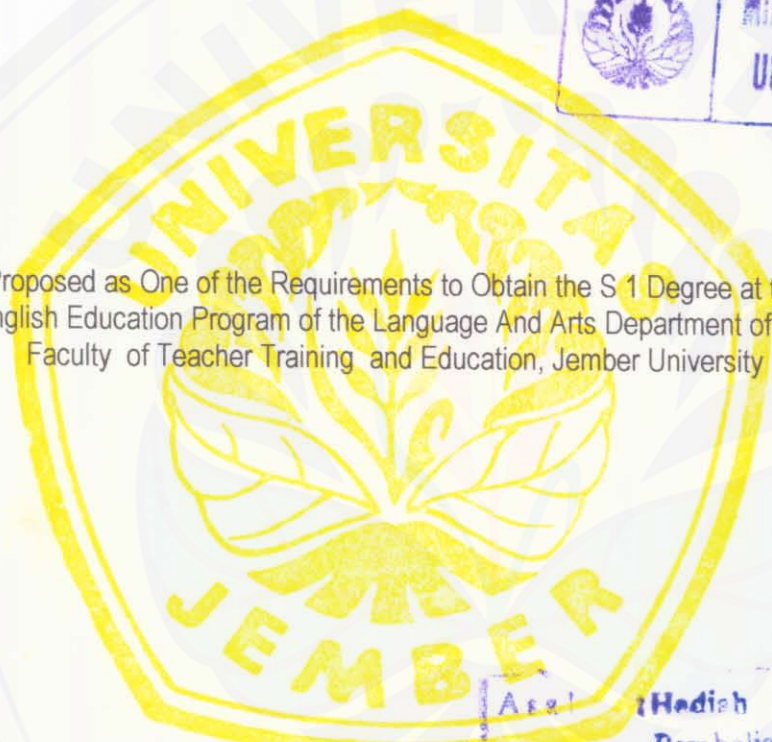


**A DESCRIPTIVE STUDY OF THE SECOND YEAR  
STUDENTS' ACHIEVEMENT OF IDIOMATIC EXPRESSIONS  
AT SMUN ARJASA IN THE 2002/2003 ACADEMIC YEAR**

**THESIS**



Proposed as One of the Requirements to Obtain the S 1 Degree at the English Education Program of the Language And Arts Department of the Faculty of Teacher Training and Education, Jember University



By :

*Eni Istanti*

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MOTTO

وَالْعَصْرِ ۝ إِنَّ الْإِنْسَانَ لِرَبِّهِ لَكَنُفٍ ۝ إِلَّا الَّذِينَ  
آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصُوا بِالحَقِّ  
وَتَوَّصُوا بِالصَّبْرِ (القرآن: 103: 1-3)

**“By time, man is in loss, except those who believe and do good work and exhort one another to truth and to patience.”**

**(The Quran:103;1-3)**

## DEDICATION

This thesis is honorably devoted to :

- My *mam*, Siti Maryam and my *pap*, Nurhadi, 'there is no power that keep me on the way, except you'.
- My lovely sisters, Nihayatun Nikmah S.Ag and Sayyidah Mulkiyana, '*the world is so wonderful with you two*'. Thanks for being my truly friends.
- My brothers, Rahmad and the little Aliq R. Barlain, 'Wellcome to my family'.
- My mates, *mastrip gang*, (*nothing to 'member*), *but your smile is always in my mind*, Shofi, Ita, Bayu, Yuana, Ndah 2x, Nova, Runthun, Eni S, Wartik, Eliya.
- My *sis* and brothres of Pijar Pendidikan (Rosyif, Farid, Fadil, Sofan, Na, Mad, Fat, Fan ) and PMII (Ozi, Jun, Pim, Inayah, Ning, Yan, Yusi). Keep on fighting.
- For Evi', Anik, Latif, Fus, Faiz and the 1997 Level, thanks for our days.
- To Nuning N, Romalia W, Laili Nikmah, we (*always*) have a great moment.
- My Almameter

**APPROVAL OF CONSULTANTS' SHEET**  
**A DESCRIPTIVE STUDY OF THE SECOND YEAR**  
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**AT SMUN ARJASA IN THE 2002/2003 ACADEMIC YEAR**

Thesis

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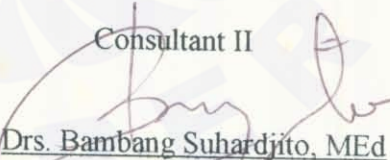
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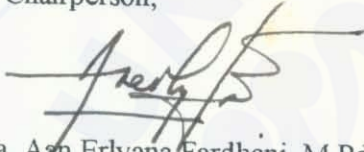
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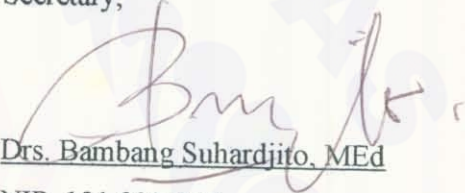
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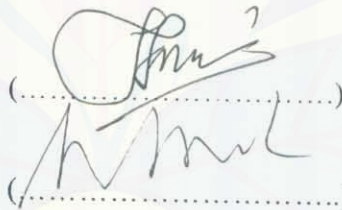
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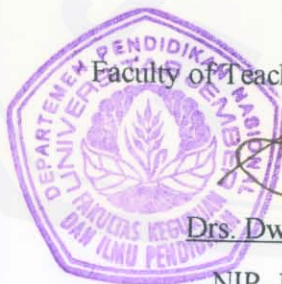
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Finally, I hope this thesis will provide some advantages to the readers. Any criticism, suggestions and input will be appreciated to make this thesis better.

Jember, October 2002

The Writer

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## ABSTRACT

Eni Istanti. 2002. *A Descriptive Study of The Second Year Students' Achievement of Idiomatic Expressions at SMUN Arjasa in the 2002/2003 Academic Year*

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultants: 1) Dra. Wiwiek Eko Bindarti, M.Pd  
2) Drs. Bambang Suhardjito, MEd

**Key Words:** Idiomatic Expressions Achievement

In the English teaching learning process, learning idiomatic expressions is a difficult task for the students, as the students at secondary schools in Indonesia should be able to understand the reading text containing some idiomatic expressions. In relation to the idea, this thesis was intended to describe the students' achievement of idiomatic expressions. The research was conducted at SMUN Arjasa Jember in September 2002. The respondents were 30 students of the second year students taken by proportional random sampling from population. The main data were collected by using vocabulary test, while the test were tried out to the other students before it was given to the research respondents. The result of the try-out test was reliable ( $0,632 > 0,361$ ). The supporting data were collected by documentation and interview. The collected main data were analyzed by using descriptive statistics. The result showed that on the average, the students' achievement of idiomatic expressions was in the poor category ( $M = 54,83\%$ ). Specifically, the mean score for the separable idioms ( $M = 60\%$ ) was higher than that of inseparable idioms ( $M = 49,66\%$ ). Based on the results, it is important for the English teacher to help the students improve their idiomatic expressions achievement by giving more exercises on idiomatic expressions.

## I. INTRODUCTION



### I.1 Background of the Study

In learning English as a foreign language (EFL), students at secondary schools in Indonesia should at least be able to understand reading texts in English. This is one of the learning targets stated in the 1994 curriculum. Even though English at Senior high school recommends the four language skills (listening, speaking, reading and writing), the primary stress is on the reading skill.

However, the students might still get difficulties in understanding reading texts because of some idiomatic expressions used in the texts. For examples, the phrases "look into" or "look for" that might be misinterpreted as "see inside" or "see for" or some other expressions that do not have the exact meaning of the above idioms.

Idioms have arisen human activities and occupations. From the accumulated experience of generation after generation, until this moment and they continue to multiply, different life background speakers also produce different styles in speech. In addition, Jackson (1996; 103) said:

"Another characteristic of idioms is that they are fixed expressions, though this fixity is in some cases relative. An idiom like 'a storm in a teacup' is fixed. We cannot make either of the nouns plural ('storms in a teacup' or 'a storm in a teacups'), nor can we alter the sequence of the words ('a teacup had a storm in it'), nor transform it in any otherway".

Learning how to understand idiomatic expressions is important for the students in senior high schools, because idioms have specific forms and meanings that cannot be understood word by word. The students might simply check the difficult words in the dictionary if they do not understand them in the text, but not all the expressions listed in a dictionary are words, they might be phrases (Lyons; 1995:50).

Most of the students at senior high schools use pocket dictionaries that rarely contain complete idiomatic expressions. So when they check the meanings

of the idiomatic expressions, they usually get difficulties to find the correct answer. Therefore, it influences their understanding in reading texts.

Besides, the English textbook of the 1994 curriculum states that in reading activities, the students should understand English phrases. This shows that they also have to understand English idiomatic expressions that are actually English phrases. In other words, it is expected that students understand the idiomatic expressions. The researches on reading comprehension had frequently been conducted by the English students of FKIP, but they were rarely concerned with the students' idiomatic expressions. Therefore, the research on the second year students' achievement of idiomatic expressions was necessary to be conducted.

## I.2 The Research Problem

The research problem is, 'How is the second year students' achievement of idiomatic expressions at SMUN Arjasa in the 2002/2003 academic year?'

