CHAPTER I

INTRODUCTION

A. Background of study

A language is a system of conventional signal for communication by a whole community (Gimson, 1983:4 state at Noorwahdah). English gives rich benefit for those who have learnt. English as a part of language in the world used by all the people as a tool for international communication. By mastering English, people can join global communication and absorb information, knowledge, technology from the textbooks and the mass media presented in English.

Although English is a main foreign language taught in secondary schools and universities in Indonesia, the fact in our society shows that even universities graduates still cannot speaks English properly, but usually most of students take a course as a solution to improve their English well. Gebhard (2000) states that in many countries where English is a foreign language, the primary goal for school children studying in the educational system is to pass English entrance exams to enter good high school and universities, then finally to seek jobs. That's why almost people only focused on learning grammar or pronunciation but rarely in learning text.

All of languages in the world have different variety because of the different of their area, time user, and situation. According to Allen contributed to Pateda (1987:52) that _A variety is anybody of human speech pattern which is sufficiently homogenous to be analyzed by available techniques of synchronic description and

which has a sufficiently a large repertory of element and their arrangements or process with board enough semantic scope to function in all normal contexts of communication'.

It seems that language variety is often used in our daily conversation and one of them is idiom. Alwasilah (1993:165) said that idiom is a group of words that has different meaning from the meaning of every word in its group and it could no be translated word for word into foreign language. In addition, idiom is an expression that can be difficult to understand because its meaning is different from the meaning of the separated words in the expressions (Swan, 1996:234).

Often do we meet idioms in English texts and we cannot understand it although we master grammar well and adequate vocabulary. Djuharie (2004:285) pictures that:

> In English language there are so many idiomatic expressions, those are phrases or clauses, where the translation or the meaning can't be translated by each word but determine by logic, habit, nuance, emotion, context, background, and cultures which used by the citizen. When the idiomatic expression translated by its lexical meaning, the meaning would be biased, have wrong meaning, and wrong information.

Accordance with the above statement, it can be understood that the lexical meaning of word sometimes gives contribution in forming idiom meaning. In this case is colloquial (collocation) meaning as deviation of the real meaning (lexical or literal meaning) from that word.

Mastering English idioms is as early as possible to the students is important, because idiom is the basis for improving their English skill, especially in reading for comprehension. Understanding a written text means extracting the required

information form it as efficiently as possible. Actually, any book attended for the general reader can be understood if we approach in a right way.

Improving of reading comprehension skill is one of the best determiners for school success. Nevertheless, many students read poorly or do not seem to enjoy reading. According to Tarigan (1987:10), every language teachers have to realize and comprehend that reading is a complex and complicated skill including smaller skill. In other hand reading has three components, they are (1) recognition to word and punctuation. (2) The word correlation with he punctuation of linguistic component formally. (3) The meaning.

Actually, the role of text is also central in language learning. Stories or novels have been popularly used to teach and entertain students in language learning. Interesting stories usually draw students' attention and easily make students absorbed in them. Since contextual information is significantly effective for aiding students' understanding English idioms.

It is essential for teachers to provide students with rich context. Thus, introducing English idioms within interesting stories can possibly help students to understand and remember them better. It's common that people who learn English as a foreign language don't really understand the various meanings of new words in different contexts. That's why they don't know how to apply the words they have learned practically in various contexts.

The problem also comes when students find idiomatic expressions from the text. It is quite difficult to master English idioms, because the figurative meanings of

English idioms cannot be predicted through an analysis of their individual word meanings. It is not surprising. However, idioms are common in American daily life and provide a rich source of American culture (Cooper, 1999)

The writer though that idioms has a strong relationship with reading comprehension skill. That's the reason why the writer decided to investigate it, because there were so many texts which is used idiom to improve the text. So, the title of this research is ―THE STUDENTS' MASTERY OF IDIOMS AND ITS RELATIONSHIP WITH THEIR ABILITY IN READING COMPREHENSION (A correlational study at second year of English Education Department in State Islamic University)‖.

B.   Statement of problem

1. How far is the students' mastery of idioms in reading English text?

2. How far is students' ability in comprehending idioms texts?

3. How is the relationship between the students' mastery of idioms and their ability in reading comprehension?

C.   Aims of research

1. To know how far is the students' mastery of idioms in reading English text.

2. To know how far is students' ability in comprehending idioms texts.

3. To know how is the relationship between the students' mastery of idioms and their ability in reading comprehension.

D.   Significant of research

The significance of this writing is expected that this research will contribute to the student. It will be made as a reference that this study can increase the vocabulary and students' comprehension in reading English texts, and to motivate them to read more, because actually reading is interesting, and enjoyable.

E.   Rationale

As we know before, English gives rich benefit for those who have learnt. English as a part of language in the world used by all the people as a tool for international communication. So, by mastering English, people can join global communication and absorb information, knowledge, technology from the textbooks and the mass media presented in English.

