of the particular incident. A factual recount is concerned with recalling events accurately. This type uses the third person pronouns (he, she, it, and they). Some examples include accident reports and historical recounts.

c) Imaginative recount

Imaginative recount gives details of what might have happened in the past. It means that an imaginative recount describes an imaginary role and gives details of imaginary events.<sup>34</sup>

## 2) Language features in a recount

The language features usually found in a recount as follows:

- a) Nouns and pronouns to identify people, animals, or things involved: firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered.
- b) Past action verbs to refer to the events: he just gave me some advice and since that accident.
- c) Past tense to locate events concerning speaker's or writer's time: he began to teach me to ride the motorcycle around a field in my village.
- d) Conjunction and time connectives to sequences the events: finally, my father surrendered and promised to teach me.
- e) Adverb and adverbial phrases to indicate place and time: one day later, when I was alone at home, I intended to try my riding ability.

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<sup>34</sup> Biber, D. & Conrad, S, *Register, Genre, and Style*, (New York: Cambridge University Press, 2009), p.32

- f) Adjective to describe nouns: I realized my ability to ride a motorcycle.<sup>35</sup>

## **B. Frame of Thinking Reading**

Reading is considered as the skill that has to be learned firstly before the other skills. It is because in the actual life, the students may find the actual reading materials such as a newspaper, magazines, booklets, social media (Facebook, twitter, Youtube, etc.) and so on. On the cases of school subject, a written text is being used as a vehicle for the introduction of new vocabulary and structures.

Reading is not just read the words. It needs comprehension to understand what the writer wants to deliver to us. Reading needs skill to comprehend text. When students comprehend the text, students also analyze the structure, grammar, and word knowledge of the text. Words unite and form a sentence, sentence forms a paragraph, and paragraph forms a passage.

There are many vocabularies in a passage. Some of them are multi words, namely idiom. Idiom consists of two or more words that have a new meaning. In reading, students frequently translate word by word to understand the text, but when they translate idiom, it differs from translate word by word. Idiom can be understood by translating as a whole word and by guessing from the context. To understand the text, idioms should be known their meaning to get a complete comprehension. The more students getting know about idiom and master it, they also get better in reading comprehension. Because idioms almost appear in every English text, so students must be aware and familiar with idiom to help them in comprehending the text. The figure describe the frame of thinking in this research :

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<sup>35</sup> *Ibid*

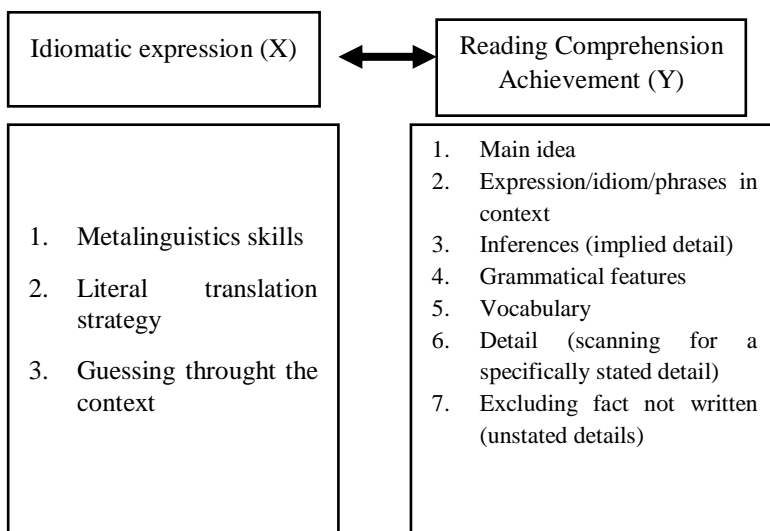


Figure 2.1  
Frame of Thinking Reading

### C. Hypothesis

Based on the rationale above, the researcher formulated the hypothesis as follows:

*H<sub>a</sub>* : There is correlation between students' idiomatic mastery and their achievement in reading comprehension

*H<sub>0</sub>* : There is no correlation between students' idiomatic mastery and their achievement in reading comprehension

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