



**THE CORRELATION BETWEEN STUDENTS' MASTERING OF IDIOMATIC
EXPRESSION AND THEIR ACHIEVEMENT IN READING COMPREHENSION
AT MA LAB UIN-SU MEDAN**

SKRIPSI

*Submitted to Faculty of Tarbiyah and Teachers Training UIN -SU Medan
as a Partial Fulfillment of the Requirement for S-1 Program*

By:

ANISA ARLIA PUTRI NASUTION

34.14.3.084

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

2018



**THE CORRELATION BETWEEN STUDENTS' MASTERING OF IDIOMATIC
EXPRESSION AND THEIR ACHIEVEMENT IN READING COMPREHENSION
AT MA LAB UIN-SU MEDAN**

SKRIPSI

*Submitted to Faculty of Tarbiyah and Teachers Training UIN -SU Medan
as a Partial Fulfillment of the Requirement for S-1 Program*

By:

ANISA ARLIA PUTRI NASUTION

34.14.3.084

Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum

NIP. 19750622 200312 2 002

Utami Dewi, S.Pd, M.Hum

NIP. 19820227 200801 2 009

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2018

Nomor : Istimewa

Lamp : :-

Perihal : Skripsi

a.n. Anisa Arlia Putri Nasution

Medan. 07 June 2018

Kepada Yth :

Bapak Dekan Fak.

Ilmu Tarbiyah dan

Keguruan UIN-SU

di -

Medan

Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Anisa Arlia Putri Nasution** yang berjudul: **The Correlation Between Students' Mastering of Idiomatic Expression and Their Achievement in Reading Comprehension at MA LAB UIN-SU Medan** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum

NIP. 19750622 200312 2 002

Utami Dewi, S.Pd, M.Hum

NIP. 19820227 200801 2 009



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : “**The Correlation Between Students’ Mastering Of Idiomatic Expression And Their Achievement In Reading Comprehension At Ma Lab UIN-SU Medan**” oleh **Anisa Arlia Putri Nasution**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

02 Juli 2018 M
18 Syawal 1439 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Sekretaris

Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

Maryati Salmiah, S.Pd., M.Hum
NIP. 19820501 200901 2 012

Anggota Penguji

1. Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

2. Utami Dewi, S.Pd, M.Hum
NIP. 19820227 200801 2 009

3. Dr. Farida Repelita Wati Br. Kembaren, M.Hum
NIP. 19690217 200701 2 002

4. Maryati Salmiah, S.Pd., M.Hum
NIP. 19820501 200901 2 012

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini

Nama : Anisa Arlia Putri Nasution

Nim : 34.14.3.084

Jur/Program Study : Pendidikan Bahasa Inggris/ S1

Judul skripsi : **The Correlation Between Students' Mastering of Idiomatic Expression and Their Achievement in Reading Comprehension at MA LAB UIN-SU Medan**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, 07 June 2017

Yang membuat pernyataan

Anisa Arlia Putri Nasution

NIM. 34.14.3.021

ABSTRACT

AnisaArlia Putri Nasution : The Correlation Between Students' Mastering of Idiomatic Expression and Their Achievement in Reading Comprehension at MA LAB UIN-SU Medan.

Key words : Correlation, Idiomatic Expression, Reading Comprehension

The aim of this study was to find out whether there is correlation between students' mastering of idiomatic expression and their achievement in reading comprehension. The kind of this study was quantitative research. Therefore the methodology of this study was correlational study. The population of this research was the Second Grade of MA LAB UIN-SU Medan and it was 108 students. The sample in this research is taken through simple random sampling technique and 36 students took as the sample. In collecting data, the writer used test as the instrument. The students were asked to answer the questions of two tests; those were idiom test and reading comprehension test. Therefore, the data were in the form of students' scores of both tests. Since the study was correlational study, the data were computed statistically by using Pearson Product Moment. The result of coefficient correlation (r_o) was 0.699. Then, the result of ' r_o ' was compared with r table, in which the value of r table was 0.329 of significance 5%. In addition, to know the meaning of correlation between variable X (idiomatic expression) and variable Y (reading comprehension) was obtained the result of ' t_o ' was 5.71 and the value of t table in significance 5 % was 2.02 by degree of freedom (df) 34. Because ' r_o ' was higher than r-table, and ' t_o ' was also higher than t-table; therefore the correlation was positive and medium correlation. These mean the alternative hypothesis was accepted and null hypothesis was rejected. Since those results were computed, it indicated that idiom has medium contribution to reading comprehension. Therefore, there was significant correlation between students' mastering of idiomatic expression and their achievement in reading comprehension.

