

**THE STUDENTS' UNDERSTANDING LEVELS
OF COMMON IDIOM
AT ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

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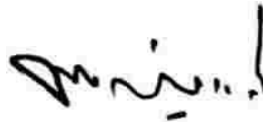
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ABSTRACT

Faishal, Habib Rymzad. (2018). *“The Student Understanding Level of Common Idiom at English Education Department Faculty of Education and Teacher Training Sunan Ampel State Islamic University Surabaya”*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Dr. Phil. Khoirun Niam

Key words: *Student Understanding Level, Common Idiom*

Idioms are language expressions in the form of a combination of words (phrases) whose meaning are fused and cannot be interpreted with the meaning of the elements that compose them. Idioms are part of the language we often encounter in our daily lives, but we are not aware that we often encounter them or even use them. The purpose examined in this thesis is students' understanding levels of common idioms. This research used qualitative descriptive and narrative approach was since the focus of the research to students' understanding level of common idioms. The data was collected through documentation and interview technique using test and interview guideline as instrument of the research. Then the result of the study is presented by narratively. Student's understanding levels has five levels, there are: Advanced, Mastery, Proficient, Basic, and Below Basic. The result of the test showed that most of students at the level of below basic based on the test. It proved by more than half of participants have a below basic level result from the test. Various factor can cause the result. The use of English for both academic terms and casual activities probably give the strongest contribution for the students, specifically in achieving the score.

ABSTRAK

Faishal, Habib Rymzad. (2018). “*Level Pemahaman Mahasiswa Tentang Common Idiom di Pendidikan Bahasa Inggris Fakultas Tarbiyah dan keguruan UIN Sunan Ampel Surabaya*”. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Phil. Khoirun Niam

Kata kunci: *Level Pemahaman Mahasiswa, Common Idiom*

Idiom adalah ekspresi bahasa dalam bentuk kombinasi kata (frasa) yang maknanya menyatu dan tidak dapat ditafsirkan dengan makna elemen yang menyusunnya. Idiom adalah bagian dari bahasa yang sering kita temui dalam kehidupan kita sehari-hari, tetapi kita tidak sadar bahwa kita sering bertemu atau bahkan menggunakannya. Tujuan yang diteliti dalam skripsi ini adalah tingkat pemahaman mahasiswa tentang common idiom. Penelitian ini menggunakan pendekatan deskriptif kualitatif dan naratif karena fokus penelitian adalah tingkat pemahaman common idiom mahasiswa. Data dikumpulkan melalui dokumentasi dan teknik wawancara menggunakan pedoman tes dan wawancara sebagai instrumen penelitian. Kemudian hasil penelitian disajikan secara naratif. Tingkat pemahaman mahasiswa memiliki lima level, yaitu: Ahli, Menguasai, Mahir, Dasar, dan Di bawah Dasar. Hasil tes menunjukkan bahwa sebagian besar mahasiswa pada tingkat di bawah dasar berdasarkan tes. Ini dibuktikan oleh lebih dari separuh peserta memiliki hasil tingkat di bawah dasar dari tes. Berbagai faktor dapat menyebabkan hasil. Penggunaan bahasa Inggris untuk kedua istilah akademik dan kegiatan santai mungkin memberikan kontribusi terkuat bagi mahasiswa, khususnya dalam memperoleh skor.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study that explains the reasons of accomplishing this research. In addition, it has the research questions that come up with some cases, goals of the study that show the aims of conducting this research, significance of the study. Furthermore, scope and limitation of the study are also presented in this chapter. Finally, definition of key terms defining the variables used in this research is also provided to avoid misunderstanding of those terms.

A. Background of Study

Humans are social creatures that can not be separated from the language. It is evident from the importance of language in our daily lives, the language makes a person with another person who can communicate and be able to convey what their desires and goals. Basically, the whole of human activities will be very closely linked to the language. Maybe just chatting with friends, or in formal activities such as school, college and even at work. Language not only in oral form but the language also exists in written form. Thought someone would be more recognition when it was "written" so that others who read will know what you want delivered a writer.

As social creatures who need others as partners to communicate, humans use two way communication, such as verbal and nonverbal. Communicate verbally done using the tools / media language (oral and written), while communicating nonverbally carried out using media other than language.

Many people consider that English is very important in our life. English has become increasingly important as a medium through which people from a range of cultures can share their experiences and knowledge of globalization¹. By mastering English language we can study more about the other cultures from other countries more easily because many countries in the world use English for

¹ Rahma, G., N. (2008). *Facing the Complexities of Writing*. Malang: UIN Malang Press.
Page: 5

communication. Therefore, mastering English is one of the important things in order to be able to survive in this modern era.

When we communicate with other people, we can not only use one set of words anytime and anywhere in the same way for all people, situations, and places. There are many varieties of language use in term of the elements arrangement². Informal language refers to English in daily life use, including slang words and idioms. Nevertheless, non-standard language patterns which are lack of accurate grammatical structure are also considered to be a part of informal language. Either the words choices or the structures those aspects will show the degree of formality in language. A relatively formal set of words and structures is commonly used in conversation. In this case, we analyze the use of specific vocabulary and structures of daily English idioms in conversation.

Idioms are an important and natural part of all languages as well as a prominent part of our everyday discourse. Idioms are such a normal part of our language use that we hardly even notice how vastly we use them in our everyday speech and writing. Since there are so many idioms in all languages, these language-fixed expressions are most certainly worth studying in their own right. The idioms that people often uses in daily conversation are called daily English idioms.

Idioms make use of mental pictures in order to provide an image of what is being said. For example, one might say that *I'm so hungry I could eat a horse* giving the listener a quite powerful idea about just how hungry one is. A definition found in the *Longman Dictionary of Contemporary English* (2009) states that an idiom is “a group of words that has a special meaning that is different from the ordinary meaning of each separate word. For example, ‘under the weather’ is an idiom meaning ‘ill’³. Still, the dictionary definition may be inadequate for teachers to use in an educational

² Donn, B. (1998). *Teaching Oral English: Longman Handbooks for English Teacher*. London: Longman Publishing Group. Page 17

³ Longman Dictionary of Contemporary English (2009). Word defined “Idiom” (5ed.). Pearson Education Limited. Page: 870.

setting. In comparison, the body of research connected to idiomatic expressions provides explicit classification systems. Barkema (1996) comments on the different ways of referring to lexicalized expressions with idiosyncratic meanings by stating that “[...] later definitions boil down to the same two things: a) idioms are expressions which contain at least two lexical items and b) the meaning of an idiom is not the combinatorial result of the meanings of the lexical items in the expression”⁴. The examples show that trying to provide *one* comprehensive overview is very difficult.

B. Research Question

Related to the background of the study previously outlined above, the problem of the study can be formulated as this following question:

How is 7th semester students’ understanding level of common idiom at English Education Department, State Islamic University Sunan Ampel Surabaya?

C. Objective of The Study

Based on the statements of the problem, this study is intended to find the objectives of the study:

To find out 7th semester students’ understanding level of common idioms at English Education Department, State Islamic University Sunan Ampel Surabaya.

D. Scope and Limits of The Study

1. The scope of this research is linguistics in English education. Specifically, the main data is taken from the students’ result in answering the exercises provided by the researcher, the students’ responds to the interview. The students answered the questions in the test based on their understanding toward common English idiom. The questions in the exercises are taken from the common idiom mentioned by Sameer Al Jabri.

⁴ Barkema, H. (1995). Idiomaticity and Terminology: A Multi-dimensional Descriptive Model. *Studia Linguistica*, 5 (2). Doi 10.1111/j.1467-9582.1996.tb00347.x. Page: 127.

The test provides the attributes needed to determine students' understanding level of common English idiom. In addition, interview is supporting the collected data based on the test.

2. Furthermore, this study is just limited in 7th semester students that already passed the Linguistic class in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya in academic year 2015/2016.

E. Significance of The Study

This research is expected to give some contributions:

1. For the students, it helps to be more attracted and have more confidence in learning English; especially using common idiom.
2. For lecturer that teach idiom in linguistic class, the result of the research is hoped can be the tool to evaluate the learning process that has been held. Learning and using common idiom that will be held in the future will be better than before.
3. To other researcher who are interested in conducting further research. This research is also hoped will be useful as a literature review for any further research which focuses on the similar topic with this research.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Common Idiom

Common idioms refer to expressions or phrases that commonly used in daily communication which carry either a literal meaning or a non-literal meaning depending on the intent of the researcher.⁵ Furthermore, an expression where the meaning is different from the meaning of the individual words is also can defined as idiom.⁶ In this research, common idiom

⁵ Edwards, P. (1974). Idiom and Reading Comprehension. *Journal of Literacy Research*. Page: 288

⁶ Wyatt, R. (2006). *Phrasal Verbs and Idioms*. London: ANC Black Publisher. Page: 5

stands for English expressions that have meaning behind the meaning which are commonly used and popular among English learner.

2. Understanding level

Understanding is the ability to think and act with what one knows. To put it another way, an understanding of a topic is a "flexible performance capability" with emphasis on the flexibility.⁷ In this research, understanding means students' knowledge comprehension specifically, common idiom explained in this study. In particular, Charity Stephens stated that students' understanding levels in learning language are (1) Advanced, (2) Mastery (3) Proficient, (4) Basic, (5) Below Basic. Regarding to the understandings in common English idioms, the detail explanations of the levels are presented in theoretical framework section.

⁷ Perkins, D. (1993). Teaching for Understanding. *American Educator: The Professional Journal of the American Federation of Teachers*. V17 N3. Page: 8, 28-35.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. There are three main points that will be discussed, those are: English idiom, common English idiom, and students' understanding level. In addition, some previous studies related to this linguistic field also will be revealed.

A. English Idioms

Informal language (or colloquial language) is the language of private conversation, of personal letter, etc. It is the first form of language that a native speaking child becomes familiar with. Because it is generally easier to understand than formal English, it is often is used nowadays in public communication of popular kinds; for example, advertisements or popular newspapers mainly employ colloquial or informal style.⁸ The terms slang, idiom, register, jargon arise when we talk about informal language but idiom is the most words, phrase or sentence which mostly occur in conversation because it has general meaning for all places.

Idiom is a phrase whose meaning is different from the meanings of the individual words. Most experts have drawn a fundamental distinction between literal and figurative language and have assumed that idioms and their figurative meanings must be stored separately in the mental lexicon, and that this meaning must be learnt as a whole unit.⁹ Compounds whose meanings are not determined compositionally by the meanings of their components and their grammatical structure are called idioms.

