

## **Students' understanding on idiom at second grade of SMAN 13 Bandar Lampung**

**Ani Lestari<sup>1</sup>, Feni Munifatullah<sup>2</sup>, Fajar Riyantika<sup>3</sup>**

*Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1 Bandar Lampung<sup>1,2,3</sup>*

<sup>1</sup>Correspondence e-mail: [anilestarikuu@gmail.com](mailto:anilestarikuu@gmail.com)

### **ABSTRACT**

This research was the replication research from Li and Lewis (2019) entitled "Understanding metaphor; problem for Chinese Readers". This research aims to know students' understanding on idiom by analyzing whether idioms affect sentence comprehension. The subjects were students in grade XI of SMAN 13 Bandar Lampung. The researcher took one class as the sample of 25 students randomly. This research was analyzed using descriptive statistic method. In collecting the data, the researcher used a test in the form of Westlife songs and task completing. The result showed that the students understanding in both literal meaning and idiom were still low, their average score was under 60. So, it is suggested to the teacher to be creative and give more guidance in teaching idiomatic material, since we know that idiomatic understanding is one of important knowledge, and for the students also have to upgrade their idioms understanding by practicing and using them in daily conversation.

**Keywords:** *Understanding idiom, Idiomatic expressions, Songs, Translation.*

### **I. INTRODUCTION**

English has many ways to express an idea. One of them is by using idiomatic expressions. Idiom are described by Ammer (2003) as set of phrases consisting two or more words that mean something different from the literal meaning of the individual words. According to McCarthy (2003) Idioms are only type of *multi-word* unit found in the vocabularies of languages. Idioms are part of the vocabulary in student's course books and no one can neglect teaching them, since they constitute an important part. Palmer (1996) stated that idiom is semantically like a single word, it does not function like one. Idioms, along with proverbs, are as old as hills and can be found in every language and every culture in the world (Zovko, 2006). Idiom teaching and learning are often considered as a hard task in L2 learning. McPartland (1981) maintains that the main reason idioms are so difficult to learn and teach is the fact that they are not literal, i.e. they do not mean what they say. In other words, idioms are not literal expressions (Ifill, 2002). According to Cooper (1999), idiom study presents a special language problem for all language learners because the figurative meaning is unpredictable. The most difficult idioms are those that have no equivalent in learner's mother tongue and whose meaning cannot be obtained from the combined meanings of individual words. Besides, the use of idiom is unique. Idiom is one of the characteristics of English, but not all non-native speakers are aware of it. Advanced L2 learners have the advantage of target language learning, but they also have a disadvantage in not understanding idioms of the target language which will appear in newspapers, movies, magazines, books and daily conversations. These are just some of

the reasons demonstrate that teaching idioms to second language learners is a positive idea (Hussein, Khanji, and Makhzoomy, 2000). In other words, the field of idiomatic is considered by many researchers as an important area, especially when it comes to L2 and/or EFL learners. Based on some experts stated that idiom is difficult to be learned because the meaning is not literal and idiom itself is one of figurative language which is familiar in our daily life. We can find it in the novels, short stories, letters, poetry, songs, etc. So that, idiom become one of important thing to be learn especially in the school. Each research started by problem, so I observed and did pre-research in some school. I found in one of the schools which is SMAN 13 Bandar Lampung that there was song translation material and I was curious about their idiom understanding (song translation). In addition, the reason for choosing this study because it's never been done before, since the study is the replication study. The following specific research questions guided the study:

1. Do idioms affect sentence comprehension?

## **II. METHOD**

### **Participant**

The Participants of this study were 25 students of SMAN 13 Bandar Lampung.

### **Instrument**

The instrument of this research were a test in the form of Westlife's song lyrics and task completing.

### **Data Analysis**

The data was collected from the result of students' song translation, and task completing. The data was analysed using descriptive statistic method. The students translations were assessed based on the analytical translationscoring rubric by Angelelli (2009). Furthermore, researcher employed inter-rater reliability to avoid subjective consideration on students' translation, the raters are the researcher herself and English teacher. The raters analyzed every single words, sentences, and paragraphs of the students translation based on two components: Grammar and semantics. After that, the rater examined all of students translation to identify their scores in understanding idioms. The scores were analyzed through SPSS 16.0, then, the last draw the conclusion. To find out students understanding idioms more convincingly, task completing was used in this research which was adopted from Saleh and Zakaria (2013) which consisted of 15 questions that should be answered by the students. It is used to know more about the students understanding idioms in different context.