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for the health and strength that has given to the writer in writing this *skripsi*. Peace and blessing be upon the Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In this occasion I would like to express my great honor and deepest gratitude to my beloved parents: Mr. Uswarli Nasution and Mrs. Erny Supiyati. Who always give support, motivation, and moral encouragement to finish my study.

In addition, there are many people who contribute in finishing this *skripsi*, the writer would like to express her appreciation to:

1. Prof. Dr. Sadurrahman, M.Ag as the Rector of State Islamic University of North Sumatera.
2. Dr. Amiruddin Siahaan, M.Pd as the dean of Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera.
3. Dr. Sholihatul Hamidah Dauly, S.Ag, M.Hum as the Head of English Educational Department and also the first advisor who providing careful guidance, helpful corrections, great advice as well as suggestion and encouragement during the consultation.
4. Utami Dewi, S.Pd, M.Hum as the second advisor who patiently guided and helped the writer to finish this *skripsi*.
5. All lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
6. The principal of Madrasah Aliyah Laboratorium Medan, English teacher and all students of XI IPA class who helped the writer during the research.
7. My beloved brothers and Sisters (Listya Gustina Nst and Iqbal Andika Adi Saputra Nst) who have supported me in completing my study.

8. All of my friends in PBI 2 nice to meet you, thanks for your prayer, kindness, support, and all of you given to me.
9. My beloved friends Atika Arfah Nst, Aida Saputri Nst, Sintia, Ainul Mardiah, Ade Mentari, Anggi Ramahdani, Beby Aulia Kesuma Wardani who always support each other, sharing the information, accompanied me, entertaining me, and be “crazy” with me until we can finish our final task together.
10. All people who cannot be mentioned one by one for the contribution in completing this *skripsi*.

May Allah protect and give the great blessing for them. *Amiin*.

The writer realizes that this *skripsi* is far of the perfect. Therefore, some critiques and suggestions are needed to make it better. Finally, might not be perfect in some parts. Therefore, I say sorry and expect some critics and suggestion to this *skripsi*. I hope this *skripsi* will be useful for the reader.

Medan, June 2018

Anisa Arlia Putri Nasution

34.14.3.021

TABLE OF CONTENT

	Page
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iv
LIST OF TABLE	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Statement of the Problems	4
C. Research Question.....	4
D. Purpose of the Study	4
E. Significances of the Study.....	4
F. Limitations of the Study.....	5
CHAPTER II LITERATURE REVIEW	6
A. Theoretical Framework	6
A.1 Mastering of Idiomatic Expression	6
A.1.1 Definition of Idiomatic Expression	8
A.1.2 Types of Idiom	10
A.1.3 Forms of Idiom.....	15
A.2 Achievement in Reading Comprehension	17
A.2.1 Definition of Achievement.....	17

A.2.2 Definition of Reading.....	17
A.2.3 Types of Reading.....	19
A.2.4 Definition of Reading Comprehension.....	21
B. Conceptual Framework	23
C. Hypothesis.....	25
CHAPTER III RESEARCH METHODOLOGY	26
A. Research Design.....	26
B. Population and Sample.....	27
C. Data Collections	28
D. Data Analysis	29
E. Research Procedures	34
CHAPTER VI FINDING AND DISCUSSION	36
A. Findings.....	36
A.1 The Description of Data	36
A.1.1 The Data of Students' Mastering of Idiomatic Expression....	36
A.1.2 The Data of Students' Achievement in Reading	
Comprehension	40
A.2 Analysis Requirement Test	44
A.2.1 Validity Test.....	44
A.2.2 Reliability Test	44
A.2.3 Normality Test.....	44
A.2.4 Homogeneity Test	48
A.3 Hypothesis Test	49
B. Discussion	53