Speakers use idiom, on this account, as though they were words or phrases that have become frozen into a single form with a special meaning. Somewhere in the mind these expressions are stored as

⁸ Geoffrey, L., & Svartvik, J. (1975). *A Communicative Grammar of English*. London: Longman Education Press. Page: 67

⁹ Wood, M., M., (1998). *Definition of Idiom*. Bloomington: Indiana University Linguistics Club. Page: 371

exceptions, much as they might be listed at the end of a dictionary¹⁰. Listeners firstly try to make a literal interpretation of an utterance. The literal meaning can be constructed compositionally, that is, it can be composed from the meanings of its parts according to the syntactic relations amongst them. Words have meanings; each syntactic rule in the grammar has a corresponding semantic principle.

It is important to notice the fact that the concepts encoded by the idiom provide access to a set of assumptions which, when added to the context, may contribute to the derivation of the intended interpretation does not imply that hearers always access this information when processing an idiom. Aiming to arrive at the intended effects by expending as little processing effort as possible, the hearer often arrives at the appropriate interpretation of the idiom before processing the encoded concepts to any depth.¹¹ At some point during processing, the concept encoded by the idiom is also retrieved from memory and some of the information gives access to add to the context in order to the accessibility to derive the intended set of implications. The process of meaning construction continues often broadening the encoded concepts and narrowing the concept encoded by the idiom to the point where the resulting conceptual representation satisfies the hearer's expectations of relevance.

B. Common English Idiom

The term 'idiom' is usually applied to multi-word phrases, although theoretically words consisting of more than one morpheme can exhibit similar properties. Prototypical idioms have two principal characteristics¹²: they are non-compositional, and they are syntactically frozen. Idioms are non-compositional in the sense that

¹⁰ Cacciari, C., & Tabossi, P. (1993). *Idioms Processing, Structure, and Interpretation*. New Jersey: Lawrence Erlbaum Associates Publisher. Page: 9-11

¹¹ Gibbs, R., W., Jr. (1990). Semantic Analyzability in Children's Understanding of Idioms. *Journal of Speech, Language and Hearing Research*. June 1991, Vol-34. Page 613-630.

¹² Cruse, A. (2006). *A Glossary of Semantics and Pragmatics*. Edinburgh: Edinburgh University Press. Page 82-84.

their global meanings cannot be predicted on the basis of any stable readings that their constituents may have in other contexts. A standard (extreme) example is *to pull someone's leg*. It is not possible to construct the meaning of this expression on the basis of standard readings of pull and leg. The expression *to pull someone's leg* is also syntactically frozen. For instance, the element leg is ostensibly a noun, but it cannot be modified in the usual way by adjectives, nor can it be pluralized, while retaining the idiomatic meaning: Pete *pulled Bill's left leg/injured leg*, Pete *pulled Bill's legs*.

Gibbs gives further explanation that idioms usually have the following characteristics¹³:

1. Most idioms have only a non literal or metaphorical meaning; i.e., one cannot often discover their meanings by looking up the individual words in an ordinary dictionary. E.g. *the thieves took everything, so I was left really up a gum tree* (= in a difficult situation). However, some idioms have both a literal and a non literal meaning; e.g., *he spilled the beans can mean* (a) literally: '*he allowed the beans to get out of a container and fall on the floor or other surface*'; (b) non-literally: '*he revealed a secret*'.
2. Most idioms are more or less invariable or fixed both in wording and in certain grammatical ways. That is to say, they function like lexical units or wholes. According to Gibbs the reasons are¹⁴:
 - a. We cannot often make substitutions of synonymous words into idioms without loss of their idiomaticity or metaphorical meaning. E.g., in the idiom *John gave up the ghost* (John died), we cannot replace ghost by apparition and say *John gave up the apparition*; it no longer means 'to die'.

¹³ Gibbs, R., W., Jr. (1990), The Poetics of Mind: Figurative Thought, Language, and Understanding. *Metaphysics and Epistemology Philosophy of Linguistics in Philosophy of Language Journal*. DOI 10.1075/pc.3.1.15tur. Page: 267.

¹⁴ Gibbs, R., W., Jr. (1990) Ibid. Page: 272.

- b. We cannot often introduce modifiers (e.g., adjectives and adverbs) into idioms. E.g., in the idiom he let the cat out of the sack (he revealed a secret), we cannot say he let the black cat out of the sack; it is no longer considered an idiom.
 - c. They cannot often be used in the passive. E.g., Mrs. Jones gave up the ghost cannot be transformed into the ghost was given up by Mrs. Jones; it is no longer an idiom.
 - d. Some idioms have slightly variant forms. E.g., we can say until kingdom com or till kingdom come (for a very long time in vain) as in you can protest till kingdom come; however, no one will pay attention to you. Similarly, you can say up to the/one's ears/eyes/neck/eyeballs (wholly concerned with something, esp. something troubling, work, business, or debt) as in the secretary is up to her ears (in) addressing and stamping letters. Another example is to be in someone's good/bad books (to be in favor/disfavor with someone).
 - e. Most idioms are entered in dictionaries or the lexicon as single items of vocabulary.
3. Most idioms belong to informal spoken or written language; therefore, they are generally avoided in formal speech or writing.

As Peter states, idioms refer to expressions or phrases which are peculiar to a given language and which carry either a literal meaning or a non-literal meaning depending on the intent of the researcher.¹⁵ Rawdon Wyatt explains in his book, that Idiom is an expression where the meaning is different from the meaning of the individual words.¹⁶ In this research, the main purpose is to measure students' understanding of the material common idiom. Basically, the term 'common' means something that is general or often. So in

¹⁵ Peter Edwards, *Idiom and Reading Comprehension*, (Journal of Literacy Research, 6, 1974), p.288

¹⁶ Rawdon Wyatt, *Prashal Verbs And Idioms*, (London: ANC Black Publisher Ltd) 2006,p.5

the other words, common idioms means idiom that general or often we met.

Several studies related to mostly-used-idioms have been conducted in various regions. For example, Jessica K. Rodriguez & Helena Winnberg, *Teaching Idiomatic Expressions in Language Classrooms – Like the Icing on the Cake*, (2013), Kyle Hugh Vanderniet, *Idioms as a Measure of Proficiency*, (2015); Rannveig Aleksandra Singstad, *Norwegian Students' Comprehension of Idioms in English*, (2014) from those studies, it can be identified that common idioms are known based on the two aspects; those are transparency and familiarity¹⁷. Transparency is particularly concerned with the relatedness between the literal and figurative meanings of an idiom. In addition, familiarity means how frequently an individual encounters an idiom. As *Teaching idioms in a foreign language context* explained, learners whose the same language family, in this case is Malay, might have comparable behaviors in learning second/foreign language.¹⁸ Therefore, the listed idioms resulted by Sameer S. Aljabri are considered as the common English idioms and are attached in this research as the test for the subjects of the study to measure their understanding to the common English idioms.

In general, the idioms which are mostly is used by teenagers are pair of words idioms, number idioms, animal idioms, color and name idioms, etc¹⁹. These categories refer to the words that construct the idioms. The term daily English idiom means the idiom words that are mostly is used in daily conversation in this case which are is used by teenagers or students in the classroom. Idioms are usually presumed to be figures of speech contradicting the principle of compositionality which states that the meaning of a

¹⁷ Cruse, A. (2006). *A Glossary of Semantics and Pragmatics*. Edinburgh: Edinburgh University Press. Page 82-84.

¹⁸ Andreou, G. (2008). *Teaching Idioms in a Foreign Language Context*. Edinburgh: Edinburgh University Press. Page 10

¹⁹ Mardiana., S. (2011). *Memorized Idioms to Improve Students' Speaking Ability in SBI Class of Second Year Students of SMA Negeri 1 Krian*. Thesis: UIN Sunan Ampel Surabaya. Page: 57

complex expression is determined by the meanings of its constituent expressions.

C. Students' Understanding Level

Lexically, understanding is described as knowledge about a subject, situation, etc. or about how something works.²⁰ Level means a position within a system in which people are arranged according to their importance. Linguistically, 'level' in testing has the meaning as a description of the degree of proficiency expected for a test taker to be placed in a certain position on a scale²¹. Purposefully, this study, being aimed to figure out the understanding level of common English grammar, defines 'understanding level' as students' ability in recognizing the complete expressions of common idioms listed in a test resulting characteristics that can be categorized in particular criteria and explanations of learners' knowledge rank.

Cain and Towse investigated the contribution of two language processing skills to young children's understanding and acquisition of the meanings of idiomatic phrases: semantic analysis and inference from context. The aim was to determine how these different language processes contribute to developmental differences in idiom comprehension²². Particularly, Charity Stephens stated that students' understanding levels in learning language are (1) Advanced, (2) Mastery (3) Proficient, (4) Basic, (5) Below Basic. Regarding to the understandings in common English idioms, those can be indicated as these following points²³:

²⁰ Bybee, J., L. (1985). *Morphology: A Study of the Relation between Meaning and Form*. Amsterdam: John Benjamins Publishing Company Page: 329

²¹ Richards, J., C., & Schmidt, R., W. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Harlow: Longman. Page: 334.

²² Abel, B. (2003). Daily English Idioms in the First Language and Second Language Lexicon: A Dual Representation Approach. *Second Language Research*. Volume 19(4). Page: 330-331

²³ Teresa Espinal. (2009). *On Classes of idioms and their interpretation*,

1. **Advanced**

In this level, generally language learners can communicate authentically. This indicates that the learners can use *unique* language creation without copying structure/syntax of models or examples; also, they can use new and old vocabulary. Besides, they are able to analyze and synthesize forms of communication beyond the unit. In specific explanation regarding to the understanding of English idioms, 'Advanced level' can be recognized when learners are able to produce the common idioms for their daily activities. So, when they communicate using the common idioms appropriately, based on the meaning and the situation when they are speaking. Moreover, they often use the idioms to express what they feel. In addition, they also can understand and know when they listen to the idioms produced by a person directly or through tape recorder. In a simple explanation, it can be said that advanced is when the students have been using the idioms for many years, know all of the basic aspects, and are comfortable using the idioms as a key element in complex projects or formal/informal situation. Their partners in their group come to them to ask questions about the idioms.