## I.3 The Research Objective

This research objective is to describe the second year students' achievement of idiomatic expressions at SMUN Arjasa in the 2002/2003 academic year.

## I.4 Operational Definitions

Some terms related to the research topic are operationally defined as follows.

### I.4.1 Idiomatic Expressions

In this research, idiomatic expressions refer to separable and inseparable idioms. Separable idioms means that can be separated by nouns or pronouns and inseparable idioms that cannot be separated by nouns or pronouns. Both kinds are taken from the students' text books that are suitable with the themes and sub-themes suggested by the 1994 English curriculum for Senior High School.

## 1.4.2 The Students' Achievement

In this study, The students' achievement refers to the students' scores of idiomatic expressions competence, that is manifested by the scores of the reading comprehension test given to the second year students of SMUN Arjasa.

## 1.5 Research Significances

The result of this research is expected to give some significances for the English teachers and other researchers.

### 1.5.1 For the English Teachers

By knowing the description of the students' achievement of idiomatic expressions, the English teachers may consider about the importance of understanding the idiomatic expressions in reading texts. Thus, they can use it as a consideration to give more attention and explanations about idiomatic expressions in teaching English.

### 1.5.2 For Other Researchers

The result of this research is also expected to encourage other researchers to conduct a further research, especially with the similar topic, such as: an experimental study on the effect of idiomatic expressions exercises on students' reading comprehension achievement.



### 2.1 Reading Comprehension at Secondary schools

Reading plays an important role in language learning. Gie (1998: 65) says that there is no learning activity that can be done without reading. This means that when one reads a text, she/he has to get the information from the text, otherwise their reading the text does not make any sense. In other words, reading enables the readers to understand what the text is about.

Based on the 1994 English Curriculum for SMU, teaching English in Indonesia for Senior high schools includes the teaching of reading, that is students are expected to comprehend English texts (Depdikbud, 1999:2). This is in line with this idea, Carrel's (1995:1) ideas that many students consider reading as the most important skill of the four skills such as listening, speaking and writing, particularly in English as a Second language.

The students should also learn the target language in the form of using not only structure but also vocabulary that is also important in reading comprehension. Without understanding the content of the given reading texts, the students may fail to comprehend what they have read. Besides, the students have to comprehend the texts in order to extract the information or message from the text. Therefore, the English teachers should be able to choose suitable activities to fulfill their reading purposes.

As readers, many students at secondary schools may experience difficulties to understand English text. This results from some reading problems that might be caused by their poor knowledge about the language of the texts. Their difficulties might frequently be concerned with vocabulary and grammar. In this case, Eskey (1988: 85) states that there are three kinds of problems in reading comprehension namely; (1) Vocabulary problem, (2) Structural problem and (3) content problem (especially cultural problem). The vocabulary problem includes the students' failure to understand idiomatic expressions since they deal with phrases or groups of words.

Then, the second problem is the structural problem. The structural problem is product of the complex syntax that characterizes unsimplified English Writing. The student who cannot understand a passage of English will usually ascribe his difficulty to the fact that he does not know the words. He probably does not know all the structure either, and he may be disappointed to find that after looking up the words he still cannot understand the passage. The third type of the problem often involves a cultural difference between the reader and the writer (Eskey, 1988: 85).

## **2.2. The Importance of English Idiomatic Expressions in English as Language Teaching (ELT) Contexts**

In ELT context, idiomatic expressions might be difficult for EFL students to understand since they are firstly exposed to reading texts without idioms. In other words, they might be more familiar with the meaning of a word than that of a phrase or an idiom. This results from the fact that the understanding of idiomatic expressions requires the knowledge about how and in what condition the native speakers of English use the idiomatic expressions. When reading a text, EFL students tend to see the denotative meaning of the words rather than the connotative meaning. Meanwhile, the meaning of an idiomatic expression is not denotative that is as what the text words say. For example, the denotative meaning of the word “look” in the idiom “look after” is not the same as the meaning of the word “care”. Rather the word “look” means “see”.

Idiomatic expressions are a part of vocabulary in English. In this case Dixon (1983:xi) defines an idiom as an expression which has a meaning different from that of the individual meaning of each of its component parts. In line with this, Underhill (1985:40) adds that an idiomatic expression is a combination of two or more words with a special meaning. This meaning cannot usually be guessed from knowledge of the individual words. It is a group of words, which have a different meaning when used together.

For example, the idiom “cut out” in “she is *cut out* to be designer” means ‘she is able to design and coordinate’. This means that idioms are the unfamiliar

combination of familiar words that most students might know the meaning. For example, most students might know the meaning of the words “cut”, but they might not know the meaning of the phrase or idiom “cut out” as the combination of “cut” and “out”.

It is difficult to understand idiomatic expressions, since the form of the combination varies. So, learning idiomatic expressions need much time to learn how to use their form. They cannot be learned only by rules or grammar. In this respect McCrimmon (1967:137) describes that idioms are traditional rather than logical, they can be learned only by experiences, not by rules. For example: what verbs will govern the prepositions of the idioms. Such as: *take off*, *account for*, *wait on*.

The spoken language must be selective because sometimes idiomatic expressions are only appropriate in certain situations and conditions. It is usually used in informal settings. In line with this, Palmer (1953:31) states that what is usually called idioms are generally nothing than colloquialism and phrases. McCrimmon (1967:72) further notes that colloquialism includes idiomatic constructions and popular words. Colloquialism can be defined as characteristic of or appropriate to ordinary or familiar conversation rather than formal speech or writing (American Dictionary). This means that idiomatic expressions can be found in the daily speech of English people rather than in formal composition, those in the English conversation, on the radio, in novels, newspapers, magazines, articles, and books of travel. Authentic and modern movies are also good source of those colloquialism. The following conversation is an example.

#### *Eating Out*

**Ana** : I enjoy *going out* to lunch.

**David**: I, too. It's good *to eat out* and *to get away* from the ups and downs of work.

**Ana** : This restaurant is really a great place to take our time eating and relaxing during our lunch hour.

**David**: *Take off* your coat, Ana, and let me *hang it up*. Where would you like *to take a seat*?

**Ana** : At a table near the window.

**David**: Good idea. Oh, here's the menu. Do we need *to look it over*? We come here so often that we almost know it by heart.



**Ana** : You know what to order for me, David. You know, I really enjoy this restaurant. The service is *out of this world* and the food is truly *top-notch*.

**David**: why don't we *wait for* our favourite waitress *to wait on* us? She's courteous. Friendly, and takes great pains carrying out our orders.

**Ana** : Most definitely, and after this delicious meal, we'll be ready *to get back* to work.

#### **Definitions of the idiomatic expressions (the italic words):**

*To go out* : to go somewhere for enjoyment, to attend social functions.

*To eat out* : to leave, to be free, to do something different.

*To take off* : to remove.

(Ellin: 1993; 45)

Although most of idiomatic expressions are used in informal settings, they are still necessary in language learning. As Merikari (1995) notes, "without idioms, English would lose much of its variety and humor both in speech and writing". For example:

#### Plane Fact

Jimmy Doolittle tells of the time he was landing a Boeing pursuit plane at Selfridge, Mich. Somehow or other he *dropped it in* and *wiped out* the landing gear. When he was given an accident report to *fill out*, he came to the question, "What was the cause of the accident?" his answer? "Pilot suddenly *ran out* of experience!".

(Bohrer, 1967:160 )

From the story above, it can be seen that the use of idioms makes the story communicative and relax. As Dixon (1991: ii) said speech without idioms will remain awkward and stilted.

### **2.3 Classification of Idioms**

Idiomatic expression can be divided in two kinds. As Dixon (1991:xi) stated that "*two-word verbs are included in the general category of idioms*". That are separable and inseparable idioms. Related with this study they will be explained as follows.

### 2.3.1. Separable Idioms

When the idioms can be separated by nouns or pronouns, it is called separable idioms, for instance; “*John put them out*”. Then, it means that the separable idioms may be either separable or inseparable (Azar: 1989:A26). With separable idioms, a noun may come either between the verb and preposition or after the preposition. For example :

- 1). I *handed* my paper *in* yesterday.
- 2). I *handed in* my paper yesterday.

However, when the object is a pronoun (e.g. it, her, us, this). The pronoun can only go after the object. See the example below:

- 3). I *handed it in* yesterday

### 2.3.2 Inseparable Idioms

If the idioms can not be separated by nouns or pronouns, it is called with inseparable idioms, for instance; “*John went on reading and paid no attention to any of us*” (Dixon. 1991:xi).

The examples are :

- 1). I *ran into* an old friend yesterday
- 2). I *ran into* her yesterday.

It is not easy to decide whether the idioms are separable or not. We can look up them in the dictionary. Dixon (1983:167) said that “*no satisfactory rule has been found that will indicate which idioms are separable and which are not*”. Some books and dictionary are using symbol (S) to show the separable idioms. There is no symbol for inseparable idioms.

## 2.4 Comprehending Idiomatic Expressions in Reading Texts

Comprehension is the final goal of the reading process. It is constructive meaning by integrating the information provided by the author with the readers background knowledge. It requires that the reader interacts with the text to construct the message. In addition, Savage (1979:7) states that comprehension

skill is the level usually applied to acquire or derive meanings and understanding from printed language. It means that comprehension is the art of deriving meanings and understanding from printed or written verbal symbols. These are constructive meaning in order to make the reader find the information of the text.