CHAPTER V CLOSING.....	55
A. Conclusion	55
B. Recommendation.....	56
C. Implications.....	57
BIBLIOGRAPHY	58
APPENDICES	61

LIST OF TABLE

Table	Title	Page
I	Distribution of Population	27
II	Items Validity of Multiple choice on Idiom Test	29
III	Items Validity of Multiple choice on Reading Comprehension Test	29
IV	Pearson Correlation	33
V	Test Score of Students' Mastering of idiomatic Expression	36
VI	Worktable for Findings Mean, Variant, and Standard Deviation From the Data of Students' Mastering of Idiomatic Expression	38
VII	Test Score of Students' Achievement in Reading Comprehension....	40
VIII	Worktable for Findings Mean, Variant, and Standard Deviation From the Data of Students Achievement in Reading Comprehension.....	42
IX	The Data Normality Test of Students Mastering of Idiomatic Expression	45
X	The Data Normality Test of Students' Achievement in Reading Comprehension.....	46
XI	Worktable of product Moment of the X Variable and the Y Variable	49
XII	Pearson Correlation	52

LIST OF APPENDICES

Appendix	Title	Page
I	List of Students	61
II	Students' Score.....	63
III	Try Out of Idiom Test	65
IV	Try Out of Reading Comprehension Test	69
V	Table Validity of Idiom Test.....	75
VI	Table Reliability of Idiom Test.....	76
VII	Table Validity of Reading Comprehension Test.....	77
VIII	Table Reliability of Reading Comprehension	78
IX	Idiom Test.....	79
X	Reading Comprehension Test.....	82
XI	Key Answer	87
XII	The Critical Value of Liliefors Test	88
XIII	Table Distribution Normal Baku 0-Z	89
XIV	Table of F Distribution.....	90
XV	Table of r Distribution.....	92
XVI	Table of t Distribution	93
XVII	Research Documentations.....	94

CHAPTER I

INTRODUCTION

A. Background of the Study

It must be obvious that reading is one of the most important way of obtaining an education, especially for academic achievement. Hunter have identified a significant impact of reading on academic achievement. Reading can empower students with extensive vocabulary, syntax, and other language expertise that will enrich their use in the target language.¹ In addition, the curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believe that the acquisition of reading in a second or foreign language is a main priority.²

The goal of reading is comprehension. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. More than it, to understand the written text, students must be able to decode the words on the page and extract the meaning. Reading can be useless when the students do not understand on what they read, because reading is an activity that requires the readers to understand on what they read. For that reason, comprehension becomes the most important factor to indicate how well the students read.

¹ Siao-Cing Guo, "Using Authentic Materials for Extensive Reading to Promote English Proficiency", *English Language Teaching*, Vol. 5 No. 8, (July, 2012), p. 196.

² Irma Manda Negara, "Correlation Between Grammar Mastery And Reading Comprehension Of The Students In STIE Indonesia Pontianak", (Pontianak: STBA Pontianak, 2017), p. 215.

Brown states that the aim of teaching reading is to enable students comprehend and react to what is written.³ In the curriculum, one of the indicators of reading is identifying the meaning of the text. Based on syllabus, the senior high school students are expected to master some simple English words. Learning the words is very important because knowing the words in the text that the students reading help them to understand the meaning.

Haris in Lidya Casteliana argues that approximately 6.7% of sentences in reading materials use idioms.⁴ An idiomatic expression is one of language aspects in learning English. Sridhar and Karunakaran state that idiom is “a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing”.⁵ In other words, an idiom is an expression, which is a term or a phrase whose meaning cannot be deduced from the literal definitions and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use. To understand idioms is difficult because the words in idioms cannot be figured out from the individual words. So, to avoid mistakes and understand the reading well, a reader should be able to develop his or her knowledge of idiomatic expression.

Based on the researcher observation, I found that students of Madrasah Aliyah Laboratorium UIN-SU Medan of the second year still have problems in understanding sentence or text that consist of idioms. They often do idiom

³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (USA: Prentice Hall. Inc, 2001), p. 278.