2. **Mastery**

In lexical point of view, mastery is known as skilled. This also can be known as almost- advanced level. There are also some experts who entitle this level as 'intermediate level'. Here, the students have used it for a year or more on a daily or regular basis, and are comfortable using it in moderately complex projects. So, they are able to communicate the main idea or pragmatic meaning of the idioms in new and unpredictable situations. Besides, they also can analyze and synthesize unit specific communication. However, as the main topic that being discussed and focused is English idioms, so it is impossible for the learners to create any new expressions regarding to English idioms. In the other words, it can be said that they can complete English expressions or responses using unit specific knowledge/skills without support.

3. **Proficient**

Basically, proficient level in English language learning indicates that learners can apply vocabulary and grammar in new and unpredictable situations. Also, they can apply vocabulary in isolation; this means when it is given L2 phrases/sentences they can produce isolated L1 responses without support; and/or when it is given pictures related to L2 they can explain what the pictures; and/or they can create/fill in the blank of L2 sentences. In addition, learners included into this level are those who are able to apply grammar knowledge/skills in isolation to communicate an idea without support. In some other words, learners have used the idioms for at least a few months and have successfully completed a small project using the common idioms.

4. **Basic**

Basic level is commonly known as a title for those who have just learned about something. It is also defined as providing the base or starting point from which something can develop; simple and not complicated. Specifically in this field, this means learners can recall vocabulary in isolation; when they are given L2 phrases/sentences, they can recall L2 meaning, identify words that do not belong, or determine if L2 statements are true or false. In addition, when L2 words are given to them, they can recall L1 meaning with no support. Additionally, they are also able to recall and/or identify accurate use of grammar skills/rules. Practically, learners have read an in-depth article, primer, or how-to book, and/or have played with the idioms a bit, or they I have read an in-depth article, primer, or how-to book, and/or have played with the idioms a bit.

5. **Below Basic**

This level is described for those who have just started to learn English as second or foreigner language. Learners have heard a little about it, but don't know much or even have never heard of it. They can just recall minimal vocabulary.

D. Previous Study

The researcher provided previous studies that have been completed by the previous researchers. First, the research entitled “*Teaching Idiomatic Expressions in Language Classrooms – Like the Icing on the Cake*“. This thesis investigates what types of teaching approaches and methods can be used when teaching idiomatic expressions to learners of English. The method used is a small scale research synthesis where studies are summarized, compared and discussed. An overview of the teaching approaches and methods provide an outline of the strengths and weaknesses of each approach/method in connection to the purpose of teaching idioms to language learners of English. Several different descriptions of idioms are merged into one that is used in this research synthesis.

The results indicate that even though teaching procedures appealing to Multiple Intelligences are most common in the articles used for this thesis, there are several different ways to improve learners’ idiom comprehension. Every teacher should have in mind that all students are unique and learn in different ways but some generalizations can be helpful when planning lessons²⁴.

Second, research entitled “*Idioms as a Measure of Proficiency*“. This purpose of this thesis is to explore the relationship between idiomatic knowledge and second language proficiency. As the amount of research directly related to this topic is sparse, an in-depth discussion of relevant research and definitions comprises the first part of this paper. Two studies are then presented here that test the relationship between idiomatic knowledge and second language proficiency. A new definition for idioms proposes that all non-compositional phrases, popularized by usage, that is stored, retrieved, and employed as a single lexical unit. The results from more than 400 participants across two studies indicate that the two constructs are

²⁴ Rodriguez, J., K., & Winnberg, H. (2013), *Teaching Idiomatic Expressions in Language Classrooms – Like the Icing on the Cake*. Page: 3

strongly correlated, but that the observable relationship between them is only modest. Additional results from the two studies also indicate that idiomatic knowledge is more strongly correlated with speaking skill than with writing or reading skills. The impacts of this study on existing research are discussed and directions for new research are suggested²⁵.

The Third, research entitled “*The Study of English Idiom Used by the Tenth Grade Students in Speaking Class at SMAN 1 Sooko, Mojokerto*”. The research is conducted to find out 2 major goals. The first is the daily English idiom used by the tenth grade students at SMAN 1 Sooko, Mojokerto and the second goal from this research is going to find out the students’ reasons of using daily English idioms. The researcher uses descriptive qualitative to do this research. To gain the data the researcher uses the observation to get the data find out the first goal then use questionnaire and interview to get the data for the second goal. From the questionnaire the researcher finds 41 words of daily English idioms in two meetings. Then from the questionnaire and interview, it can be concluded that the majority of the students like to study and use daily English idioms because the teacher often teaches and uses it in the learning process and the students enable to recognize idiomatic usage and to interpret idioms accordingly²⁶.

The fourth, that was done by Zhou Chunke by the title “*Measuring the Impact of Cultural Context on Chinese ESL University Learners’ Comprehension and Memorization of Figurative Idioms*”. This paper primarily focuses on the description of the results of a study conducted on ten Chinese university students ESL learners to investigate whether or not cultural context has a significant impact on university students’ ability to remember and understand English figurative idioms as part of English as a Second Language instruction in China. Since Idiom is a kind of

²⁵ Vanderniet, K., H. (2015). *Idioms as a Measure of Proficiency*, Page: 3.

²⁶ Hadiyatulloh, R. (2013). *The Study of English Idiom Used by the Tenth Grade Students in Speaking Class at SMAN 1 Sooko, Mojokerto*. Thesis. UIN Sunan Ampel Surabaya. Page: 10.

language block which concord rich cultural elements and the figurative idiom whose meaning cannot be easily inferred by the usual meaning of its constituent elements, so the present study was based on the relationship between culture and language, the origins of the idioms and their cultural connotations. As some scholars' studies have shown before, knowing the origins and the source domains of the idioms can enhance the learners' motivation, then their comprehension and retention of idioms are improved. The present study also demonstrates that the cultural context can facilitate learners' understanding and memorization of the English figurative idiom²⁷.

The fifth, research entitled "*Norwegian Students' Comprehension of Idioms in English*". A quantitative experimental study was conducted with two Norwegian high school classes with a total of forty-six 16 years old students as participants. The participants were divided into two groups identical to their original school classes, one that would function as the experiment group and the other as the control group. The proficiency level and idiom comprehension level of both groups were tested before the experiment group received systematic instruction and practice on the topic idioms twice a week for a month. A week after the instruction part in the experiment group was completed, both groups were tested a second time. The study was designed to investigate if systematic instruction would have a positive effect on the students' comprehension of idioms in their second language, English. And secondly, to explore if the systematic instruction provided would have a positive effect on the students' overall proficiency in their second language. The results showed that instruction does have a positive effect on one's comprehension of idioms. The experiment group achieved significantly better scores on the second idiom comprehension questionnaire than the control group. In terms of

²⁷ Chunke, Z. (2011). *Measuring the Impact of Cultural Context on Chinese ESL University Learners' Comprehension and Memorization of Figurative Idioms*. Page 4.

effect on the students' overall proficiency, the results are inconclusive²⁸.

The sixth, research entitled “*EFL Students' Judgments of English Idiom Familiarity and Transparency*”. This study investigates how L2 learners judge the familiarity and transparency of English idioms and whether these judgments would be associated with comprehension. It compares the performance of 90 undergraduate (Level 1 and Level 4) EFL students on tasks measuring idiom familiarity, transparency and comprehension. Results showed that the Level 4 students rated the idioms higher in familiarity and comprehended them with greater accuracy than Level 1 students did. However, students in the two groups performed similarly on the idiom transparency task²⁹.

Seventh, that was done by Leonardus Winarto and Sufriati Tanjung by title “*An Analysis of English Idiomatic Expressions In Transformers III-Dark of The Moon, The Translations Strategies And Their Degrees of Meaning Equivalence*”. This research aimed at describing (1) the types of English idiomatic expressions found in the movie Transformers III–Dark of The Moon; (2) explain the translation strategies used to translate movie’s idioms into Bahasa Indonesia; and (3) evaluating the degree of meaning equivalence of the translated idioms. This research used a descriptive–qualitative method with complementary quantitative data. The quantitative analysis was used to measure the occurrence of idiomatic expressions based on their types, translation strategies used, and the degree of meaning equivalence. The qualitative analysis was used to explain the quantitative analysis results and to discuss how an idiomatic expression belonged to a certain type of idiom, to explain the translation strategies used to translate the idiomatic expressions, and to evaluate the degrees of meaning equivalence of the translated idioms. The results were as follows. The English idiomatic expressions found in the Transformers III –Dark of The Moon were

²⁸ Singstad, R., A. (2014). “*Norwegian Students' Comprehension of Idioms in English*”. Page: 5

²⁹ Sameer S. Aljabri. (2013). *EFL Students' Judgments of English Idiom Familiarity and Transparency*, Page 17

divided into the following five categories based on theories proposed by Fernando and Hocket. Phrasal compound was the most common type of idiomatic expressions. There were 123 idioms or 53,2% of the data that belonged to this type. Related to the translation strategies applied in translating idioms, it was found that translation by paraphrasing was most frequently used. More than three fourths of the data units or 170 (77.5%) used this strategy. Related to the degrees of meaning equivalence of the translated idiomatic expressions, 185 units of data were considered to be equivalent³⁰.

Eighth, research entitled “*Idiom Understanding in Preadolescents: Synergy in Action*”. The present study was designed to examine how preadolescents gain an understanding of idioms. In particular, it examined the role of idiom familiarity in conjunction with students’ language-based academic abilities. The participants were 50 children (mean age 12 years 4 months) who attended a primary school in Christchurch, New Zealand. All students spoke standard New Zealand English and were considered by the school to be progressing normally. The results indicated that idiom understanding was closely associated with students’ familiarity with idioms and with their skills in reading and listening comprehension. Moreover, students who were good comprehenders idioms are figurative expressions such as beat around the bush, bring home the bacon, and keep a straight face that frequently occur in spoken and written communication, including the language of the classroom (Boatner, Gates, & Makkai, 1975; Kerbel & Grunwell, 1997; Lazar, Warr-Leeper, Nicholson, & Johnson, 1989; Nippold, 1990). Studies have shown that idioms increase in frequency as children advance to higher educational levels in school. For example, Lazar et al. reported that at the kindergarten level (ages 5–6 years), approximately 5% of classroom teachers’ utterances directed to their students contained at least one idiom, increasing to

³⁰ Winarto, L., & Tanjung, S. (2015). *An Analysis of English Idiomatic Expressions In Transformers III-Dark of The Moon, The Translations Strategies And Their Degrees of Meaning Equivalence*. Page: 27

20% by Grade 8 (ages 13–14 years). Similarly, Nippold, in examining students' literature books, reported that at Grade 3 (ages 8–9 years), an average of 6% of sentences contained at least one idiom, increasing to 10% by Grade 8. Given the commonness of these expressions, it is essential that school-age children acquire the strategies necessary for interpreting them effectively. In studying the development of idiom understanding, some researchers have focused on the ages when children of idioms outperformed their classmates who were poor comprehenders on all associated measures: idiom familiarity, reading comprehension, and listening comprehension. Guidelines for instruction in idiom understanding are offered for speech-language pathologists who work collaboratively with teachers in the regular classroom during language arts activities. The guidelines reflect the position that multiple factors, working in synergy, promote the understanding of idioms in youth³¹.