There are four levels of comprehension, literal, interpretative, critical and aesthetic comprehension (Hennings:1997:269). At the literal level, readers think in terms of the facts, sequence of events, main ideas and supporting details, cause and effect stated directly in a text. Readers tell themselves these aspects of the text, restating them in their minds and perhaps organizing them in an attempt to remember them. The emphasis of this level is on taking away information from the text. Literal comprehension is fundamental. It requires a thorough understanding of words, sentence, and paragraph meanings.

Further, Hennings (1997:269) explains that in interpretative level, readers build upon the information they have read. In doing this, readers make inferences. They may infer time relationship, such as a year, time of day, or season, when a story takes place; geographical relationship; cause and effect relationship; the ages of feeling, family relationship of characters; and main ideas and generalizations if these points are not stated explicitly in the text. In addition, reader must bear to bring their previous experiences with language, literature and life in constructing meanings. Hennings (1997:269) added that interpretative comprehension also involves meanings communicated through idioms.

Critical level requires making judgment (Hennings,1997:269). Readers judge the accuracy of facts, the validity of conclusions, the author's style and competence. They may decide whether they like the way the author began the piece, developed it, ended it, used examples to illustrate the main point, clarified difficult ideas and used figurative language. In this level, the readers take the ideas from the text are the primary important.

In contrast with the critical level, in aesthetic comprehension the actual experience of living is important (Hennings,1997:269). Readers live through a text when they themselves completely involve deeply in it. How to respond to stories is a way of modeling aesthetic reading. for example, a reader may say, "I

was crying when I read that". This means that the reader feels deeply with the story. Another example is when a reader can imagine her/himself as the character of the story and she/he can feel what the character feels.

Next, students' achievement on idiomatic expressions means that the students understand the reading text with idioms. In order to know the students' achievement on idiomatic expressions, teacher should give a reading text question. Their understanding can be seen through the ability of readers to answer the text question correctly. This is supported by Smith's (1978:78) definition that "comprehension is getting the questions answered".

In line with the idea above, the objective of reading in the 1994 English curriculum for Senior High School is that the students are able to read the text in the form of narrative, descriptive, dialogue, argumentative, direction, ticket, label, diary, leaflet brochure, agenda, letter) that consist of more or less 300 words in which the skills needed are as follows:

1. To find specific information
2. To find the general illustration of the text
3. To find implicit main idea
4. To find explicit main idea
5. To find all explicit details information
6. to find implicit information
7. to explain the meaning of word phrase and sentence based on context
8. to get satisfaction

Considering this research objective, the research focuses on the reading texts, which contains some idiomatic expressions. The level of comprehension is literal and interpretative comprehension. The students will be considered comprehending the text if they were able to explain the meaning of words, phrases and sentences based on the context. The reading materials in this research are taken from the materials, which are suitable with the themes and sub-themes suggested in the 1994 English curriculum.



### III. RESEARCH METHODS

#### 3.1. Research Design

This research was intended to describe the second year students' achievement of idiomatic expressions at SMUN Arjasa in the 2002/2003 academic year. In line with this purpose, this research belongs to descriptive. According to Arikunto (1993:76) the characteristics of a descriptive research are : (1) it does not need an administration of controlling the treatment, (2) it does not need to prove the hypothesis, but describes everything that occurs in the real condition, (3) the research works on the problem systematically for describing the content of the problem.

The design of this research was descriptive quantitative. There were the design procedures conducting this research. The first, the research respondents were determined by using proportional random sampling. The second, the test items of idiomatic expressions were constructed based on the students' English textbook. The third, the test were tried out to other students who were not the research respondents. The fourth, the results of the test items of the try out were analyzed by using Split Half Method. The fifth, the test were administered to the research respondents. Then, the collected data were analyzed by using the percentage formula. Finally, the results of the data analysis were classified through each indicators.

#### 3.2. Research Area

A research area is the location where all of the research activities to get data is conducted. Arikunto (1993:113) says that purposive method is a method used due to a certain purpose and reason. In this research, purposive method was used to determine the research area.

This research was conducted at SMUN Arjasa. It was chosen based on the consideration of technical reasons, such as time, fund and the permission from the school. In addition the academic reason taken for consideration was the English teacher at the school has used the reading text containing idiomatic expressions in teaching reading.

### 3.3. Respondent Determination Method

The research population was the students of the second year of SMUN Arjasa in the academic year of 2002/2003. The number of the population was 255 students, divided into 6 classes. Each class consists of 42-43 students. Arikunto (1993:107) states that if the number of population is more than 100, sampling research can be assigned. Furthermore, the sample taken can be of 10%, 15%, 20%, 25% or more of the population. In this research, 10% of the population was taken as the respondents by using proportional random sampling with lottery. The number of respondents was 30 students taken proportionally from those six classes. The following table will be described the number of samples from each classes.

Table 1 : The Number of The Respondents in Each Class

Class	The Number of Students	The Number of Samples
II 1	43	5
II 2	42	5
II 3	42	5
II 4	42	5
II 5	43	5
II 6	43	5
Total		30

### 3.4. Research Instruments

In this research, there were two kinds of data. They were main data and supporting data. The main data was collected by administering the vocabulary test. Whereas, the supporting data deal with the school condition, the number of the students at the school, the names of the respondents, the English teacher and the English teaching. In collecting the main data and the supporting data, some methods such as test, interview, and documentation will be used.

### 3.4.1. Test

Test is a method of collecting the primary data that will be administered to the respondents. Arikunto (1993: 123) explains that test is a set of questions, exercises or other means which are used to measure skill, knowledge, intelligence, ability or talent of individuals or groups. In this research, the vocabulary test was administered to measure the students' achievement on idiomatic expressions.

In this research, the test items were constructed based on the indicators and the materials which were suitable with the themes and sub-themes suggested in the 1994 English curriculum. The test consists of 20 items that includes the separable and inseparable idioms. The total score of the test items is 100 and the value of each correct item is 5. The idiomatic expressions test and the answer key can be seen on Appendices 3&4.

The form of the test was a multiple choice test or an objective test which consists of 20 items. This kind of test was used by considering that it could test a lot of materials in a short time. In addition, it was easier to score and create likely higher test reliability. As stated by Hughes (1989:59), the most obvious advantage of multiple choice is that the scoring can be perfectly reliable.

A good test should have validity and reliability. A test was said to be valid if it can measure what was intended to be measured. According to Hughes (1989:22), the validity of the test can be classified into content validity, criterion validity, construct validity and face validity. Besides, Hughes (1989: 22) states that the test has content validity if it contains a proper sample of thing that will be measured.

Concerning with the explanation above, this research applied content validity, in which the test items were constructed by considering the material stated in the 1994 curriculum for Senior High Schools and the indicators of the reading test used in this research.

Reliability deals with the consistency of the test result. A test is said to be reliable if it has likely the same results when it is given at another time. Therefore, there must be two sets of scores for comparison. Hughes (1989:120) states that the most common method to obtain these two sets of scores is split half method

that provides coefficient of the test of internal consistency. In this research, before the test was given to the respondents, it had been tried out to the 30 students of II 6-class who were not the research respondents. The result of the tried out can be seen on Appendices 5 & 6.

### **3.4.2. Interview**

Interview was conducted with the English teacher. It was intended to get supporting data about the problems that was usually faced by the teacher in teaching vocabulary. It was intended to get the information about daily learning condition and compulsory books used in teaching English. Here, free structured interview was used because the questions were freely asked based on a list of the questions prepared by the interviewer, and they were developed to get the information needed.

### **3.4.3. Documentation**

Documentation, in this research was used to get the supporting data. Arikunto (1993:202) states that documentation was used to find out the fact of variables in the form of notes, transcripts, books, newspapers, etc. Here, documentation was used to find out the data dealing with the number of the students at the school, the names of the respondents, the personnel of the school and the school facilities of SMUN Arjasa.

### **3.5. Data Analysis Method**

The data analysis method used in this research was statistical method, because the primary data that was analyzed were in the form quantitative data. This method was used to calculate the percentage of the students' achievement of idiomatic expressions.





## IV. RESULTS AND DISCUSSION

### 4.1 The Results of Supporting Data

The supporting data were obtained from documentation and interview.

#### 4.1.1 The Result of Documentation

SMUN Arjasa as the research area is located at Jl. Sultan Agung No. 64 Jember. The names of the school personnel can be seen on Appendix 9. Meanwhile, the facilities of the school can be seen on Appendix 8. Moreover, the names of the respondent can be seen on Appendix 7.

#### 4.1.2 The Result of Interview

The interview was conducted on the 24<sup>th</sup> of August 2002. There were two English teachers of the second year students. The teachers informed that Meaning Based Approach was applied in the English Teaching Learning Process, in which the four English skills: reading, listening, speaking, writing were taught integratedly.

It was revealed that there are compulsory and additional books that have been used in the English teaching. The compulsory book was English for Senior High school by Ali Saukah and Murdibjono from Depdikbud, while the additional books were those published by Erlangga.

So far, the English teaching idiomatic Expression has been taught integratedly with reading and speaking skills. For Example, the teacher usually asks the students about the idiomatic expressions at the reading text which contains idiomatic expressions, and then the teacher discusses the meaning of those expressions. If the students still get the difficulties to them, the teacher sometimes teaches the idiomatic expressions before comprehending reading text.