⁴ Lidya Casteliana, “*Students Ability in Understanding Idiomatic Expression and Reading Comprehension*”, (Riau: Universitas Islam Negeri Riau, 2011), p. 2.

⁵ Sridhar Maisa and Dr. T. Karunakaran, “Idioms and Importance of Teaching Idioms to ESL Students: A Study on Teacher Beliefs” *Asian Journal of Humanities and Social Sciences (AJHSS)* Vol 1 Issue 1, (May, 2013), p.111.

misunderstanding of reading materials. They interpret the meaning of idioms by translating word by word that has different meaning from the real meaning words. For example, *keep in touch*, *hang out*, *down to earth*, etc. This misunderstanding can bother their reading comprehension, because the complete comprehension can be reached when the students know and understand the meaning of sentences constructed from some words including idioms. Moreover, this case may happen when the students are not aware about the idioms that they read in the text. This thing emphasizes that idioms need to be noted in reading, because it also influences reading comprehension.

Discussing about those, it is interesting in observe the correlation on both variable, because the idiomatic expression is not a new thing in English language. Idioms are very common in both written and spoken language. Especially in written language, idioms commonly appear in magazines, novel, newspaper, etc. So, it requires the students to be able to master the idioms to comprehending the text. It can be said that students who master idioms well, they get better in reading comprehension. Then, students who lack of idiom mastery, they also lack of reading comprehension, because when students read a text and find idioms, they must know what the meaning of idioms itself, at least they guess the meaning of idioms by the context, to get a complete comprehension.

Based on the explanation above, the writer would be conducted a research entitled **“The Correlation Between Students’ Mastering of Idiomatic Expression and Their Achievement in Reading Comprehension at MA LAB UIN-SU Medan”**.

B. Statement of the Problems

Based on the background of study, the problems in this research could be formulated as follows:

1. The students have studied idiomatic expression, but the students still low in mastering idiomatic expression.
2. The students have studied idiomatic expression, but the students' achievement in reading comprehension still low.
3. The teacher has taught about idiomatic expression, but the students' achievement in reading still low.
4. The teacher has introduced about idiomatic expression, but the students' still low in mastering idiomatic expression.

C. Research Question

Based on the problems above, the research questions is:

1. Is there any significant correlation between students' mastering of idiomatic expressions and their achievement in reading comprehension at MA LAB UIN SU Medan?

D. Purpose of the Study

In these research problems, the objective of study would aim:

1. To find out the significant correlation between students' mastering of idiomatic expression and their achievement in reading comprehension at MA LAB UIN SU Medan.

E. Significances of the Study

As it is described in the aim of the study above, this study would also expect to have significant contribution and useful for:

1. For English teachers, the findings of the research will give more knowledge about idioms and train their student to master idioms expression.
2. For students, to determine the extent of students' ability to understand idioms as well as motivation to improve students' comprehension in reading.
3. For researcher hopes this research can be useful as one of the information which contains some aspect that appears in reading comprehension and one of them is idiom.
4. For other researcher to provide information for those who are interested in conducting a deep research related to this study.

F. Limitations of the Study

Based on the statements of the problem, the writer limit the study into two factors, they are mastering idiomatic expression and the students' achievement in reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In this chapter, the writer tried to give clear description of theoretical framework. The subs are Mastering of Idiomatic Expression that consisted of Definition of Idiomatic Expression, Types of Idiom, and followed by Achievement in Reading Comprehension that includes Definition of Achievement, Definition of Reading, Types of Reading, and Definition of Reading Comprehension.