Ninth, research entitled “*Syntactic Features of English Idioms*”. Idioms are the expressions the elements of which cannot be changed or replaced by other elements. They are called fixed expressions. However, some changes are possible within idioms. These changes may be both lexical and grammatical.

The article deals with the syntactic features of idioms, possible transformations within idioms. Besides, the essential point in the article is to understand why some idioms undergo transformations, while the others don't. Semantics and syntax are taken as a whole in the system of the English language, and the research is carried as to the mutual relationship between them. Different linguistic and cognitive approaches by different scholars have been analyzed in the article, and the proper conclusions have been made³².

Tenth, research that was done by Virginie Laval and Josie Bernicot by the title “*“TU ES DANS LA LUNE” : Understanding Idiom I French-Speaking Children And Adults*”. From a

³¹ Nippold, L., Moran, C., & Schwarz, I., S. (2001). “*Idiom Understanding in Preadolescents: Synergy in Action*”, Page: 14

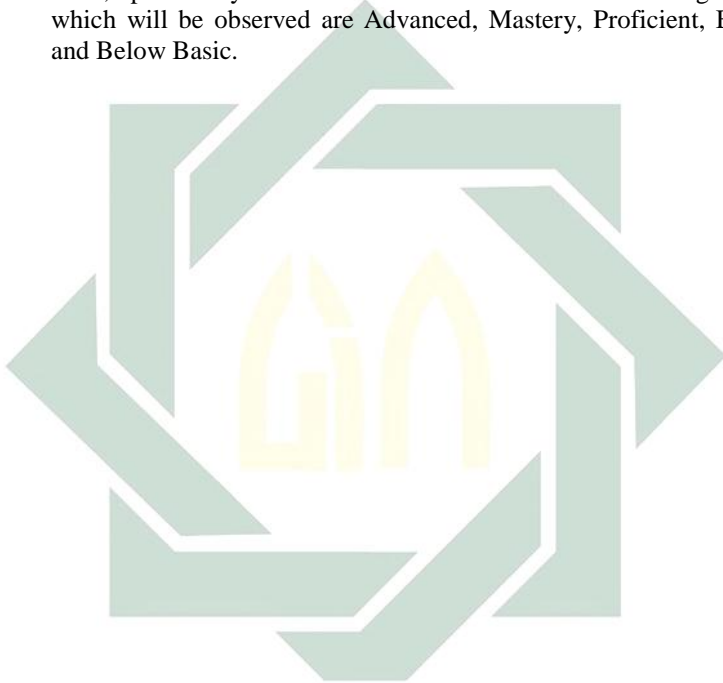
³² Yusifova, G., I. (2013). “*Syntactic Features of English Idioms*”. Page: 18

psychological point of view, this study looks at children's and adult's comprehension of idiomatic expressions and most particularly at the underlying cognitive processes needed for comprehension. Idiomatic expressions are expressions where there is a considerable difference between what said (literal interpretation) is and what is meant (idiomatic interpretation). In other words, the meaning of an idiomatic expression depends largely on a convention that relates a given linguistic form to a given meaning. Conducted in this framework, the present study was aimed at determining the role of contextual characteristics and the linguistic convention in the comprehension of idiomatic expressions by 6- and 9-yearold children, and by adults. The subject's task was to complete stories. Twelve stories were presented in comic strip format by the experimenter, who told the story in the first three frames and then instructed the subject to choose one of the two possible endings. Two features of the stories were varied: The utterance production context (idiomatic vs. literal) and the idiom familiarity level (familiar vs. unfamiliar). Regardless of age, the context had a substantial impact on idiom comprehension: This reinforces the idea of the necessity of taking the context and the extra-linguistic conventions into account in order to explain language functioning, not only in children but also in adults. The role of the linguistic convention began at the age of 9 and was particularly strong in adults: They appear to reconstruct the communication situation solely on the basis of the linguistic convention. The role of familiarity also appeared in the 9-year-olds and continued on into adulthood. These results suggest that the period of adolescence is crucial for the development of certain pragmatic aspects of language³³.

From all previous studies mentioned above, there are variety of differences between those researches and this research. Most of the researches tended to focus on the idiom itself whether the teaching method, the function in measuring English proficiency, and the

³³ Laval, V., & Bernicot, J. (2002). “*TU ES DANS LA LUNE*”: *Understanding Idiom I French-Speaking Children And Adults*. Page: 23

student judgment of its familiarity and transparency, also linguistic features of English idiom. In the other words, the difference of this study from the previous studies it took place on the understanding level of students who are upper intermediates in English proficiency level; specifically 7th semester students. The understanding levels which will be observed are Advanced, Mastery, Proficient, Basic, and Below Basic.



CHAPTER III

RESEARCH METHOD

This chapter presents about the researcher's step in conducting the study. The explanation consists of approach and research design, setting of the study; including time and place of the study, data and sources of the data, research instruments, data collection technique, and data analysis technique, checking validity of findings, also research stages.

A. Approach and Research Design

This research uses qualitative descriptive to find out the research question. Newman and Benz stated that qualitative method is used when the research aims to develop a theory that will explain what was experienced by observing and interpreting reality.³⁴ In addition, Creswell also explained that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.³⁵

B. Setting of Study

Research location takes place at State Islamic University of Sunan Ampel Surabaya. It is located on Jl. Jendral Ahmad Yani No 117. The study takes place in a university, UINSA Surabaya. The participants will focus on English Education Department.

³⁴ Newman, I, & Benz, C., R. (1998). *Qualitative-quantitative Research Methodology: Exploring the Interactive Continuum*. Illinois: Southern Illinois University Press. Page: 3

³⁵ Creswell, J., W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edition. Los Angeles: SAGE Publications Inc. Page: 22.

The subjects of the study are the students who have passed linguistic course. The students of English Teacher Education Department who took linguistic course are 30 students. Furthermore, they were in 7th semester in academic year 2015/2016.

C. Data and Source of the Data

There are two data in this study; the first is idiom, the second is students' understanding of common idiom. Idiom and students' understanding of common idiom data are all information about idiom and students' understanding of common idiom which is got by doing literature review. Literature review is a written summary of the article from the journal, books, and other documents that describe the theory as information both past and present.³⁶ Then the main data in this research is students' understanding level. The data of students' understanding level is taken from the field which is linguistic class. The researcher will use exercise text to gather the data and Students' answer of listed questions in exercise is the data of students' understanding level.

D. Data Collection Technique

Data collection techniques used in this study is documentations and interview. English idioms exercises as the instruments to find out students' understanding level in common idiom; also, interview guidelines to collect information supporting findings. Furthermore, this research will use grounded theory; it is a strategy of inquiry in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants. This process involves using multiple stages of data collection and the refinement and interrelationship of categories of information. Two primary characteristics of this design are the constant comparison of data with emerging

³⁶ Creswell, J., W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd edition. Los Angeles: SAGE Publications Inc. Page: 142.

categories and theoretical sampling of different groups to maximize the similarities and the differences of information.

The researcher seeks to examine an issue related to oppression of individuals. To study this, stories are collected of individual oppression using a narrative approach. Individuals are interviewed at some length to determine how they have personally experienced oppression. In these techniques the researcher will distribute the exercise sheets of common English idioms to the 30 participants. Before distributing the exercise, the researcher will make sure that the respondents have ever joined the introduction to linguistic class.

E. Instrument of the Research

Data are required to carry out the findings of this study. Those data can be obtained by using these following instruments;

a. Key Instrument

In this research, the key instrument is of course the researcher. The researcher will collect the documents in form of students' English idiom exercises which will be adapted from "idiom test" of EFL Students' Judgments of English Idiom Familiarity and Transparency by Sameer S. Aljabri³⁷ and the results of those. Students' works for the exercises are used as the data which will be analyzed by the researcher.

b. Instrument Tools

These particular tools are needed for collecting the data in this study:

1) Documents

Documents in this research are students' works for the common English idioms exercises taken from Sameer S. Aljabri's research resulting several common English idioms for Malay students. As Georgia Andreou, *Teaching idioms in a foreign language context*. Page 7 stated that learners whose the same language family, in this case is

³⁷ Sameer S. Aljabri. (2013). *EFL Students' Judgments of English Idiom Familiarity and Transparency*, Page: 22.

Malay, might have comparable behaviors in learning second/foreign language.³⁸ Moreover, as explained above, this study will use grounded theory; so, two primary characteristics of this design are the constant comparison of data with emerging categories and theoretical sampling of different groups to maximize the similarities and the differences of information.

2) Interview Guidelines

As idiom an expression used in informal situation, the subjects' point of view towards the result of their understanding level exercise is considerable. The result of interview support and ensure the possibilities occur in the result of the exercise

There might be some possibilities occurring in students' works as supportive data and further explanation related to their understandings in the common English idioms in the exercises sheets. Interview guideline is the instrument in making sure about the possibilities. The questions of the interview are different; depend on the students and their works regarding to the result of the test; several questions regarding to their understanding levels based on the theoretical framework will be occurred.

F. Data Analysis Technique

The researcher will collect the data using form of qualitative or open-ended questions. The researcher will give exercises to the participants and they will be interviewed. After get the answer from the participants from the beginning to the end, the data will be reported using descriptive explanation.³⁹

³⁸ Sameer S. Aljabri. (2013). *EFL Students' Judgments of English Idiom Familiarity and Transparency*, Page: 36.