Actually, people need to learn an idiom, because it can make their English conversation better, and also know about the utilization of the language. Learning idiom can help us much in study English. For students who know English idiom, learning more is important aspect in attempt to mastering the language, especially English language.

Idiom is one factor to increase the students' ability, so that they will be richer vocabularies than before. Many idioms are similar to expressions in other languages and can be easy for the learners to understand the English conversation or text.

(Brown, 1994:217) stated that for almost six decades now research and practice in English language teaching has identified the ‒four skills‖, they are listening, speaking, reading, and writing as paramount of importance. Here, by

mastery the idiomatic expressions in the text try us to cover and develop

students' comprehension in reading skills, and to motivate students to read more.

For comprehending this conceptual thinking and explanation of the case, it can be described by the chart below:

Figure 1.1. Frame of thinking
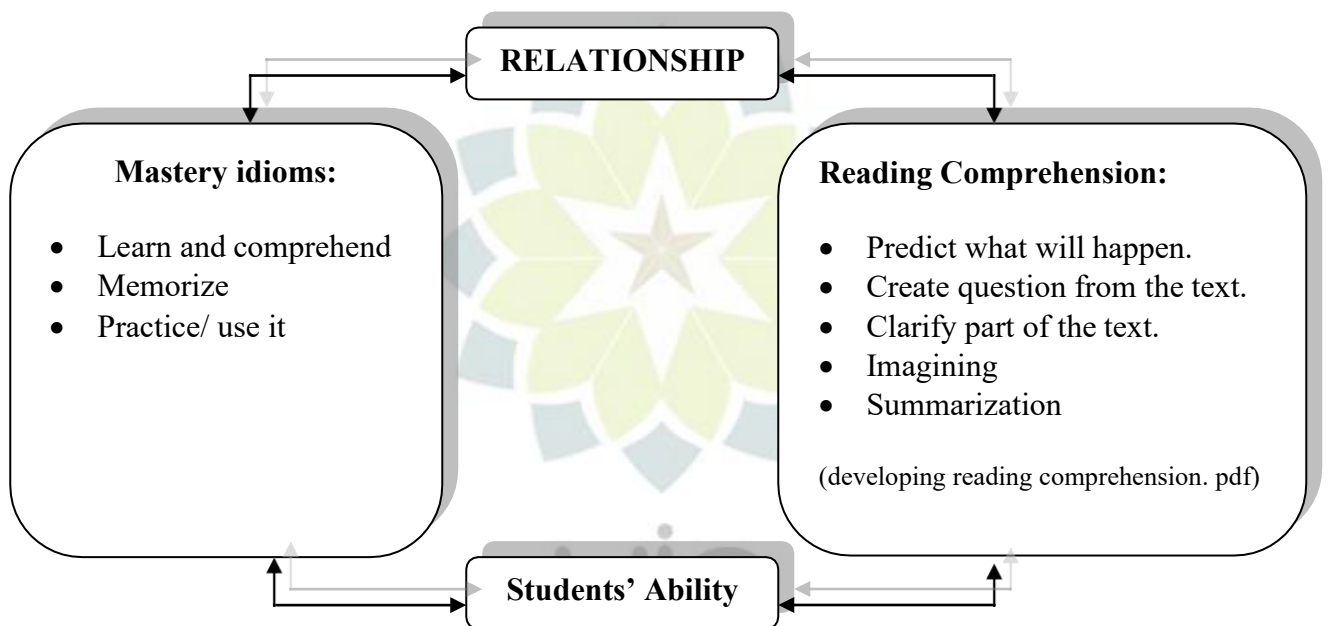
F. Hypothesis

According to Arikunto (1997:68) opening that hypothesis is the research problem, proven through data gathered. There's many ways to comprehend English texts, and one of them is by mastering English idioms. Logically, if the students' mastery of idioms is higher, the students' ability in reading will be higher too, on the contrary, if he students' mastery of idioms is lower, they will be lack in their ability in reading comprehension. So, the hypothesis of the research problem is *'The students who mastery idioms well are having good ability in reading comprehension'.*

Based on the explanation before, the writer has decided to identify that this case study will centralized to analyzed two variables. They are about students' mastery of idioms (X) and their ability in reading comprehension(Y). If this hypothesis is written in a certain formula, it will be like this:

Ho: r_{xy}: there is no correlation between mastery idioms (X) and ability in reading comprehension (Y).

Ha: r_{xy} : there is a correlation between mastery idioms (X) and ability in reading comprehension (Y).

G. Methodology

The method which use in this research is *Descriptive Method*. According to Arikunto, this method is to investigate and collect the existing problem. On the other hand, it can be suggested as a suitable approach in the real application to analyze the case happened in the current time. The main data needed in this research is quantitative, that will be getting by using tests. The data are obtained from the result of the test presented to the whole respondents who have been determined as the research sample. In addition, the literature study and an interview will get qualitative data to support the main ones.