A.1 Mastering of Idiomatic Expression

There is common assumption that the more words a learner knows, the larger the learner's vocabulary knowledge. However, there is another dimension to vocabulary knowledge that should be considered, namely how far a learner knows the combinatory possibilities of a word. Some linguists call them 'lexical phrases' or 'lexical items', others prefer the term 'multi- word chunks' or just 'chunks' of language. It is the development of permanent sets of associative connections in long-term memory and the process which underlines the attainment of automaticity and fluency in language. Whatever the term, they are an important feature both in language use and language acquisition. These multi-word chunks or expressions are namely: idioms, proverbs, sayings, phrasal verbs and collocations.⁶

⁶ Sridhar Maisa and Dr. T. Karunakaran, "Idioms and Importance of Teaching Idioms to ESL Students: A Study on Teacher Beliefs" *Asian Journal of Humanities and Social Sciences (AJHSS)*, Vol 1 Issue 1, (May, 2013), p. 111.

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

Even though complete mastery of idioms may be nearly impossible, every language learner must be prepared to meet the challenge because idioms occur so frequently in spoken and written English such as textbooks, novels, and conversation. Researchers agree that the accuracy of idiom comprehension increases during late childhood and adolescence and improves in adulthood. Nippold claimed that idiom acquisition is a continuous process with no specific developmental point when idioms are completely mastered. Nippold and Martin and Prinz pointed out that the ability of idiom comprehension is still incomplete when learners are 18 years old. Brasseur and Jimenez indicated that 51% of their 18-21 year-old subjects could correctly interpret at least 13 out of 20 target idioms.⁷

Moreover, Liu Yongjin stated that the senior high school students are expected to be master about 300-400 phrases and idioms and 2500 words of vocabulary.⁸ This is useful for the reading requirements. Whereas they should learn the author's purpose and the main idea of the text. So when they read

⁷ Sameer S. Aljabri, "EFL Students' Judgments of English Idiom Familiarity and Transparency", *Journal of Language Teaching and Research*, Vol. 4, No. 4 (July 2013), p. 662.

⁸ Liu Yongjin, *The Current Situation and Issues of the Teaching of English*, *Speech Culture Research*, Vol. 21, No. 4 (May 2012), p. 12.

something, they should understand why the author writes something or they should be able to grasp the main idea of some text. Also they are required to make inferences according to the clues of the text.

Previous developmental research has focused on various factors affecting the students mastery and the comprehension of idioms such as context, idiom familiarity and idiom transparency.⁹ Context facilitates interpretation of idioms since it provides the necessary semantic information the learner needs. Familiarity and transparency are two important factors that have been used to describe characteristics of idioms. They may influence the difficulty a learner encounters in mastering an idiom. Familiarity has been defined as how frequently an individual encounters an idiom. For example, *have a soft spot*, is a high-familiarity idiom which is used very often in the English language, but *take a powder* is a low-familiarity idiom which is used rarely. Transparency is particularly concerned with the relatedness between the literal and figurative meanings of an idiom. In transparent idioms, the literal and figurative meanings are closely related. For example, in *go by the book*, the figurative meaning – to follow the directions exactly – is closely related to the literal meaning, whereas in *keep your shirt on* the figurative meaning –remain calm – is unrelated to the literal meaning –to continue wearing one’s shirt.

A.1.1 Definition of Idiomatic Expression

Idiom (also called idiomatic expression) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This

⁹ Sameer, *op.cit*, p. 663.

meaning is different from the literal meaning of the idiom's individual elements.¹⁰ In other words, idioms don't mean exactly as the words literal meaning. They have, however, hidden meaning.

According to Geines idiomatic expression give English its color and vitality. Idiomatic expressions are indispensable to the daily speech of the people and to the language of newspaper and books, televisions and movies.¹¹ Mastering idioms requires a great deal of listening, studying, practice and usage. We cannot ignore this part of the language, idiomatic expressions and more formal grammar should be given equal time.

Moreover, Abbas and Nahid argue that an idiom is a phrase or sentence whose meaning is not clear from the meaning of individual words and which must be learnt as a whole unit.¹² In other words, the meaning of an idiomatic expression is not the sum of the individual words. So to understand the meaning of idioms, the reader cannot translate or separate the words into a single part of semantic unit because the meaning of the idiom can be interpreted by interrelate of its words.

Idiom takes many different forms or structure. An idiom can have a regular structure, an irregular or even grammatically incorrect structure.¹³ These are the special features of some idioms, but the other idioms are completely regular and logic in their grammar and vocabulary. Because of the special features

¹⁰ Sondang Rumahorbo, *The Students' Mastery In Translating Indonesian Idiomatic Expression To English By Using Equivalence Translation*, 2011, p. 10.