³⁹ Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*, third edition. Nebraska: University of Nebraska Press.<http://dx.doi.org/10.1453/jsas.v4i2.1313>

The detail techniques that the researcher will do are:

The data of this research would be analyzed in descriptive manner. In this study the researcher will do several steps to analyze the data. To analyze the information from the whole data, it would be conducted by using descriptive manner as these following steps⁴⁰:

1. Collecting the data: this involves the documentation and the responds from the interview.
2. Organize and prepare the data for analysis.
3. Read through all the data
4. Classify the information based on each item of the test and the interview guidelines.
5. Analyze the collected data by interrelating it with the theoretical framework explained in chapter 2.
6. Verify and interpret the data

Based on the theory explained above, the researcher will interpret the data that will be taken from participants' answer. The guidelines for the interpretation of the data to provide interpretation of the data on the average of the acquired value as follows⁴¹:

- a. Advanced, if the total value is more than 90%
 - b. Mastery, if the total value is in the interval 80% – 89%
 - c. Proficient, if the total value is in the interval 70% – 79%
 - d. Basic, if the total value is in the interval 60% – 69%
 - e. Below Basic, if the total value is less than 59%
7. Draw the conclusion

G. Checking Validity of Findings

In checking validity of the findings, the researcher will use triangulation technique. As explained by Angen, triangulation in qualitative research is generally used as technique to ensure that data of the research is rich, robust, comprehensive, and well-

⁴⁰ Creswell, *Research Design: Qualitative, Quantitative ...* Ibid Page 150–151.

⁴¹ Narimawati, U, etc. (2010). *Penulisan Karya Ilmiah*, (Bekasi: Genesis) Page: 46.

developed.⁴² Additionally, Creswell also revealed that using a single method can never adequately shed light on a phenomenon; therefore multiple methods or techniques are needed in order to get deeper understanding.⁴³

In Denzin, there are four types of triangulation; those are methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation.⁴⁴ When analyzing data, the researcher also crosschecked the findings using theory/perspective triangulation; as several English grammar theories were regarded. Furthermore, analyst triangulation was applied as well; besides the researcher, expert lecturers, including the advisors also have ensured the findings.

H. Research Stages:

The process of this study will be done as these following stages:

1. Take a preliminary research

Students of English Teacher Education Department in Sunan Ampel State Islāmic University of Surabaya rarely use or listen to some idioms. Even though they have passed Introduction to Linguistics courses and have been assessed for their linguistic skill, they still have problems or difficulties in understanding common idioms correctly. A small observation has been done by the researcher during Introduction to Linguistics class for students in academic year 2015/2016. The researcher has briefly figured out that students seldom, even almost never use English idioms when they are speak in English. Therefore, the researcher decided to find out the understanding of the students in that academic year towards common English idioms.

⁴² Angen, M., J. (2000) *Qualitative Health Research*, Vol. 10, Page: 379.

⁴³ Creswell, J. W. (1998). *Qualitative Inquiry and Research Design Choosing Among Five Traditions* Thousand Oaks, CA: SAGE Publications Inc. Page: 57.

⁴⁴ Denzin., N., K. (1978). *Sociological Methods* (New York: McGraw Hill) Page: 72.

2. Decide the research design

The researcher wrote the title of this study and research question first before go ahead to the research design. After drawing focus of the topic that will be discussed, the researcher decided the research design of this research along with the outline, including the data that might be needed.

3. Conduct the research:

a. Collecting data

As the data will be obtained from the students' works in the English idioms exercise given by the researcher, the researcher will collect the documents after the students' have submitted their works; then the researcher will begin to analyze them.

b. Interviewing subjects

Directly ask some particular information based on the result of the analysis to the students can give clear explanation about the data. The researcher can categorize their understanding levels. In addition, it can reinforce hypothesis or predictions that occur during the analysis process.

c. Analyzing the data

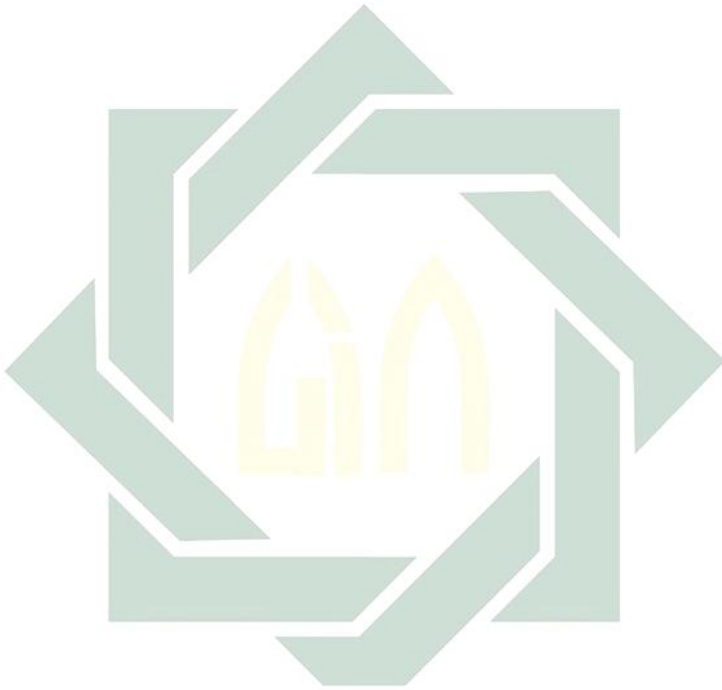
After all the documents have been collected, the researcher will be able to analyze the data based on the theoretical framework in chapter II and additional books related to common English Idioms; specifically, based on the previous research that has been done in Malay. Furthermore, the researcher will analyze the responds from the students in the interview section to draw the understanding levels based on the theory in chapter II.

d. Combining the first data and the result of interview

The result of the documents analysis and the interview are combined. After relating the analysis of students' work and the theory in chapter II, which are also supported by the subjects' explanation through interview, the researcher will explain the research finding in discussion section.

e. Concluding the result of the research

The result of the analysis and the theory are combined, the researcher make the conclusion of the research based on the whole sections of this study that have been discussed.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the collected data from students' English translation method and the analysis of it. The grammatical transfers are showed as research findings. Furthermore, the analyzed data is categorized based on the types of grammatical transfer in discussion part. Finally, the structural factors are figured out based on the following findings and discussion.

A. Findings

1. Result of the Idiom Test

The aim of this study is to find out students understanding, the resarcher have done an online test given to the students who are considered as the subjects of this study. From the test, the 30 students show different results in terms of total correct answers and the incorect answer. Even though some of the test-takers get the same score, because the total correct and incorrect answers are the same, but still, they have different items that are answered correctly or incorrectly.

To be more specific, Student 1 has answered 5 right answers and 5 wrong answers. In making sure that these students' answers are different, student 1 answer *D* for question number 1; this student chose the correct answer. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. For question number 2 the student answer *C*; and it is correct. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 the student answer *B*, she/he chose the correct answer. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. For question number 4, the student chose *D* as the answer and unfortunately it was

incorrect. The correct answer was *A*. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5, the student answer *A*; but again, it was incorrect. The correct answer was *B*. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. For question number 6 the student answered *C*. The answer was wrong. The correct answer was *A*. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. In addition, the student gave *B* as the answer for question number 7 and it was correct. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Question number 8 the student answer *B* and he/she chose the correct answer. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. Incorrect answer was unfortunately chosen by the student for question number 9. The chosen answer was *D* but the correct answer was *B*. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. Finally, the last question was also incorrectly chosen. Option *B* was chosen by the student, but the correct answer was *C*. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 2 has 7 right answer for the test and 3 false answer. Specifically, the correct answers are showed up in question number 1 which is in the option *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing

feats at the drop of a hat. Question number 2 for *C*, answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 with *D* as the answer, answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 with *A*, answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 with option *B* as the answer, answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 for *A*, answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 9 with *B* as the correct answer. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. The total correct answers are seven. However, this student still made mistake on question number 7; the student answered *A* while the correct answer was *B*. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Likewise, question number 8 was answered with *D*, but the correct answer was *B*. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. The last question also was answered wrongly; student answered *D* for this question, while the correct answer was *C*. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Contrastingly, Student 3 has wrong answer more than the right answer. The correct answers were 3 numbers and the

incorrect answers were 7 numbers in total. Starting from the very first question, it was answered incorrectly. The student chose *C* as the answer but the correct answer was *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 was also false; the student chose *A* instead of *C*. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. The same case also happened in question number 3; the student takes *D* as the answer, while the correct answer was *B*. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Finally, this student got the first correct answer in question number 4; the student answered *A*, and it was correct. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. The other 2 correct answers were in question number 6 which is *A*; answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. And question number 9 which is *B*. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. The rests of it were answered incorrectly; question number 5 was answered *A* instead of *B*, answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 7 was answered *A* instead of *B*, answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Question number 8 was answered *A* instead of *B*, answer explanation, based on how it is used in the sentence,

the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. And finally, the last question was also answered incorrectly; the student chose *A*, while the correct answer was *C*. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Going with Student 4, 2 questions were answered correctly. Those are question number 8 and question number 10. The rest of it was false. For question number 1, the student answered *B* instead of *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Likewise, in question number 2 the student answer *B* instead of *C*. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. In question number 3, option *A* was chosen while the correct answer was *B*. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Moreover, *C* was the student's answer for question number 4, but the correct answer was *A*. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. In addition, for question number 5, *C* was chosen instead of *B*. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 was answered with *B*; while the correct answer was *A*. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. For question number 7, the student answered with *A*; but the correct answer is *B*. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes

that a child acts in a way that is similar to their parent. The last question which is answered incorrectly was question number 9; the student chose *D* as the answer instead of *B*. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey.