## **III. RESULTS AND DISCUSSION**

### **Results**

In this chapter, the results were based on the responses given in the song translation test and task completing. The data were analyzed and interpreted using scoring rubric then distributed to SPSS. The results of the analysis can be seen below:

**Table 1.Students' Song Translation Score**

No.	Name	Song 1	Song 2	Song 3	Song 4	Total
1	AA	45	41,6	42.8	61	47.6
2	ARP	45	41.6	42.8	61	47.6
3	AP	45	41.6	42.8	61	47.6
4	DI	45	37.5	42.8	61	46.6
5	DRK	45	41.6	42.8	61	47.6
6	FH	45	41.6	35.7	61	45.8
7	DF	60	37.5	64.3	66.6	57.1
8	AAS	60	37.5	71.5	83.3	63.1
9	AR	45	38.5	42.8	50	44.1
10	DCL	60	37.5	50	72.1	54.9
11	H	45	33.3	42.8	66.6	46.9
12	EW	60	35	78.5	83.3	64.2
13	ARR	45	41.6	50	66.6	50.8
14	ADS	45	41.6	42.8	66.6	49
15	DS	45	37.5	42.8	66.6	47.10
16	ERP	45	37.5	42.8	61	46.6
17	IMCD	40	37.5	85.7	94.3	64.4
18	IPS	45	37.5	50	55.5	47
19	MFF	45	37.5	50	55.5	47
20	DARN	55	37.5	50	55.5	49.5
21	FLS	45	45.8	50	72.1	53.2
22	AF	45	37.5	50	66,6	49.8
23	ANM	45	41.6	57.2	77.7	55.4
24	APS	50	54.1	85.7	77.7	66.9
25	JR	55	50	85.7	88.8	69.9

From those four songs score the researcher and the teacher as the rater corrected each song by take an account of every sentence translation using scoring rubric that adopted from Angelelli, with scoring criteria (40%) grammar and (60%) semantics, after that for the final score I got it from the total score in that four songs than it divided to 4 song, and in the bellow section the rater give description about the explanation of the students translation score.

**Table 2. Idiom score**

No.	Name	Song	Task Completing	Total
1	AA	8	11	63.3
2	ARP	8	11	63.3
3	AP	8	11	63.3
4	DI	4	2	20
5	DRK	8	11	63.3
6	FH	8	11	63.3
7	DF	10	2	40
8	AAS	10	8	60
9	AR	8	2	33.3
10	DCL	8	1	30
11	H	7	4	36.6
12	EW	9	0	30
13	ARR	8	2	33.3
14	ADS	8	2	33.3
15	DS	8	2	33.3
16	ERP	8	8	53.3
17	IMCD	8	2	33.3
18	IPS	8	8	53.3
19	MFF	8	2	33.3
20	DARN	8	2	33.3
21	FLS	8	2	33.3
22	AF	8	2	33.3
23	ANM	9	7	53.3
24	APS	11	5	53.3
25	JR	11	5	53.3

For the idioms translation score the rater add up the score of right idiom translation in the four song and the score of right idiom in the task completing. For example, (AA) the score  $8+11 = 19:30 \times 100 = 63,3$  so that is the final score from idioms translation.

After the raters analyze the data using scoring rubric, the researcher analyze it based on the descriptive statistic method.