¹¹ Barbara K. Geines, *Idiomatic American English*, (London: Kodansha International, 1986), p. vii.

¹² Abbas Ali Zarei and Nahid Rahimi, *Idioms: Etymology, Contextual Pragmatic Clues, and Lexical Knowledge in Focus*, (Germany: LAP LAMBERT Academic Publishing, 2012), p. 9.

¹³ Jennifer Seidl, *English Idioms and How to Use Them*, (Oxford: Oxford University Press, 1978), p. 11.

of some idioms, learners have to learn the idiom as a whole and cannot change any part of it.

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

A.1.2 Types of Idiom

Idioms have been classified from different points of view. According to Makkai as quoted Khofiana Mabruroh he divides idioms into six types. They are:¹⁴

1) Phrasal Verbs Idioms

A phrasal verb is a verb that contains of two kinds of words. The first word is a verb, and the second word is particle. Examples: *take off, put off, get in, get on, look after, etc.*

2) Tournures Idioms

Tournures idioms are the largest lexemic idioms, usually containing at least three words and mostly are verbs. A tournures idiom mostly falls into sentences. Based on its structure, tournures idioms are divided into:

- The form contains the compulsory definite and indefinite article.

¹⁴ Khofiana Mabruroh, "An Analysis Of Idioms And Their Problems Found In The Novel The Adventures Of Tom Sawyer By Mark Twain", *Journal of Literature, Linguistics and Cultural Studies*, Vol. 4 No. 1, (Agustus, 2015), p. 3-4.

Example: *to do a guy* (to disappear secretly)

- The form contains an irreversible binomial introduced by a preposition. Example: *to be at seven and eight* (to be in a condition of confusion, at odds.)
- A direct object and further possible modifiers follow the primary verb. Example: *to build castle in the air* (to make impossible plans.)
- The leading verb is not followed by direct object but by preposition plus noun or nothing. Example: *to dance on air* (to get hanged)

3) Irreversible Binomial Idioms

Irreversible Binomial Idioms consist of two words, which are separated by conjunction. The words orders in this structure are fixed and cannot be reversed. Example: *high and dry* (without resources), *Romeo and Juliet* (institutionalized symbols of ideal love or symbol of true love).

4) Phrasal Compound Idioms

Phrasal Compound Idioms refers to nominal compounds which refer to a specific, generally known object, using common nouns. To make these kinds of compounds idiomatic, they first have to be institutionalized and widely recognized in their specific meanings. Example: *black mail* (any payment force by intimidation), *bookworm* (a person committed to reading or studying).

5) Incorporating Verbs Idioms

Incorporating Verbs Idioms have the forms are Noun-Verb, Adjective-Noun, Noun-Noun, and Adjective-Noun. Usually incorporating verb separated by (-).

- *Sight-see* means “visit the famous places in a city, country, etc.”
- *Blackmail* means “The crime of demanding money from a person by treating to tell somebody else a secret about them.”
- *Bootleg* means “Made and sold illegally.”
- *Whitewash* means “An attempt to hide unpleasant facts about somebody/something.”

6) Pseudo-Idioms

Pseudo-Idioms are also being able to mislead or misinform an unwary listener. Example: Cranberry (bright red acid berry produced by any plant of the genus *oxycoccus*), In the sentence “make a cranberry face”. It means the face become red. Another example is tic-tac-toe (special game).