Next, Student 5 answers only one question correctly; so 9 questions are answered incorrectly. To be more explicitly explained, question number 1 the student chose *C* as the answer and it was wrong. The correct answer was *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answered *D*, it was also wrong answer. The correct answer was *C*. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. For question number 3, the student answered *D*, while the correct answer was *B*. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student answer *A*; he/she chose the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Furthermore, the student chose *D* for question number 5; but the correct answer was *B*. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 was also answered incorrectly; the student answer *D* while the correct answer was *A*. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 the student answered *A*, he/she chose the

wrong answer. The correct answer was B. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. The correct answer for question number 8 was B, but the student chose A. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. Question number 9 the student answer D, but the correct answer was B. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. Finally, question number 10 the student answered D, and it was incorrect again. The correct answer for this question was C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

In addition, Student 6 has answered 2 correct answers and 8 wrong answers. For make sure the answer, student 1 answer A for the question number 1; the answer is wrong, the correct answer is D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number number 2 the students answer A, and the answer is wrong; the correct answer is C. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 student answer A, and again the student's answer is wrong; the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. For question number 4 the students answer A, this time he/she chose the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. The question number 5 the student answer A, he/she chose the wrong answer. Answer explanation, Jose believes

that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. The correct answer is B. Question number 6 the student answer A, it is correct. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 the student answer A, it is wrong; the correct answer is B. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. For the question number 8 student answer A, the correct answer is B; he/she chose wrong answer. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. Number 9 the student answer A, it was wrong because the correct answer is B. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. Finally, number 10 he/she chose the wrong answer again because the student answer A, the correct answer is C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Furthermore, Student 7 has answer 2 correct answers and 8 wrong answers. In making sure that these students' answers are different, question number 1 the student answer A, he/she chose the wrong answer. The correct answer is D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. The student chose A, the wrong answer for question number 2; it should be C for the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional

turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 the student answer A, the answer was wrong; the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. For question number 4 the student chose A, it is correct. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. The question number 5 student was wrong with the answer A, the correct one is B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question 6 is correct with A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 he/she was wrong because the student chose A, not B. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Question number 8 the student answer A, he/she chose the wrong answer. The correct answer is B. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. For question number 9 the student has chosen answer A, unfortunately he/she chose the wrong answer; the correct answer is B. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. And the last question number 10 the student answer A, it was wrong answer again; C is the correct answer. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 8 has answer 9 correct answers and 1 wrong answer, to make sure the answer; question number 1 student answer D and it was correct. Answer explanation, "At the drop

of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. For question number 2 student answer C, correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 the student answer A, this one student wrong because not chose B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. He/she correct again in question number 4 with A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 the student answer B, and it is the correct answer. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Student chose the correct answer for number 6 because he/she chose A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. For number 7, 8 and 9 correct again because the student chose B. And question number 10 the student chose C, absolutely correct. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 9 has answered the question with balance result, 5 correct answer and 5 wrong answer. For make sure question number 1 student answer B, it is wrong because the correct answer is D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 unfortunately wrong, because the student chose B; not C. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil.

This expression probably refers to how when one cries, his or her upper lip tends to curl. Number 3 the student chose B, the correct answer. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student was wrong with the answer B, the correct answer is A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 student chose B, it is the correct answer. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. For question number 6 unfortunately the student was wrong with B, the correct answer is A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. For question number 7, 8 and 9 the student chose the correct answer; B. Number 10 was wrong, he/she chose B; the correct answer is C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Additionally, Student 10 has answer 9 correct answers and 1 wrong answer. In making sure that these students' answers are different; student chose D for question number 1, it was the correct answer. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answer C, he/she chose the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. For question number 3 the student chose A it was wrong, the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student chose

A, the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 the student chose the correct answer that was B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. For question number 6 the student chose the correct answer again, which was A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7, 8 and 9 the student answer B, he/she chose the correct answer. And the last question number 10 he/she chose the correct answer, which was C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Same with student 10, student 11 has answer 9 correct answers and 1 wrong answer; same result for the correct and wrong answers. In making sure that these students' answers are different; student chose D for question number 1, it was the correct answer. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answer C, he/she chose the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. For question number 3 the student chose A it was wrong, the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student chose A, the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 the student chose the correct answer that

was B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. For question number 6 the student chose the correct answer again, which was A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7, 8 and 9 the student answer B, he/she chose the correct answer. And the last question number 10 he/she chose the correct answer, which was C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 12 has same result with student 10 and 11, has answer 9 correct answers and 1 wrong answer. In making sure that these students' answers are different; student chose D for question number 1, it was the correct answer. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answer C, he/she chose the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. For question number 3 the student chose A it was wrong, the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student chose A, the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 the student chose the correct answer that was B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that

comparisons either don't apply or are unfair. For question number 6 the student chose the correct answer again, which was A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7, 8 and 9 the student answer B, he/she chose the correct answer. And the last question number 10 he/she chose the correct answer, which was C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 13 has answer 1 correct answer and 9 wrong answers. For make sure, question number 1 the student was wrong; he/she chose C not D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student chose A, that was wrong; the correct answer is C. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. For question number 3 the student chose A, the wrong answer; not B the correct answer. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student unfortunately was wrong again, he/she chose D; the correct answer is A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 the student answer C, he/she chose the wrong answer; the correct answer is B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. The student answer C for question number 6, that was wrong; the correct answer is A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse

part of a deal or situation. Question 7 and 8 the student chose C, that was wrong answer; the correct answer is B. For question number 9 the student chose B, that was correct. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. And question number 10 the student chose D, that was wrong; the correct answer is C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 14 has answer 2 correct answers and 8 wrong answers. To make sure the answer, the student answer B for question number 1 and that was wrong; the correct answer is D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student was wrong with the answer A, it should be C. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. For number 3 the student was wrong, he/she chose D; not B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 he/she chose C that was wrong again, A is the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. The student answer B for number 5, and that was correct. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 was wrong, the student chose D; not A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. For question number 7,8 and 9 unfortunately the

student was wrong again, he/she chose C; and for the correct answer is B. Finally number 10 the student chose the correct answer, that was C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 15 has answer 3 correct answers and 7 wrong answers. In making sure that these students' answers are different, student chose B for question number 1 and was wrong; it should be D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answer B, he/she chose the wrong answer. The correct answer is C. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Number 3 the student chose B and that was correct. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Number 4 the student answer C, he/she chose the wrong answer; the correct answer is A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. For number 5 the student chose the correct answer, that was B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Number 6 the student answer B, he/she chose the wrong answer; the correct answer is A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 and 8 unfortunately the student chose A and that was wrong, B is the correct answer. Number 9 he/she chose B, that was correct. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that

crocodiles secrete liquid from their eyes when they eat prey. The student chose D the wrong answer for question number 10, C is the correct answer. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 16 answer only one question correctly; so 9 questions are answered incorrectly. To be more explicitly explained, question number 1 the student chose C as the answer and it was wrong. The correct answer was D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answered D, it was also wrong answer. The correct answer was C. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. For question number 3, the student answered D, while the correct answer was B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student answer A; he/she chose the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Furthermore, the student chose D for question number 5; but the correct answer was B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 was also answered incorrectly; the student answer D while the correct answer was A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 the student answered A, he/she chose the wrong answer; the correct answer was B. Answer explanation, the expression "the apple doesn't fall far from the tree" is used

when a person believes that a child acts in a way that is similar to their parent. The correct answer for question number 8 was *B*, but the student chose *A*. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. Question number 9 the student answer *D*, but the correct answer was *B*. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. Finally, question number 10 the student answered *D*, and it was incorrect again. The correct answer for this question was *C*. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 17 has answer 8 correct answers and 2 wrong answers. For make sure the answer, student chose *D* for question number 1; that was correct. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Number 2 the student chose *C* and it was correct. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Number 3 student chose *B* and correct. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Number 4 student chose *A*, that was correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. For number 5 unfortunately the student was wrong, he/she chose *C*; not *B*. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 the student correct with answer *A*. Answer explanation, the expression "short end of the

stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7, 8 and 9 the student chose the correct answer, that was B. For number 10 wrong again, the student chose A; it should be C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 18 has answer 8 correct answers and 2 wrong answers. In making sure the different answers, question number 1 the student answer A and that was wrong; D is the correct answer. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 student answer C and that was correct. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Number 3 the student answer C, he/she chose the wrong answer; the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Number 4 student chose the correct answer, that was A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Number 5 student chose B, it was correct. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Number 6 student chose A, that was correct. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Number 7, 8 and 9 the student chose the correct answer again, that was B. For number 10 student correct with answer C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 19 has only 1 correct answer and 9 wrong answers. To make sure the answer, the student chose A the wrong answer; the correct answer is D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answer D, that was wrong answer; C is the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Number 3 the student was wrong with A, it should be B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student answer C, he/she chose the wrong answer. The correct answer is A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. The student chose the correct answer for question number 5, that was B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Number 6 the student was wrong, he/she chose D; not A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 and 8 the student chose the wrong answer with A, it should be B. Number 9 student chose answer D, that was wrong; B is the correct answer. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. For question number 10 the student chose wrong answer again with A; not C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 20 has answer 2 correct answers and 8 wrong answers, for make sure the answer, question number 1 the student was wrong with answer C; the correct answer is D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Number 2 the student answer D, that was wrong; C is the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 student was wrong with answer A, it should be B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Number 4 student chose wrong answer, he/she chose D; not A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 the student answer A, that was wrong again; B is the correct answer. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 the student answer A, he/she chose the correct answer. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Number 7 student chose B, that was correct. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Question number 8 the student was wrong with D, not B. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. Question number 9 the student chose A the wrong answer, B is the correct answer. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from

the observation that crocodiles secrete liquid from their eyes when they eat prey. And for number 10 unfortunately the student chose the the wrong answer again with answer D, it should be C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Same with the student 16, Student 21 answer only one question correctly; so 9 questions are answered incorrectly. To be more explicitly explained, question number 1 the student chose *C* as the answer and it was wrong. The correct answer was *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answered *D*, it was also wrong answer. The correct answer was *C*. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. For question number 3, the student answered *D*, while the correct answer was *B*. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student answer *A*; he/she chose the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Furthermore, the student chose *D* for question number 5; but the correct answer was *B*. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 was also answered incorrectly; the student answer *D* while the correct answer was *A*. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 the

student answered *A*, he/she chose the wrong answer. The correct answer was *B*. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. The correct answer for question number 8 was *B*, but the student chose *A*. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. Question number 9 the student answer *D*, but the correct answer was *B*. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. Finally, question number 10 the student answered *D*, and it was incorrect again. The correct answer for this question was *C*. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Contrastingly, Student 22 have wrong answer more than the right answer. The correct answers were 3 numbers and the incorrect answers were 7 numbers in total. Starting from the very first question, it was answered incorrectly. The student chose *C* as the answer but the correct answer was *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 was also false; the student chose *A* instead of *C*. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. The same case also happened in question number 3; the student take *D* as the answer, while the correct answer was *B*. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Finally this student get the first correct answer in question number 4; the student answered *A*, and it was correct. Answer explanation, "jump ship" is to