H. Population and sample

Population is the totally of all possible values. The result of computation or measurement the qualitative concerning with definite characteristics about the conclusion of clear and complete object (Sudjana:1996)

From the statement above the population of this investigation is students in second year of English Education Department at State Islamic University Sunan Gunung Djati Bandung, which consist of 132 students from 4 classes. Considering the population, the writer would like to take sample 20% of the population. Here the total number of the population is 132. It is relevant to Arikunto's opinion (1988:107), if the population is more than 100% it can be taken 10-15% or 20-25% on more by considering the time, energy, and financial. Thus, the total number of the sample in this research is 20% x 132 = 27 students. To make it easier on counting the writer decided to take 30 students, because it'is still at the range of 20-25%.

In this research, the writer will take location at State Islamic University Sunan Gunung Djati Bandung. The sample is the students who have learned idioms and reading for comprehension. They are represented by 30 persons from the whole second year of English Education students.

I. Technique of Collecting Data

1. Data Sources

In this research, the sources of data will be taken from the test result, on mastery idioms (X), and the test on students' reading comprehension (Y).

2. Literature study

According to Surachmad (1982:251), the equipment of investigator in every education field will not perfect if was no complete by literature facilities. That's why the reason why the writer use literature study in order to support

and strengthen the problem that will be investigated and complete research outcomes. It is useful to find the theoretical analysis in this research. In connection with this problem, the writer tries to find the sources from the books, texts, and magazines.

3. Observation

Observation technique is used to collect and know the real objective information dealing with the data needed. Observation means intentional and systematic study of social phenomenon and natural tendency in the way of monitoring and recording (Kartono, 1990:157). This is will gain to complete data, and also used to know deeply about certain subject such as; do they familiar about idioms, or how they comprehend the meaning of idioms on the text.

4. Test

The test is used to measure students' ability then get the data about the main problem related to the research that students' mastery of idioms and their reading comprehension. Here will be two tests consist of idiom test and reading test, to measure how far is their ability in the both subject.

5. Interview

Interview is a technique of verbal communication. Interview is a dialogue conducted to get information from interviewee (Moleong, 2002:155). The writer use this technique to make an intensify data which is not appeared in observation.

J. Data Analysis

a) Determining the class interval *(K)* with formula:

K = 1+3.3log n

b) Determining the range of data *(R)* by using formula:

R = the Highest Score – The Smallest Score + 1

c) Determining the length of class *(P)* by using formula:

P = R / K

(Sugiyono, 2007: 47)

d) Determining the mean *(X)* by using formula:

$$\overline{X} = \frac{\sum \text{fi} \quad \text{xi}}{\sum \text{fi}}$$

e) Determining the median by using formula:

Md = B + b $\frac{(½N\text{-fkb})}{f1}$

f) Determining the modus by using formula

Mo = 3 Md – 2X

(Sugiyono, 2007: 48)

g) Looking for standard of deviation by using formula:

$$SD=\sqrt{\frac{\sum fi \left(\text{xi} - \overline{X} \right)}{(\quad)}}$$

(Sugiyono, 2007: 58)

h) Arranging the distribution of observation and expectation frequency with procedures as follows to seek scores of normally test.

i) To determine χ^2 (chi square) by using formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

(Sudjana, 1992: 47)

j) To determine the degree of freedom by using formula:

$df = K - 3$

(Sugiyono, 2007: 107)

k) Determining the homogeneity two variance by conducting the following steps:

a. Determining score F by using the formula:

$$F = \frac{S^2_1}{S^2_2}$$

(Sugiyono, 2007: 242)

b. Determining the *degree of freedom (df)* of the data:

$$df = n_1 - 1$$

l) Correlation Analysis

a. This research use non parametric data analysis, so use the statistic of spearmen correlation because both of variables are not normal.

The steps of that data analysis are:

1. Make rank of attitude as X variable

2. Make rank achievement as Y variable

3. Counting spearman rank correlation by formula:

$$\rho = 1 - \frac{6 \sum b_i^2}{n(n^2 - 1)}$$ (Sugiyono, 2003: 229)

ρ = Spearmann correlation coefficient rank

n = count of items

b. Determining the level of correlation as follow

0.00 – 0.20   = very low correlation

0.21 – 0.40   = low correlation

0.41 – 0.60   = sufficient correlation

0.61 – 0.80   = high correlation

0.81 – 1.00   = very high correlation

(Arikunto, 2005: 24)

3). Determining the degree of influence of X variable namely the students' mastery of idioms toward Y variable, namely the student's ability in reading comprehension, by using the formula:

E = 100 (1 − k) Where k = $\sqrt{1-r^2}$

(Sugiyono, 2003: 229)