According to the teacher, they rarely taught the idiomatic expressions. It was depended on the reading material in the textbook. They also said that the students still have problem dealing with idiomatic expressions, because the students still get difficulties to give the meaning of the idiomatic expressions.

#### 4.2 The Results of the Try-Out Test

It has been stated in the previous chapter that the test instrument must be tested of its reliability before being given to the respondents of this research. The try-out test was administered on the 28<sup>th</sup> of August 2002. It was done by the 30 students of II 6-class of SMUN Arjasa who were not the research respondent. The steps testing the reliability test are listed in the appendices 5 and 6.

Based on the number of the students (N) : 30, the score of product moment table at 5 % was (r : 0,361). While the score of r11 was 0,632. In other words, r11 score was more than the score of product moment table ( 0,632 > 0,361). It means that the instrument of this test was reliable.

Besides, the try-out test was conducted to find the degree of items difficulty. Then three categories of difficulties were easy, sufficient and difficult were assigned for analyzing result of index difficulty of each section done by all students using the following formula :

$$I = \frac{B}{N}$$

Note :

N : The number of the respondents

B : The number of the students who answer the questions correctly

I : The difficulty index

Table 3 : The Criteria of Difficulty Index :

The difficulty index	Criteria
0,00 – 0,30	Difficult
0,31 – 0,71	Enough
0,71 – 1,00	Easy

(Sudjana, 1989: 137)

The Table 4 : The Analysis of Item Difficulty

No	N	B	I	Category
1	30	20	0.67	sufficient
2	30	22	0.73	easy
3	30	19	0.63	sufficient
4	30	19	0.63	sufficient
5	30	19	0.63	sufficient
6	30	21	0.7	sufficient
7	30	14	0.47	sufficient
8	30	23	0.77	easy
9	30	15	0.5	sufficient
10	30	4	0.13	difficult
11	30	21	0.7	sufficient
12	30	13	0.43	sufficient
13	30	17	0.57	sufficient
14	30	11	0.36	sufficient
15	30	14	0.47	sufficient
16	30	21	0.7	sufficient
17	30	19	0.63	sufficient
18	30	14	0.47	sufficient
19	30	10	0.33	sufficient
20	30	18	0.6	sufficient

In the try-out test the allocated time was 90 minutes, in fact, they could do the test faster than the time given. Therefore, the allocated time needed was revised. It was 60 minutes. There were two items (no 2 & 8) in the category of easy, because the difficulty index of the item was too high (0,73 & 0,77) and one item (no 10) in the category of difficult as the difficulty index was too low (0,13). Those test items were not revised to provide motivation to the students. The difficult items might be necessary to motivate the good students and the very easy item will motivate and encourage the poor students (Arikunto; 2001: 210).

After analyzing the reliability test, then the test was ready to be administered to the respondents. The results are explained below:

#### 4.3 The Results of Main Data

The main data of this research were collected by conducting the vocabulary test on the material of comprehending idiomatic expressions in reading texts. It was administered on the 5<sup>th</sup> of September, 2002. The results of the test are presented in the following table.

Table 5 : The Students' Scores of Vocabulary Test

No	The Students' Scores of Each Indicator			
	Separable Idioms		Inseparable idioms	
	T	S	T	S
1	4	20	5	25
2	7	35	5	25
3	4	20	5	25
4	9	45	6	30
5	7	35	5	25
6	8	40	6	30
7	8	40	7	35
8	7	35	7	35
9	6	30	2	10
10	6	30	4	20
11	5	25	3	15
12	5	25	7	35
13	4	20	5	25
14	4	20	2	10
15	7	35	4	20
17	6	30	5	25
18	7	35	4	20
19	7	35	5	25

20	5	25	6	30
21	3	15	4	20
22	5	25	6	30
23	2	10	5	25
24	3	15	3	15
25	6	30	4	20
26	8	40	5	25
27	7	35	5	25
28	6	30	6	30
29	6	30	4	20
30	9	45	8	40
	180	900	149	745

Note:

No : Number of the Respondents

T : The Number of the Correct Answers

S : The Scores Obtained in Each Indicator

To make it clear, the total score of each indicator obtained by the students is summarized in the following table.

The Table 6 : the Scores of Each Indicator

No	Indicators	Total Score
1.	Inseparable Idioms	745
2.	Separable Idioms	900
	Total Score	1645

#### 4.4 Data Analysis

After getting the main data concerning with the students on vocabulary test, the data were analyzed in the following sections.

It has been stated in Chapter III that the number of the test items for each indicator was 10 items. The maximum score for each indicator was 50. If all the students could do all the test items of each indicator, the number of the whole score was  $50 \times 30 = 1500$ . Therefore, the calculation of each indicator was as follows.

**a. Inseparable Idioms**

$$\Sigma = \frac{n}{N} \times 100\%$$

$$\Sigma = \frac{745}{1500} \times 100\%$$

$$\Sigma = 49,66\%$$

**b. Separable Idioms**

$$\Sigma = \frac{n}{N} \times 100\%$$

$$\Sigma = \frac{900}{1500} \times 100\%$$

$$\Sigma = 60\%$$

The results of the calculation above could be seen more clearly in the following table.

Table 7. The Mean Scores of the Students' Abilities of Each Indicator

No	Indicators	Mean (%)
1.	Inseparable Idioms	49,66%
2.	Separable Idioms	60%

Based on the table above, the following interpretation can be drawn. Firstly, after the result was consulted to the classification table, the percentage of the students' mean score on inseparable idioms was poor because it was in the range of 46% - 55%. Secondly, the percentage of the students' mean score on Separable idioms was 60% or in the category of enough because it was in the range of 56% - 65% (Depdikbud, 1999:85). The following table shows the students' idiomatic expressions achievement and the category for each indicator.

Table 8. The mean Score of the Students' Idiomatic Expressions Achievement and the Category for Each Indicator

No	Indicators	Percentage	Grade of Score	Category
1.	Inseparable Idioms	49,66%	46%-55%	Poor
2.	Separable Idioms	60%	56%-65%	Enough

Table 6 says that the total score of the indicator obtained by the students was 1645, whereas the maximum score of the test items was 3000 (30 x 100= 3000). Then, the students' scores were analyzed quantitatively by applying the following formula.

$$\Sigma = \frac{n}{N} \times 100\%$$

$$\Sigma = \frac{1645}{3000} \times 100\%$$

$$\Sigma = 54.83\%$$

Following the calculation above, the students' mean score of idiomatic Expressions achievement was 54,83%. After being consulted to the classification table of the students' score level on page 16, the students' achievement in understanding idiomatic expressions belonged to the category of poor because it was in the range of 46% - 55%.

#### 4.5 Discussion

Based on the results of data analysis, the students' English Idiomatic Expressions achievement can be described as follows.

On the average, the students' idiomatic expressions achievement was 54,83%. After consulting to the classification of the score level table, the score lied in the interval of 40-59. It means that the English Idiomatic Expressions achievement of the Second years students at SMUN Arjasa was poor.

Since the result of this research was poor ( $M=54,83\%$ ), it was affected by the low frequency of giving tasks and exercises concerning with idiomatic expressions. As we knew that not every reading text in the textbook was included idiomatic expressions. In addition, the students was not familiar enough with the idiomatic expressions. The condition above was relevant to Underhill's statement (1985:41) who said that "the best way of learning idiomatic expressions is to familiarize them gradually. The more you use them the quicker you will learn them." Then, he also stated that "the best way to learn idiomatic expressions is through constant practice and usage" (1985:45). So the students still got difficulties in understanding the idiomatic expressions because they were lack of practice in the use of those idioms. That was supported by the fact that the students rarely have practice in the use of the idiomatic expressions. Therefore, they often felt strange with the combination of these words.

Based on the indicators, the idiomatic expressions consisted of separable idioms and inseparable idioms. The mean score obtained by the students on inseparable idioms was 49,66%, and the mean score of separable idioms was 60%. It means that the students had more difficulties in using inseparable idioms. It might be affected by the students who felt easier to understand the idiomatic expressions written separately. Moreover, the exercises of the inseparable idioms were rarely found in the students' textbook compared to those of the separable idioms.



## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Based on the result of data analysis and discussion, the second year students' achievement of idiomatic expressions at SMUN Arjasa was in the poor category (M : 54,83%). The result showed that the students' achievement of separable idioms (M: 60%) was much better than the inseparable idioms (M : 49,66%).

### 5.2 Suggestion

Based on the above research results, some suggestions are proposed:

1. The English teacher should help the students improve their idiomatic expressions achievement by giving more exercises on them.
2. This research result can be used for the other researchers as the basis to conduct a further research in idiomatic expressions using another research design, such as the effect of continuous and constant idiomatic expressions exercises on reading comprehension achievement.