escape a commitment in which you are already engaged. The other 2 correct answers were in question number 6 which is *A*; and question number 9 which is *B*. The rests of it were answered incorrectly; question number 5 was answered *A* instead of *B*. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 7 was answered *A* instead of *B*, Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Question number 8 was answered *A* instead of *B*; Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. And finally, the last question was also answered incorrectly; the student chose *A*, while the correct answer was *C*. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Similarly, Student 23 has answered the question with balance result, 5 correct answer and 5 wrong answer. For make sure question number 1 student answer *B*, it is wrong because the correct answer is *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 unfortunately wrong, because the student chose *B*; not *C*. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Number 3 the student chose *B*, the correct answer. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student was wrong with the answer *B*, the correct answer is *A*. Answer explanation, "jump ship" is to escape a

commitment in which you are already engaged. Question number 5 student chose B, it is the correct answer. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. For question number 6 unfortunately the student was wrong with B, the correct answer is A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. For question number 7, 8 and 9 the student chose the correct answer; B. Number 10 was wrong, he/she chose B; the correct answer is C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Additionally, Student 24 has answer 9 correct answers and 1 wrong answer. In making sure that these students' answers are different; student chose D for question number 1, it was the correct answer. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 the student answer C, he/she chose the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. For question number 3 the student chose A; it was wrong, the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student chose A, the correct answer. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 the student chose the correct answer, which was B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so

uniquely different from one another that comparisons either don't apply or are unfair. For question number 6 the student chose the correct answer again, which was A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7, 8 and 9 the student answer B, he/she chose the correct answer. And the last question number 10 he/she chose the correct answer, which was C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 25 have 7 right answer for the test and 3 false answer. Specifically, the correct answers are showed up in question number 1 which is in the option *D*; answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 for *C*; Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 with *D* as the answer; Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 with *A*; Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 with option *B* as the answer; Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 6 for *A*; Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. And question number 9 with *B* as the correct answer. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that

crocodiles secrete liquid from their eyes when they eat prey. The total correct answers are seven. However, this student still made mistake on question number 7; the student answered *A* while the correct answer was *B*. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Likewise, question number 8 was answered with *D*, but the correct answer was *B*. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. The last question also was answered wrongly; student answered *D* for this question, while the correct answer was *C*. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 26 have wrong answer more than the right answer. The correct answers were 3 numbers and the incorrect answers were 7 numbers in total. Starting from the very first question, it was answered incorrectly. The student chose *C* as the answer but the correct answer was *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 was also false; the student chose *A* instead of *C*. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. The same case also happened in question number 3; the student take *D* as the answer, while the correct answer was *B*. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Finally, this student get the first correct answer in question number 4; the student answered *A*, and it was correct. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. The other 2 correct answers were in question number 6 which is *A*;

Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. And question number 9 which is *B*. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. The rests of it were answered incorrectly; question number 5 was answered *A* instead of *B*. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question number 7 was answered *A* instead of *B*; Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Question number 8 was answered *A* instead of *B*; Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. And finally, the last question was also answered incorrectly; the student chose *A*, while the correct answer was *C*. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Furthermore, Student 27 has answer 2 correct answers and 8 wrong answers. In making sure that these students' answers are different, question number 1 the student answer *A*, he/she chose the wrong answer. The correct answer is *D*. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. The student chose *A*, the wrong answer for question number 2; it should be *C* for the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries,

his or her upper lip tends to curl. Question number 3 the student answer A, the answer was wrong; the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. For question number 4 the student chose A, it is correct. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. The question number 5 student was wrong with the answer A, the correct one is B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question 6 is correct with A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 he/she was wrong because the student chose A, not B. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Question number 8 the student answer A, he/she chose the wrong answer. The correct answer is B. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. For question number 9 the student has chosen answer A, unfortunately he/she chose the wrong answer; the correct answer is B. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. And the last question number 10 the student answer A, it was wrong answer again; C is the correct answer. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 28 has answer 9 correct answers and 1 wrong answer, to make sure the answer; question number 1 student answer D and it was correct. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly.

This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. For question number 2 student answer C, correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 the student answer A, this one student wrong because not chose B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. He/she correct again in question number 4 with A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 the student answer B, and it is the correct answer. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Student chose the correct answer for number 6 because he/she chose A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. For number 7, 8 and 9 correct again because the student chose B. And question number 10 the student chose C, absolutely correct. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

Student 29 have 6 correct answer and 4 wrong answer. For make sure question number 1 student answer D, it is the correct answer. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. Question number 2 unfortunately wrong, because the student chose B; not C. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Number 3 the student chose B, the

correct answer. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. Question number 4 the student was wrong with the answer B, the correct answer is A. Answer explanation, "jump ship" is to escape a commitment in which you are already engaged. Question number 5 student chose B, it is the correct answer. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. For question number 6 unfortunately the student was wrong with B, the correct answer is A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. For question number 7, 8 and 9 the student chose the correct answer; B. Number 10 was wrong, he/she chose B; the correct answer is C. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

The last but not the least, Student 30 has answer 2 correct answers and 8 wrong answers. To be more explicitly explained, question number 1 the student answer A, he/she chose the wrong answer. The correct answer is D. Answer explanation, "At the drop of a hat" means that something is likely to occur very quickly. This expression may have come from street performers, who were likely to perform amazing feats at the drop of a hat. The student chose A, the wrong answer for question number 2; it should be C for the correct answer. Answer explanation, "Keeping a stiff upper lip" means that a person does not cry despite facing emotional turmoil. This expression probably refers to how when one cries, his or her upper lip tends to curl. Question number 3 the student answer A, the answer was wrong; the correct answer is B. Answer explanation, "knock someone's socks off" is to impress them greatly with your efforts. For question number 4 the student chose A, it is correct. Answer explanation, "jump ship"

is to escape a commitment in which you are already engaged. The question number 5 student was wrong with the answer A, the correct one is B. Answer explanation, Jose believes that the phones are so different that they cannot be compared. The expression "apples and oranges" is applied when two things are so uniquely different from one another that comparisons either don't apply or are unfair. Question 6 is correct with A. Answer explanation, the expression "short end of the stick" is used when someone feels like they got the worse part of a deal or situation. Question number 7 he/she was wrong because the student chose A, not B. Answer explanation, the expression "the apple doesn't fall far from the tree" is used when a person believes that a child acts in a way that is similar to their parent. Question number 8 the student answer A, he/she chose the wrong answer. The correct answer is B. Answer explanation, based on how it is used in the sentence, the expression "green" means inexperienced, though in different contexts it could also refer to envy and illness. For question number 9 the student has chosen answer A, unfortunately he/she chose the wrong answer; the correct answer is B. Answer explanation, "crocodile tears" is to cry tears or display sadness that is not sincere. It comes from the observation that crocodiles secrete liquid from their eyes when they eat prey. Finally, question number 10 the student answered C, and it was correct. Answer explanation, "one's nose to the grindstone" is to work hard for a long period of time.

2. Result of the Interview

Based on the explanation above, it can be barely assumed that indeed the students that students' achievement in terms of the scores and the result that showed based on their test illustrate their ability; specifically in understanding English idiom. However, we cannot simply conclude that students who get lower score have bad capability in understanding and probably using English idioms. External factors or possibly something else beyond the test and students' understanding

level can affect the result of the test. Therefore, triangulation, in terms of confirmation to the test-takers is conducted. The main purpose of the interview is to figure out students' ability in understanding English idioms based on their perspective and confirm other factors that probably affect the results of the test.

The interview followed by the responds transcriptions are attached in the appendix. This section briefly explains the questions for the interview guidelines followed by the responds. There are 15 questions for each respondent; those are (1) 'do you know about English Idiom?' (2) 'What do you know about English Idiom?' (3) 'What do you think about it?' (4) 'Have you ever used English Idiom for communication/real life?' (5) 'Have you ever heard English Idiom for communication/real life?' (6) 'Have you ever known English Idiom in English lesson materials?' (7) 'Do you think English Idiom in English lesson materials is needed?' (8) 'What do you think about this test?' (9) 'Is it difficult? Why/why not?' (10) 'How did you finish the test? (Do it by yourself/get some helps from friends/internet)' (11) 'Do you think the printed text is clear?' (12) 'How was your situation when you were finishing the test?' (in quiet/crowded place) (in comfortable/incomfortable place) (13) 'Do you know the idiom/meaning of other distractors in the test?' (14) 'What do you think the result will be? Is it based on your ability or other factors?' (lucks, helps, etc.) (15) 'After doing the test, do you get new English Idioms? What are they? Do you think those can be used in real life communication?'

To be more specific, not all of the test-takers will be interviewed. The researcher only took 10 of the students as the sample under the consideration of 2 students with highest score; included into advance level, 2 students with high score; included into mastery level, 2 students with average score; included into proficient level, 1 students with low score; as there is only one student included into basic level, and 3

students with the lowest scores; as there are most of the students included into below basic level.

From the questions of the interview explained above, one of the students in mastery level said that he/she knows about idiom. According to the respondent, it is an expressions or words that has different meaning with the things that already shows. He/she thinks that it is interesting and he/she sometimes uses idioms in real life. He/she also thinks that he/she has already known before, but he/she is not really sure whether that is idiom or not. He/she also has ever known English Idiom in English lesson materials. In addition, he/she is not sure, but he/she thinks if someone that want to take title Doctor or higher idiom is needed. As the test-taker is not familiar with this, the test given by the researcher is quite hard for him/her. Even so, he/she has done the test by him/herself. As the printed text is clear enough, and it is done in quiet and comfortable place, external factor might not affect the result of the test. Moreover, he/she does not know the idiom/meaning of other distractors in the test; the test-taker realize that lack of understanding become the strongest factor in the result. In the end, after doing the test, the test-taker gets new English Idioms; *“the apple doesn't fall far from the tree”* but he/she is not sure whether it will be used for real life or not.

In addition, student in advanced level said that he/she knows about idiom. Based on respondent, idiom is a difficult thing for he/she. The respondent said that he/she have no idea to understand the meaning and he/she never use the idiom before. He/she has ever heard the idiom and he/she also has ever known English Idiom in English lesson materials. He/she said that idiom is needed because to make sure we have knowledge about the usage and the meaning in daily life. He/she said the test is easy, but difficult to apply in real life. Even so, he/she has done the test by him/herself. As the printed text is clear, and it is done in comfortable place, external factor

might not affect the result of the test. Furthermore, he/she know the idiom/meaning of other distractors in the test; but the test-taker hard to understand. In the end, after doing the test, the test-taker gets new English Idioms; but he/she can not mention.