**Table 3.Descriptive Statistic of Idioms and Sentence Comprehension Variables**

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Correct Idioms	25	20.00	63.30	43.8880	13.90076
Sentence Comprehension	25	44.10	69.00	52.1408	7.45780
Valid N (listwise)	25				

**Table 3.**Shows that there is no high relation between those two variables (idioms) and (sentence comprehension). For more specific explanation, here the researcher answer the research question below:

From that table, we can see and conclude that the minimum score the students got for their song translation and correct idioms is low and that minimum score do not reach the target score (more than 70). We also could see their average score of translation showed that their understanding in both literal meaning and idiom were still low. So based on the data above, the researcher will answer a research question using the simple linear regression on SPSS 16.0. Here is the result:

**Table 4. Linear Regression Test**

Coefficient <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	51.820	5.120		10.121	.000
Idiom	.008	.111	.016	.074	.941
a. Dependent Variable: Sentence Comprehension					

From the output of coefficient, it is known that constant value (a) 51.820 while idiom value (b) / Regression coefficient 0.008, so regression equation can be written as below:

$$Y = a + bX$$

$$Y = 51.820 + 0.008X$$

That equation can be inferred:

- Constant value 51.820, means that the value of sentence comprehension variable consistency is 51.820
- Regression coefficient idiom (X) is 0.008 state that every additional 0,1% idiom score make the translation score increase 0.008 that regression coefficient means positive. So, it can be stated that (X) variable to (Y) variable influence sign positive.
- According to significantly value: from coefficient table is gain from 0.941  $p > 0.05$  significantly, thus, it can be concluded that the idiom variable (X) not influence to the sentence comprehension variable (Y).

Based on the result of students answer it is gained the coefficient significantly value is 0.941 was higher than 0.05 ( $0.941 > 0.05$ ) which means that the students in SMA 13 Bandar Lampung, their idiom understanding not significantly influence the sentence comprehension.

### **Discussion**

The study investigated the idioms understanding of students in SMA 13 Bandar Lampung. Based on result of regression linear test on SPSS 16.0 the significantly value is 0.941  $p > 0.05$  which means there is no influence between (X) variable to (Y) variable. So, it means that students' understanding of idiom does not give much effect to the students' sentence comprehension in this school and this fact in line with the previous research finding, Mukaromah (2015) the value of correlation between students' understanding of idiom on their comprehension of recount text is 0.334 that shows a low correlation of both variables. Actually according to Hussein, Khanji, and Makhzoomy (2000) teaching idioms to second language learners is a positive idea. It means that idioms is one of important thing in teaching learning language. In this research, the result showed the low effect of idiom in sentence comprehension, the factors make cause it happen are : First their background knowledge in idiom. The second, teaching learning process itself which was done only by the online class and in limited section (in this case students are more likely try to get understanding about this topic by themselves), if the teacher give more explanation about this topic or material the students may become more understood.

## **IV. CONSLUSIONS AND SUGGESTIONS**

### **Conclusions**

This study was a replication research, the researcher wants to make the similar research in more simple form by adopting some references of it. Therefore, the researcher use translation to assess students' understanding of sentences containing idioms and score with rubrics adopted from Angelelli (2019) emphasize the importance of using scoring rubric to assess translation ability because rubrics allow for a more holistic and systematic grading. Then the researcher distributed to SPSS. The result showed that there is no influence of students idiom understanding with their sentence comprehension in SMAN 13 Bandar Lampung based on linear regression test, the significantly value is  $0.941 > 0.05$  which means there is no influence between (X) variable to (Y) variable.

## Suggestions

Regarding the several conclusions above, the researcher would like to proposed some suggestions. Firstly, for the teacher, inteaching English idiomatic expressionshould be used in everyday conversation which could help student more familiar with idiom. The teacher should be creative to present idiomatic material, gives students opportunity to share their ideas, present their idiomatic knowledge, give reinforcement and guide the student to understand the idiom.Since we know that idiomatic understanding is one of important knowledge.Secondly,for the students, they should upgrade their knowledge about idiom by practicing, and using idiom in their everyday conversation so they can be familiar with idioms, as we know that idiom can be found in many English sources like books, magazines, newspaper, journals, movies, songs, advertisements, etc. Also, the other researcher should conduct further research then this research to form the best development in area education especially in teaching and learning of idiomatic expression as well.Also recommends the further research to apply training session to give students more understanding about idioms. This current study is only done in online class meeting without training. Due to pandemic condition.The researcher realized there is still any limitation in this research which less take an attention in students difficulty in translating idiom, moreover those idioms still should be studied so that the idiom clear in the term of meaning.

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