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**RESEARCH MATRIX**

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
<p>A Descriptive Study of the Second Year Students' Achievement of Idiomatic Expressions at SMUN Arjasa in the 2002/2003 Academic Year</p>	<p>How is the Second year students' achievement of idiomatic expressions at SMUN Arjasa in the 2002/2003 Academic Year?</p>	<p>The students' Achievement of idiomatic expressions</p>	<p>1.1. Separable Idioms 1.2. Inseparable Idioms</p>	<p>1. Respondents : the students of the second year of SMUN Arjasa in the 2002/2003 Academic year 2. Informants a. The English teachers 3. Documents</p>	<p><i>Research Design:</i> Descriptive quantitative <i>Research Area :</i> SMUN Arjasa <i>Method :</i> Purposive <i>Respondent Determination Methods:</i> Proportional Random Sampling <i>Data Collection Methods:</i> Primary Data : Test, Supporting Data : Interview, Documentation <i>Data Analysis :</i> Descriptive-statistics <math display="block">\Sigma = \frac{n}{N} \times 100\%</math> <math>\Sigma</math> : the students' Achievement of Idiomatic Expressions <math>n</math> : The test scores obtained by the students <math>N</math> : the total score of the test items ( Adapted from Ali, 1987:186)</p>

## Appendix 2

### GUIDE OF SUPPORTING DATA INSTRUMENT

#### 1. INTERVIEW GUIDE

NO	INTERVIEW QUESTIONS	DATA RESOURCES
1.	How do you teach vocabulary to your students?	English teacher
2.	What technique do you usually use in teaching reading ?	
3.	Do you ever explain idiomatic expression in teaching vocabulary ?	
4.	What kinds of idiomatic expressions have you taught to the students?	
5.	What books do you usually use in teaching English?	

#### 2. DOCUMENTATION GUIDE

NO	THE DATA TAKEN	DATA RESOURCES
1.	The names of the respondents	Document
2.	The school personnel	
3.	The facilities provided at SMUN Arjasa	

Name: \_\_\_\_\_

## READING COMPREHENSION TEST

Class : II

Time : 90 Minutes

Text I

Connie stopped outside a shoe store and looked in the window. For some time, she gazed at a pair of fur-lined high boots on display. "They're exactly the boots that I've been looking for," she thought. They were unpriced, so Connie decided to ask how much they cost.

"I'd like to buy a pair of boots like the ones you have in the window," she asked the attendant. "Could you tell me how much they are, please?"

As the price was reasonable, Connie decided to try a pair on. The attendant asked her to sit down and brought a pair. While she was helping Connie to put them on, she kept looking at Connie's stockings. Connie was wearing a pair of stockings made of fine white lace.

"Excuse my asking," the attendant said at last, "but where did you get those stockings?" We've been trying to get stockings like these for some time. They're the very latest fashion and many women want to have them."

"They're pretty, aren't they?" Connie said. "My grandmother gave them to me. She wore them when she was young." (English for Senior High School 2: 1995, 6)

**Read the following text. Choose the correct answer by crossing a, b or c**

1. "They're exactly the boots that I've been *looking for*", she thought.

*Look For* (line 3) means ....

- a. looked round
- b. searched
- c. saw off

2. As the price was reasonable, Connie decided to *try* a pair *on* (line 7).

So Connie .....

- a. Tried the boots before buying them
- b. Tested a pair of stocking made of fine white lace.
- c. Tried stockings before buying them

3. She was helping Connie to *put* them *on* (line 8), then Connie .....

- a. Place a pair of boot in her feet.
- b. Wear a pair of stockings made of fine white lace

- c. Take stockings for the attendant

4. "Sit down" (line 8) means .....
- a. to take a sitting position on a chair
  - b. to take a sitting position on a floor
  - c. to take a sitting position after standing

## Text 2

One day Mrs. Steele saw a mouse running across her kitchen floor. She was very afraid of mice, so she ran out of the house, got in a bus and went to a shop. There she bought a mouse-trap. The shopkeeper said to her, "Put some cheese in it, and you will soon catch that mouse."

Mrs. Steele went home with her mouse-trap, but when she looked in her cupboard, she could not find any cheese in it. She did not want to go back to the shop, because it was very late. Then she got an idea. She cut a picture of some cheese out of a magazine and put that in the trap.

Surprisingly, the picture of the cheese was quite successful! When Mrs. Steele came down to the kitchen in the next morning, there was a picture of a mouse in the trap beside the picture of the cheese!

(English for Senior High School 2: 1995, 21)

5. Mrs. Steele saw a mouse *running across* her kitchen floor (line 1).

It means that .....

- a. Mrs. Steele expected to meet a mouse in the kitchen
- b. Mrs. Steele looked for a mouse in the kitchen
- c. Mrs. Steele found a mouse in her kitchen unexpectedly

6. "Put some cheese in it!" (line 3) and Mrs. Steele has to .....

- a. give some cheese in a mouse-trap
- b. take some cheese from a mouse-trap
- c. find some cheese from a mouse-trap

7. She *cut* a picture of some cheese *out* of a magazine (line 6).

"Cut out" means .....

- a. take
- b. remove
- c. find

8. She did not want to *go back* to the shop (line 5).

It means that she did not want to .....

- a. return
- b. take back
- c. bring back

## Text 3

The Babbitts live near their farm in a village. Mrs. Babbitt has a small garden, where she plants some vegetables. She is very proud of her garden and she looks after it carefully.

One evening Mrs. Babbitt looked at her vegetables and said, "Tomorrow I'm going to pick them and we'll have a nice salad".

But early the next morning, her son ran into the kitchen and shouted, "Mom, come quickly! Our neighbor's ducks are in the garden and they're eating our vegetables!

Mrs. Babbitt ran out, but it was too late! All the vegetables were finished! Mrs. Babbitt cried, and her neighbor was very sorry.

Then a few days before Christmas, the neighbor brought Mrs. Babbitt a parcel. In it was a beautiful, fat duck, and on it was a piece of paper with the words, "Enjoy your vegetables!". (English for Senior High School 2: 1995, 36)

9. She *looks after* it carefully (line 2).

*Look after* means .....

- a. always look
- b. sees
- c. take care of.

10. "Her son *ran into* the kitchen" (line 6).

"Ran into" means .....

- a. reached
- b. found unexpectedly
- c. walked fast

11. "ran out" (line 9) means .....

- a. went
- b. went out
- c. looked out

## Text 4

January 17<sup>th</sup> is ST Anthony's day in Mexico. It's a day when people bring their animals to church. But before the animals go into the church, the people dress them up with flowers and ribbons. This ceremony is to protect people's animal. ( Windows English for Senior High School 2: 2001, 17)

12. The phrase of "go into" (line 2) means.....

- a. going to
- b. enter
- c. walk

13. The statement "the people *dress them up* with flowers and ribbons" (line 3) from the text above means.....



- a. The people wear special dress with flowers and ribbons.
- b. The people wear special clothes to enter the church.
- c. The people put special clothes for their animals.

## Text 5

The main condition is that your employer takes on an unemployed person for the hours you no longer work. If you would prefer to give up work completely and you're in the same age group there is also the full-time Job Release Scheme.

It's worth reading through the booklets on the two schemes. Either use the coupon, or pick them up at your local employment Office or Job Center. (Windows English for Senior High School 2: 2001, 30)

14. Your employer *takes on* an unemployed person for the hours you no longer work (line 1).

*Takes on* means .....

- a. employs
- b. put
- c. hires

15. "to give up" (line 2) means .....

- a. to find
- b. to stop
- c. to take care

16. Either use the coupon, or *pick them up* at your local employment office or job center (line 5).

It means that at your local employment office or job center .....

- a. you can take them
- b. you can find them
- c. you can look them

## Text 6

Children and grown-ups must do their best to keep the world clean, "Mr. Fox said to his class. "Sometimes we see some rubbish in the streets and we must pick them up. Sometimes we eat some sweets and we must put the wrappings in the bin. We must all work together so there is no rubbish in the world. Never throw plastic into the sea! There should be no oil in the sea. If we pour poison - oil is poison in rivers and seas - into our rivers, some fish die. This is called pollution. This weekend, see if you can find some examples of pollution and write some sentences about it." Jimmy looked worried when he went home.

On Monday, he handed in his composition. "Yesterday we had sardines for lunch. Mom opened the tin, but all the fish were dead because the tin was full of oil!" (English for Senior High School 2: 1995)

17. Sometimes we see some rubbish in the streets and we must *pick it up* (line 2).

So, when we see some rubbish in the street, .....

- a. we should look for them
- b. we should carry them
- c. we should take them

18. On Monday, he *handed in* his composition (line 8).

So, Jimmy ..... his composition on Monday.

- a. finished
- b. submitted
- c. took

19. Children and *grown-ups* must do their best to keep the world clean (line 1).

“Grown-ups” means .....

- a. adults
- b. old-age
- c. teenagers

Text 7

There are many different kinds of animals in the world. Most of them are invertebrates, that is, they do not have internal skeletons with backbones. Many invertebrates have shells; others have external skeletons. Invertebrates include insects, which make up 80% of all animals in the world (Window on the World, 2001: 30).