Additionally, student in below basic level said that he/she knows about idiom. According to respondent, idiom is a lesson in the college and it is hard lesson for he/she. The respondent said that he/she never use English Idiom for communication/real life. He/she said that maybe he/she has ever heard the idiom; and he/she also has ever known English Idiom in English lesson materials. He/she said that depends on need and the test was difficult; because he/she not familiar with this. Even so, he/she has done the test by him/herself. As the printed text is clear, and it is done in crowded and uncomfortable place, external factor might not affect the result of the test. Furthermore, he/she do not know the idiom/meaning of other distractors in the test; and he/she think luck for the result. In the end, after doing the test, the test-taker gets new English Idioms; but he/she think it can not be used in him/her real life, because him/her life so far with this thing.

Furthermore, student in proficient level said that he/she knows about idiom. According to respondent, idiom is word or phrase which means something different its literal meaning but can be understood; because of their popular use. He/she thinks that it is interesting and he/she rarely uses idioms in real life. He/she also thinks that he/she has already known before, and he/she also has ever known English Idiom in English lesson materials. He/she said that he/she not sure about the idiom needed or not. As the test-taker is not familiar with this, the test given by the researcher is quite hard for him/her. Even so, he/she has done the test by him/herself. As the printed text is clear, and it is done in quiet and comfortable place, external factor might not affect the result of the test. Moreover, he/she know the idiom/meaning of other distractors in the test;

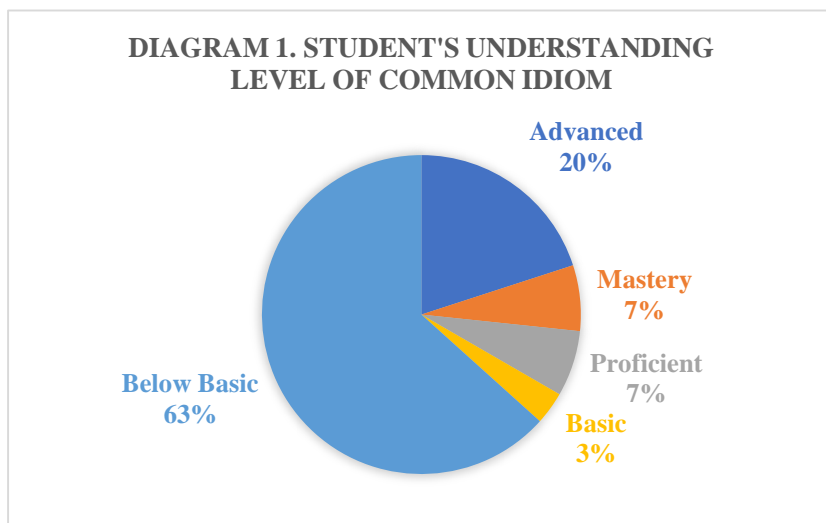
and he/she think that he/she luck for the result of the test. In the end, after doing the test, the test-taker gets new English Idioms; but he/she think use English idiom at real life communication just rarely; although maybe need application about idiom.

Finally, response for the interview from student in basic level said that he/she knows about idiom. According to respondent, idiom is a group of word that have a different/another meaning. He/she thinks that it is difficult and he/she never use the idiom for communication real life. He/she said that maybe he/she has ever heard the idiom; and he/she also has ever known English Idiom in English lesson materials. He/she said that he/she do not know about the idiom needed or not. As the test-taker is rarely use idiom, the test given by the researcher is difficult for him/her. Even so, he/she has done the test by him/herself. As the printed text is clear, and it is done in quiet place, external factor might not affect the result of the test. Furthermore, he/she do not know the idiom/meaning of other distractors in the test; and he/she think that he/she luck for the result of the test. In the end, after doing the test, the test-taker gets new English Idioms; but he/she think can not be use the idiom in real life communication; because he/she use Bahasa in my daily life.

B. Discussion

From the finding explained above, it can be seen that the result from the tests taken before represents students' knowledge about common idioms. Besides, the responses towards the interview can be additional information to support the results of the tests. In relating to the results followed by the interview responses with the theoretical frameworks explained in chapter 2, this section discuss about the categorization of the students' understanding levels of common idioms followed by possible factors of it.

In general, student's understanding level of common idioms can be seen in diagram 1. The explanation can be seen in the next sub-chapter.



1. Advanced Level

A student is categorized as the advance level if the students answer the questions with percentage point in the interval 90% - 100%. This means that the students can be recognized in this level because they are able to produce the common idioms for their daily activities. So, when they communicate using the common idioms appropriately, based on the meaning and the situation when they are speaking. Moreover, they often use the idioms to express what they feel. In addition, they also can understand and know when they listen to the idioms produced by a person directly or through tape recorder. The students that are categorized as in this level of all the students who answered the questions there are six

students; student 8, student 10, student 11, student 12, student 24 and student 28.

2. Mastery Level

A student is categorized as the mastery level if the students answer the questions with percentage point in the interval 80% - 89%. This can be assumed that the students can be known as almost- advanced level. There are also some experts who entitle this level as 'intermediate level'. Here, the students have used it for a year or more on a daily or regular basis, and are comfortable using it in moderately complex projects. So, they are able to communicate the main idea or pragmatic meaning of the idioms in new and unpredictable situations. Besides, they also can analyze and synthesize unit specific communication. However, as the main topic that being discussed and focused is English idioms, so it is impossible for the learners to create any new expressions regarding to English idioms. In the other words, it can be said that they can complete English expressions or responses using unit specific knowledge/skills without support. Of all the students who answered the questions there are two students then are categorized into mastery level, those are students 17 and student 18.

3. Proficient Level

A student is categorized as the proficient level if the students answer the questions with percentage point in the interval 70% - 79%. Generally, proficient level in English language learning indicates that learners can apply vocabulary and grammar in new and unpredictable situations. Also, they can apply vocabulary in isolation; this means when it is given target language phrases/sentences they can produce isolated first language responses without support; and/or when it is given pictures related to target language they can explain what the pictures; and/or they can create/fill in the blank of target language sentences. In addition, learners included into this

level are those who are able to apply grammar knowledge/skills in isolation to communicate an idea without support. In some other words, learners have used the idioms for at least a few months and have successfully completed a small project using the common idioms. Specifically, of all the students who answered the questions there are two students that can be assumed as proficient students in understanding common idiom; those are student 2 and student 25.

4. Basic Level

A student is categorized as the basic level if the students answer the questions with percentage point in the interval 60% - 69%. Actually, this level is commonly known as a title for those who have just learned about something. It is also defined as providing the base or starting point from which something can develop; simple and not complicated. Specifically in this field, this means learners can recall vocabulary in isolation; when they are given second language phrases/sentences, they can recall target language meaning, identify words that do not belong, or determine if target language statements are true or false. In addition, when English words are given to them, they can recall first language meaning with no support. Additionally, they are also able to recall and/or identify accurate use of grammar skills/rules. Practically, learners have read an in-depth article, primer, or how-to book, and/or have played with the idioms a bit, or they I have read an in-depth article, primer, or how-to book, and/or have played with the idioms a bit. Looking at the result, only one student is included into this level, he/she is student 29.

5. Below Basic Level

A student is categorized as the below basic level if the students answer the questions with percentage point less than 59%. As stated in the theoretical framework above, below basic level is described for those who have just started to learn English as second or foreigner language. Students have heard a

little about it, but don't know much or even have never heard of it. They can just recall minimal vocabulary. In common idiom knowledge perspective, this can be said that below basic is labelled for those who have no idea and never use English common idiom in both real life and academic terms. As generally the idioms which are mostly is used by teenagers are pair of words idioms, number idioms, animal idioms, color and name idioms, etc., it is not impossible for students to use and even listen about it in real life. However, as the test is standardized in order to assess students' understanding level based on the measurement of the categorization, this level is possible for English learners as well. The use of English for both academic terms and casual activities probably give the strongest contribution for the students, specifically in achieving the score of the test given by the researcher. From the 30 students who have taken the test, more than 50% of the students get low score; which means they are included in to this level. Of all the students who answered the questions and are categoraized into below basic level are 19 students; those are student 1, student 3, student 4, student 5, student 6, student 7, student 9, student 13, student 14, student 15, student 16, student 19, student 20, student 21, student 22, student 23, student 26, student 27, and student 30.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this research counting semester students' understanding level of common idioms. Furthermore, this chapter also contains the suggestion regarding the research for students, lecturers, and also the next researchers.

A. Conclusion

The main purpose of this research is to students' understanding level of common idioms. Student's understanding levels has five levels, there are: Advanced, Mastery, Proficient, Basic, and Below Basic. From the findings and discussion above, it can be concluded that most of students at the level of below basic based on the test. It proved by more than half of participants have a below basic level result from the test.

However, we cannot simply conclude that students who get lower score have bad capability in understanding and probably using English idioms. External factors or possibly something else beyond the test and students' understanding level can affect the result of the test. Various factor can cause the result. In link to the interview conducted, the use of English for both academic terms and casual activities probably give the strongest contribution for the students, specifically in achieving the score of the test given by the researcher.

B. Suggestion

Looking at the result showed up in the conclusion above, some suggestions are advocated by the researcher in expecting to achieve better results in the future, regarding to English teaching and learning; specifically related to English idiom.

1. For students

It would be better if the students completely learnt the common idiom to increase their level of using common idioms. The students should found the best learning approach in mastering the common idiom course. Regarding the result of external factors from the test, students should minimalize the external factors which was known after the interview result that other friends are

also experiencing the same. Therefore, students should create their learning companion to found the best anticipation of external factors.

2. For lecturer

From the result of the research, the lecturer should found the other best approach of teaching process about common idioms to increase their students' level. On the other hand, lecturer also should consider how to minimize the external factors that caused the lower level result of the test. Hence, lecturer should have the best communication and interaction to break the problem with the students.

3. For further researcher:

For the next researcher, it is possible to conduct more in depth research about the factors that can affect the level of students' understanding of idioms. Other research could be conducted on the importance of idiom in learning English according to students' perspective and teachers' perspective. The last, it is possible to conduct the other research on the relationship between idioms with knowledge of English and students' English proficiency level.

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