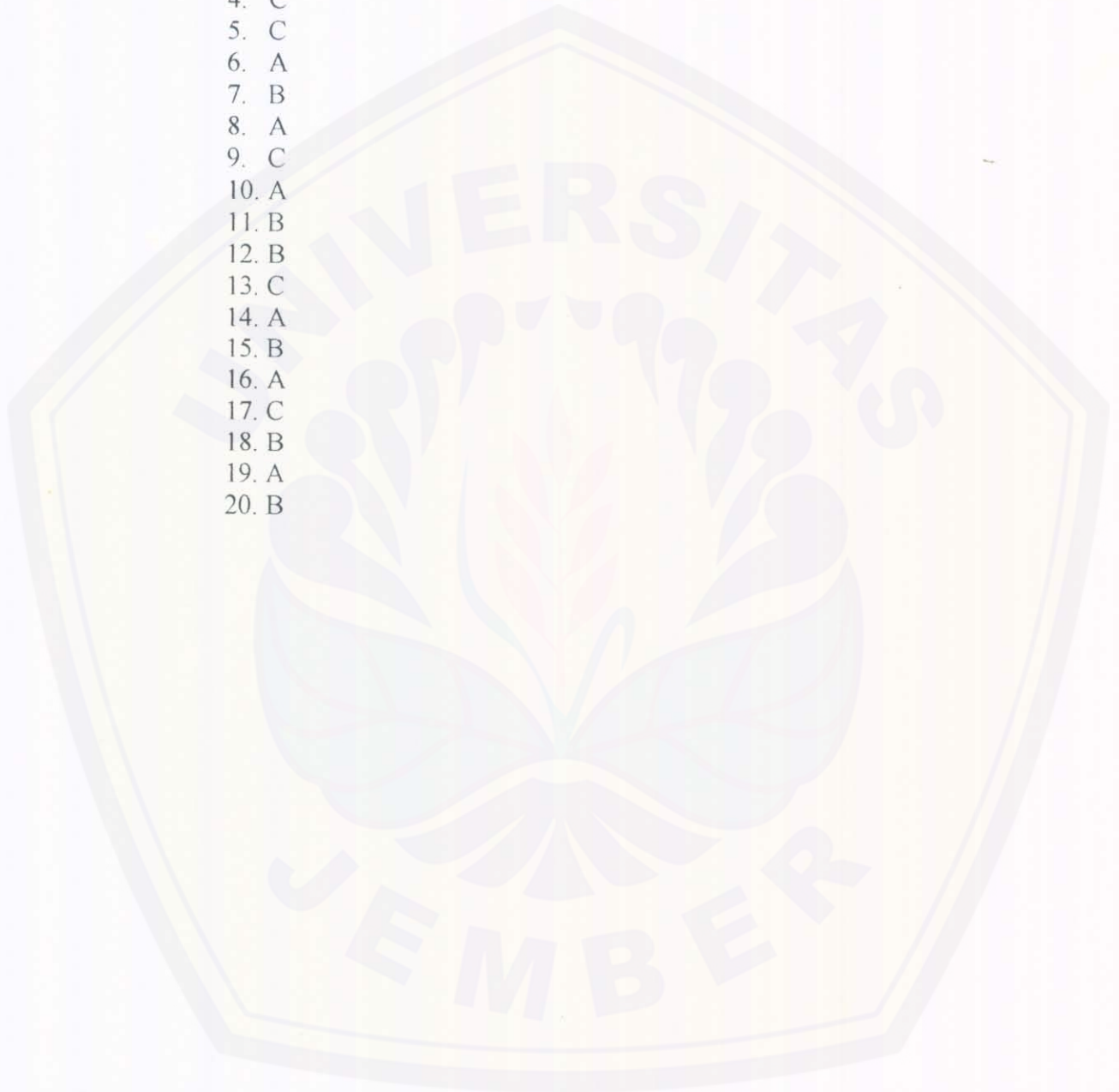
20. “make up” (line 4) means.....

- a. form
- b. consist of
- c. supply

Appendix 4

THE ANSWER KEY

1. B
2. A
3. A
4. C
5. C
6. A
7. B
8. A
9. C
10. A
11. B
12. B
13. C
14. A
15. B
16. A
17. C
18. B
19. A
20. B



Appendix 5

The test items

NO	ODD (x)										Total
	1	3	5	7	9	11	13	15	17	19	
1	1	0	1	0	0	1	1	0	0	1	5
2	1	1	1	1	1	0	1	1	0	0	7
3	0	0	0	0	1	1	1	0	0	1	4
4	1	0	1	1	1	1	1	1	1	1	9
5	0	0	0	1	1	1	1	1	1	1	7
6	0	1	0	1	1	1	1	1	1	1	8
7	1	1	1	0	1	1	1	1	1	1	9
8	1	1	1	0	0	1	0	0	1	1	6
9	0	1	0	1	0	0	1	0	0	0	3
10	0	1	1	1	0	0	1	0	0	0	4
11	0	1	1	0	0	0	1	0	0	0	3
12	1	1	1	0	0	1	1	1	0	0	6
13	1	0	1	0	0	0	1	1	1	0	5
14	0	0	0	0	0	1	0	0	1	0	2
15	1	1	1	0	1	0	1	1	1	0	7
16	1	1	1	1	1	1	0	1	1	0	8
17	1	1	0	1	1	1	0	0	1	0	6
18	1	1	0	0	1	1	0	0	1	0	5
19	1	1	0	0	1	1	0	0	1	0	5
20	0	1	1	0	0	1	1	0	0	1	5
21	1	0	1	0	0	0	0	1	0	1	4
22	0	0	1	0	0	1	0	0	1	1	4
23	1	0	0	0	0	1	0	0	1	0	3
24	1	0	0	1	0	1	0	0	1	0	4
25	0	1	1	1	0	0	1	0	0	0	4
26	1	1	1	1	1	1	0	1	1	0	8
27	1	1	1	1	1	1	0	1	1	0	8
28	1	1	1	0	0	0	1	1	0	0	5
29	1	0	0	1	1	1	0	0	1	0	5
30	1	1	1	1	1	1	1	1	1	0	9
	20	19	19	14	15	21	17	14	19	10	168

No	EVEN (y)										TOTAL
	2	4	6	8	10	12	14	16	18	20	
1	0	0	0	0	0	1	0	1	1	1	4
2	1	1	1	0	0	1	0	1	0	0	5
3	1	0	1	1	1	0	0	0	0	1	5
4	1	1	1	0	0	0	0	1	1	1	6
5	0	1	0	1	0	0	0	1	1	1	5
6	0	1	0	1	0	1	0	1	1	1	6
7	1	1	0	1	0	1	0	1	1	1	7
8	1	1	1	1	0	1	0	1	1	1	8
9	1	1	1	1	0	0	0	1	0	0	5
10	1	1	1	1	0	0	1	1	0	0	6
11	1	1	1	1	0	0	0	1	0	0	5
12	1	0	1	1	1	1	1	0	0	0	6
13	0	0	0	1	0	1	1	0	0	1	4
14	1	0	1	1	0	0	0	1	0	0	4
15	1	0	1	1	0	0	0	1	0	0	4
16	1	1	1	1	0	0	0	1	1	1	7
17	0	1	0	1	0	0	0	1	1	1	5
18	1	0	1	1	0	0	0	1	1	1	6
19	1	0	1	0	1	1	0	1	1	1	7
20	1	0	1	1	0	1	1	0	1	0	6
21	1	1	0	1	0	0	0	1	0	0	4
22	1	0	1	1	0	1	0	1	0	1	7
23	0	1	0	1	0	1	0	0	0	1	4
24	0	1	0	0	1	0	0	1	0	0	2
25	1	1	1	1	0	0	1	1	0	0	6
26	1	1	1	0	0	0	0	1	1	1	6
27	1	1	1	0	0	0	0	1	1	1	6
28	1	1	1	1	0	1	1	1	0	0	7
29	0	0	1	1	0	0	0	1	1	1	5
30	1	1	1	1	0	1	1	1	0	1	8
	22	19	21	23	4	13	7	25	14	18	166

Appendix 6

The Devision of Odd-Even Score of Try-out Result

No	Odd (x)	Even (y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	5	4	25	16	20
2	7	5	49	25	35
3	4	5	16	25	20
4	9	6	81	36	54
5	7	5	49	25	35
6	8	6	64	36	48
7	9	7	81	49	63
8	6	8	36	64	48
9	3	5	9	25	15
10	4	6	16	36	24
11	3	5	9	25	15
12	6	6	36	36	36
13	5	4	25	16	20
14	2	4	4	16	8
15	7	4	49	16	28
16	8	7	64	49	56
17	6	5	36	25	30
18	5	6	25	36	30
19	5	7	25	49	35
20	5	6	25	36	30
21	4	4	16	16	16
22	4	7	16	49	28
23	3	4	9	16	12
24	4	2	16	4	8
25	4	6	16	36	24
26	8	6	64	36	48
27	8	6	64	36	48
28	5	7	25	49	35
29	5	5	25	25	25
30	9	8	81	64	72
	168	166	1056	972	966

Reliability Coefficient

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{30 \cdot 966 - (168)(166)}{\sqrt{\{30 \cdot 1056 - (168)^2\} \{30 \cdot 972 - (166)^2\}}} \\
 &= \frac{28980 - 27888}{\sqrt{\{31680 - 28224\} \{29160 - 27556\}}} \\
 &= \frac{1092}{\sqrt{3456 \times 1604}} \\
 &= \frac{1092}{\sqrt{5543424}} \\
 &= \frac{1092}{2354.44} \\
 &= 0.463
 \end{aligned}$$

Moment Product Formula

$$\begin{aligned}
 r_{11} &= \frac{2 \times r_{xy}}{1 + r_{xy}} \\
 &= \frac{2 \times 0.463}{1 + 0.463} \\
 &= \frac{0.926}{1.463} \\
 &= 0.632
 \end{aligned}$$

Spearman – Brown

Note :

$r_{xy}$  : Reability coefficient for half of the test item

$\sum xy$  : The total number of Odd items x Even items

$\sum x$  : The total number of odd test items

$\sum y$  : The total number of even items

N : The number of respondents

$r_{11}$  : Reliability coefficient for the whole test items

Appendix 7

**THE NAMES OF RESPONDENT**

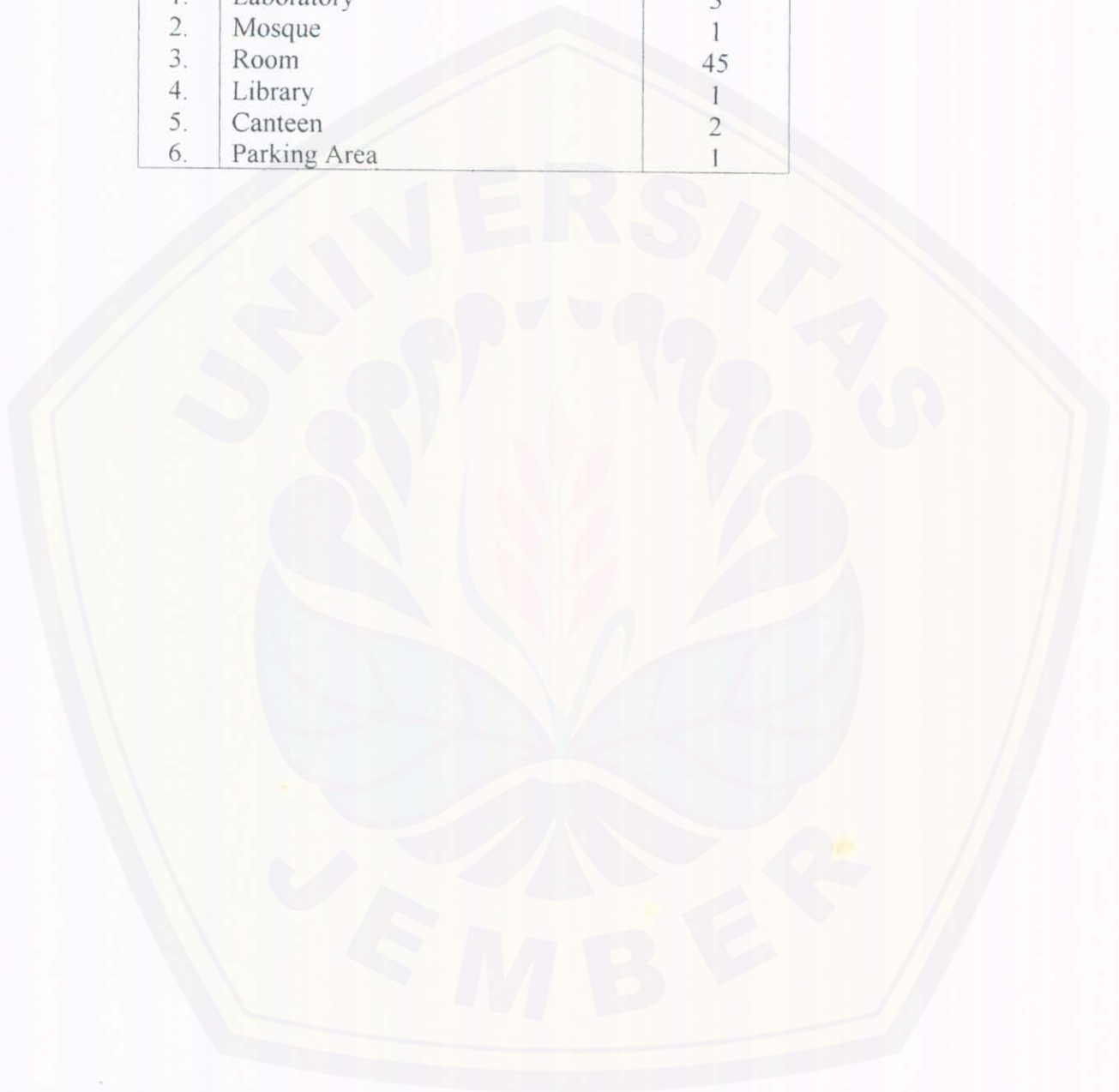
No	Name	Class
1.	Norma Triana Dewi	II 1
2.	Retno Wulan	II 1
3.	Taufan Zakaria	II 1
4.	Dewi Nurul Laili	II 1
5.	Wenang Ginanjar	II 1
6.	Iva Lutfiah	II 2
7.	Rina Fitria	II 2
8.	Yuliatin Musrifah	II 2
9.	Warokah Ibnu	II 2
10.	Raden Fajar	II 2
11.	Tri Yanuar S	II 3
12.	Arum Ariati	II 3
13.	Deni Mogi Rahardjo	II 3
14.	Dwi Chusnul	II 3
15.	Lisa Susanti	II 3
16.	Novianti Mega Harini	II 4
17.	Yusrian Abdillah	II 4
18.	Yuka Kurnia	II 4
19.	Siti Aminah	II 4
20.	Sidha Rombi	II 4
21.	Galih Pangestu	II 5
22.	Yuliansyah	II 5
23.	Barai Kurniawan	II 5
24.	Aulia Arisandi	II 5
25.	Erna Aristi	II 5
26.	Restu Widayu	II 6
27.	Teguh Hadi	II 6
28.	Vidya Citra	II 6
29.	Maulana Ishaq	II 6
30.	Eko Sugiarto	II 6



Appendix 8

**THE FACILITIES OF SMUN ARJASA**

No	Facility	Total
1.	Laboratory	3
2.	Mosque	1
3.	Room	45
4.	Library	1
5.	Canteen	2
6.	Parking Area	1



Keputusan Kepala SMUN 1 Arjasa Jember

Nomer : 242 / 104.32/SMU.06/KP/2001

Tanggal : 16 Juli 2001

Tentang : Pembagian Tugas guru dalam proses belajar mengajar

No	Nama Guru	Gol/ Ruang	Jabatan Guru	Bidang Tugas	JTM			Jmh
					I	II	III	
1.	Drs. M. Kamil. Msi NIP. 1311 612 115	IV / a	Guru Pembina	BK	-	-	-	-
2.	Drs. Ali Achmad NIP. 131 635 021	IV / a	Guru Pembina	BK	6	-	-	6
3.	Drs. Mualam NIP. 131 784 885	IV / a	Guru Pembina	Geo/Antro	12	12	-	24
4.	Dra. Herawati NIP. 130 532 351	IV / a	Guru Pembina	BK	-	-	-	-
5.	Dra. Titik P. NIP. 131 686 518	IV / a	Guru Pembina	Penjas	-	12	6	18
6.	Drs. Slamet AS NIP. 130 882 134	IV / a	Guru Pembina	Kimia	-	-	18	18
7.	Dra. Endah P. NIP. 131 900 363	III / d	Guru Dewasa TK I	Matematika	-	12	-	12
8.	Drs. Didik P. NIP. 131 901 587	III / d	Guru Dewasa TK I	Fisika	-	5	14	19
9.	Dra. Hj. Siti N. NIP. 131 262 268	III / d	Guru Dewasa TK I	Bahasa Indonesia	-	15	6	21
10.	Drs. Musliman NIP. 130 780 857	III / d	Guru Dewasa TK I	Sosiologi	-	6	12	18
11.	Dra. Tutik I. NIP. 131 900 626	III / d	Guru Dewasa TK I	Matematika	-	12	-	12
12.	Dra. Hj. Dina MM NIP. 131 572 828	III / d	Guru Dewasa TK I	Bahasa Inggris	-	8	10	18
13.	Hening S. SPd. NIP. 131 611 545	III / c	Guru Dewasa	Bahasa Indonesia	-	-	12	12
14.	Lisno SPd. NIP. 131 668 292	III / c	Guru Dewasa	Ekonomi	18	-	-	18
15.	Kamaluddin SPd. NIP. 131 579 531	III / c	Guru Dewasa	Ekonomi	-	6	12	18
16.	Rr. Ismi S. SPd. NIP. 131 812 383	III / c	Guru Dewasa	Matematika	-	6	8	14
17.	Titik W. SPd. NIP. 131 958 106	III / c	Guru Dewasa	PPKN	-	12	6	18
18.	Widiastutik SPd. NIP. 131 812 497	III / c	Guru Dewasa	Matematika	-	-	24	24
19.	M. Hafizd SPd. NIP. 131 615 371	III / b	Guru Madya TK I	Bahasa Inggris	20	-	-	20
20.	Nurul Chom, SPd NIP. 132 137 348	III / b	Guru Madya TK I	Ekonomi	-	12	-	18
21.	Anastasia S., SPd NIP. 131 958 106	III / b	Guru Madya TK I	Bahasa Ing / Gegrafi	4	16	-	20
22.	Widi Wasito, SPd NIP. 132 812 497	III / b	Guru Madya TK 1	Penjas	12	-	6	18
23.	Salamah NIP. 131 844 949	III / b	Guru Madya TK 1	Fisika	-	5	14	19
24.	Drs. Mujayadi NIP. 132 170 864	III / b	Guru Madya TK 1	PPKN/TN	-	-	6/ 12	18

No	Nama Guru	Gol/ Ruang	Jabatan Guru	Bidang Tugas	JTM			Jmh
					I	II	III	
25.	Dra. Vinike ET. NIP. 132 172 134	III / b	Guru Madya TK 1	Biologi	-	12	14	26
26.	Deni Fitri, SPd. NIP. 132 171 091	III / b	Guru Madya TK 1	Bahasa Inggris	-	-	20	20
27.	Erni S., SPd NIP. 132 041 529	III / a	Guru Madya	Kimia	-	12	6	18
28.	Ida Rosanti, SPd NIP. 132 206 670	III / e	Guru Madya	Biologi	-	12	14	26
29	Sri Wahyuni SPd. NIP. 132 046 298	III / a	Guru Muda	Matematika	6	12	-	18
30.	Sri Andayani NIP. 132 102 220	III / a	Guru Muda	BK	-	-	-	-
31.	Atikah , SPd NIP. 131 767 625	III / c	Guru Dewasa	Bhs. Inggris	15	-	-	15
32.	Sri Susilowati NIP. 132 197 728	III / a	Guru Madya	Fisika	25	-	-	25
33.	Sandi . S .SPd NIP. 132 281 182	III / a	Guru Madya	Matematika	18	-	-	18
34.	Imam .I SPd NIP. 132 280 741	III / a	Guru Madya	Bahasa Indonesia	15	-	-	15
35.	Mellia .SPd Nip. 132 059 223	III / a	Guru Madya	Kimia	6	6	-	12
36.	Kuntoyono, SPd NIP.	-	-	Biologi	24	-	-	24
37.	Rohma, SPd NIP.	-	-	Sejarah	-	-	12	12
38.	Ir. Eno Wahyudi NIP	-	-	Kimia	12	-	-	12
39.	Krisjanti SPd. NIP.	-	-	Bahasa Indonesia	15	-	-	15
40.	Zaenal M. SAg NIP	-	-	Pend. Agama	-	12	-	12
41.	All Murtono SPd. NIP.	-	-	Fisika	10	-	-	10
42.	Fentl .K. SPd NIP.	-	-	Sejarah	12	-	-	12
43.	Ainul Yakin SPd. NIP.	-	-	Sosiologi/ Seni	12	-	-	12
44.	Lilik M. SPd. NIP.	-	-	Fisika	-	20	-	20
45.	M. Chotip. Sag NIP.	-	-	PPKN / Sejarah	12	12	-	24
46.	Mustajab .SAg NIP.	-	-	Pend. Agama	12	-	-	12
47.	Risa .SPd Nip.	-	-	Matematika	6	-	-	6
48.	Siti Asiyah .SPd NIP.	-	-	Sosiologi / Antropologi	-	6	12	18

Jember, 16 Juli 2001

Kepala SMU Negeri 1 Arjasa Jember



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 2796 /J25.1.5/PL5/2002

Jember, 12 AUG 2002, 2002

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SMUN

Arjasa

di -

Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Eni Istanti

Nim : 970 210 401 008

Jurusan/Program : Bahasa dan Seni/Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A Descriptive Study of The Second Year Student's Achievement of Idiomatic Expressions at SMUN Arjasa in The 2002/2003 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan  
Pembantu Dekan I,



Dis. H.MISNO AL, M.Pd  
NIP. 130 937 191

**PEMERINTAH KABUPATEN JEMBER**

**DINAS PENDIDIKAN**

**SMU Negeri Arjasa**

**Jl. Sultan Agung No. 64 Kode Pos 68191**

**Telp. (0331) 540133**

**JEMBER**

---

Surat Keterangan

No : 431.3/378/436.318.02/2002

Yang bertanda tangan di bawah ini Kepala SMU Negeri Arjasa Jember menerangkan dengan sebenarnya bahwa:

Nama : ENI ISTANTI  
Nim : 970210401008  
Tempat/Tgl.Lahir : Trenggalek/ 8 September 1979  
Program : Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Alamat : Jl. Mastrip 11 B Jember

Yang bersangkutan telah selesai mengadakan penelitian di SMUN Arjasa pada tanggal 23 Agustus 2002 sampai dengan 7 September 2002 dengan judul : "A Descriptive Study of The Second Year Students' Achievement of Idiomatic Expressions at SMUN Arjasa in The 2002/2003 Academic Year".

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Jember, 25 September 2002

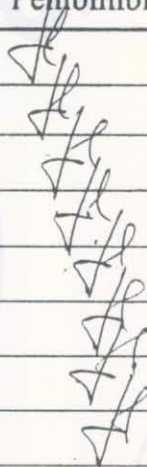


Dr. M. Kamil M. Psi

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Eni Istanti  
 NIM/Angkatan : 970 210 401 008/ 1997  
 Jurusan/Program Studi : Bahasa & Seni/ Bahasa Inggris  
 Judul Skripsi : A Descriptive Study of The Second Year Students' Achievement on Idiomatic Expressions at SMUN Arjasa in The 2002/2003 Academic Year  
 Pembimbing I : Dra. Wiwik Eko Bindarti, M.Pd  
 Pembimbing II : Drs. Bambang Suhardjito, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin - 17-5-2002	Judul + Matrik	
2.	Selasa - 25-5-2002	Bab I	
3.	Rabu - 17-6-2002	Bab 1, 2, 3	
4.	Selasa - 30-6-2002	Bab 1, 2, 3	
5.	Sabtu - 3-8-2002	Instrument	
6.	Kamis - 3-10-2002	Bab IV, V	
7.	Sabtu - 5-10-2002	Bab IV, V	
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

PETUNJUK : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : Eni Istanti.....  
 NIM/Angkatan : 970.210.401.008.....  
 Jurusan/Program Studi : Bahasa & Seni/ Bahasa Inggris.....  
 Judul Skripsi : A Descriptive Study of The Second Year Students' Achievement on Idiomatic Expressions at SMVN Arjasa in The 2002/2003 Academic Year.....  
 Pembimbing I : .....  
 Pembimbing II : Drs. Bambang Suhardjito, MA.....

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Jum'at/21-5-2002	Judul Matrix	[Signature]
2.	Sabtu/29-5-2002	Bab I	[Signature]
3.	Jum'at/19-6-2002	Bab I, 2	[Signature]
4.	Kamis/3-7-2002	Bab 1, 2, 3	[Signature]
5.	Sabtu/5-7-2002	Bab 1, 2, 3	[Signature]
6.	Selasa/7-8-2002	Insfrument	[Signature]
7.	Senin/31-9-2002	Bab IV, V	[Signature]
8.	Rabu/2-10-2002	Bab I, 2, 3, IV, V	[Signature]
9.			
10.			
11.			
12.			
13.			
14.			
15.			

ATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

LAMPIRAN : II

Tabel Harga Kritik dari r Product-Moment.

N (1)	Interval Kepercayaan		N (1)	Interval Kepercayaan		N (1)	Interval Kepercayaan	
	95% (2)	99% (3)		95% (2)	99% (3)		95% (2)	99% (3)
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
6	0,811	0,917	29	0,367	0,470	70	0,235	0,306
7	0,754	0,874	30	0,361	0,463	75	0,227	0,296
8	0,707	0,874	31	0,355	0,456	80	0,220	0,286
9	0,666	0,798	32	0,349	0,449	85	0,213	0,278
10	0,632	0,765	33	0,344	0,442	90	0,207	0,270
11	0,602	0,735	34	0,339	0,436	95	0,202	0,263
12	0,576	0,708	35	0,334	0,430	100	0,195	0,256
13	0,553	0,684	36	0,329	0,424	125	0,176	0,230
14	0,532	0,661	37	0,325	0,418	150	0,159	0,210
15	0,514	0,641	38	0,320	0,413	175	0,148	0,194
16	0,497	0,623	39	0,316	0,408	200	0,138	0,181
17	0,482	0,606	40	0,312	0,403	300	0,113	0,148
18	0,468	0,590	41	0,308	0,396	400	0,098	0,128
19	0,456	0,575	42	0,304	0,393	500	0,088	0,115
20	0,444	0,561	43	0,301	0,389	600	0,080	0,105
21	0,433	0,549	44	0,297	0,384	700	0,074	0,097
22	0,423	0,537	45	0,294	0,380	800	0,070	0,091
23	0,413	0,526	46	0,291	0,276	900	0,065	0,086
24	0,404	0,515	47	0,288	0,372	1000	0,062	0,081
25	0,396	0,505	48	0,284	0,368			
			49	0,281	0,364			
			50	0,297	0,361			

N = jumlah pasangan yang digunakan untuk menghitung r.

Tabel Harga kritik dari rho Spearman

N	Interval Kepercayaan		N	Interval Kepercayaan	
	95%	99%		95%	99%
5	1,000	---	16	0,506	0,665
6	0,886	0,929	18	0,475	0,625
7	0,786	0,929	20	0,450	0,591
8	0,738	0,881	22	0,428	0,562
9	0,683	0,833	24	0,409	0,537
10	0,648	0,794	26	0,392	0,515
12	0,591	0,777	28	0,377	0,496
14	0,544	0,715	30	0,364	0,478