McCarthy and Odell give 4 specific individual types of idioms:¹⁵

1) Similes

Similes are expressions which compare two things; they always include the words *as* or *like*. Similes are used to make our spoken and written English more colorful and our comparisons more powerful. For example:

¹⁵ Michael McCarthy and Felicity O’Dell, *English Vocabulary in Use*, (Cambridge: Cambridge University Press, 2000), p. 148-183

- a) My brother is *as thin as a rake*. (extremely thin)
- b) The baby's skin is *as smooth as silk*. (extremely smooth)
- c) Pilar is *as bright as a button*. (extremely clever)
- d) George ran *like the wind* to get the message to Paula before she left. (ran extremely fast)
- e) My new sweater fits *like a glove*. I'm so pleased with it. (fits extremely well)

2) Binomials

Binomials are the type of idiom in which two words are joined by a conjunction (linking word), usually *and*. The order of two words is fixed. For example, we always say *black and white*, not *white and black*: *Managing climate change isn't a black and white issue*.
(separate and clear)

The words can be:

- a) Synonym (words which mean the same): Sarah's work is always very *neat and tidy*.
- b) Opposite: If you go for cheaper speakers, the sound quality may be a bit *hit and miss*.
- c) The same word: They finished the race *neck and neck*.
(equal)
- d) Rhyming: Tables in the canteen take a lot of *wear and tear*.
(damage through everyday use)
- e) Alliterative: After the match, the players' legs were *black and blue*. (very bruised)

f) Joined by words other than *and*: The traffic was bumper to bumper all the way to the coast. (very heavy); Little by little, Vera gained the horse's confidence. (gradually); The house must be worth a quarter of a million, give or take a few thousand. (plus or minus "informal")

3) Proverbs

Proverbs are short sentences which refer to something most people experienced which give advice and warnings. The forms are fixed, and it is not always possible to guess the meaning from looking at the individual words in the proverb. For example, *better late than never, no pain no gain, first come first served, better safe than sorry*.

4) Clichés

A cliché is a comment that is often used in certain common, everyday situations. It is a comment that most people are familiar with and is therefore not original. Clichés are often used in everyday conversation and they are also frequently played with in advertising slogans and newspaper headlines.

a) *There are plenty more fish in the sea / pebbles on the beach.*
(there are plenty more people or possibilities). Often used to cheer up someone who has found one person or opportunity unsuccessful

b) *Look on the bright side!* (try to see something good in a bad situation. This is usually followed by an explanation of what the bright side might be)

- c) *It's easy to be wise after the event or Hindsight is a wonderful thing.* [when you know what happen next, it's easy to say what you or others should have done]

A.1.3 Forms of Idiom

Two forms of idiom, they are short idiom and long idiom. The long idiom is one that consists of some combination of verb, preposition, adjective and noun.¹⁶

This form includes:

- a. Idiom with phrasal verb

Phrasal verb is a complete verb that has a special meaning and the meaning itself different from the original verb. A phrasal verb consists of a verb and preposition or adverb. There are two kinds of idiom with phrasal verb; they are separable phrasal verb and inseparable verb. Separable phrasal verb is called because the phrasal verb always has objects. In English, certain idioms are separated by direct object or complement. For example:

- 1) We finally *brought him around* to our point of view. [convince]
- 2) Those flowers *gave off* a sweet smell. [produce, release]

- b. Idiom with phrasal verb without object

E.g. The meeting *broke up* at 10.30. [end]

- c. Idiom with verb-noun combination

E.g. I tried to *make friends* with John, but he didn't seem to like me.

[try to have a friendship with someone]

¹⁶ J. Seidl and M. Mc Mordie, *English Idioms and How to Use Them*, (Jakarta: PT Intermedia, 1980), p. 5.

d. Idiom with preposition-noun combination

E.g. I cannot do this *by myself*. [alone and without help]

e. Idiom with verb-noun-preposition

E.g. The composer *gave birth to* a new kind of music. [produce something]

f. Idiom with preposition-noun-preposition combination

E.g. I'm on the lookout *for signs of* a storm. [caution]

A short idiom is one consists of some combination of noun and adjective by its form. This form includes:

a. Idiom with adjective-noun combination

E.g. John is a *dirty dog*. [untrustworthy person]

b. Idiom with noun phrase

E.g. Jane is a *bird brained*. [stupid]

c. Idiom with adjective preposition

E.g. Bob really *cares about* Jane. [love and respect]

d. Idiom with metaphors

E.g. I argued with my supervisor until I was *blue in the face*. [very angry and upset]

e. Idiom with metaphorical use of body parts

E.g. You are busy, you will need to *keep an eye on* the time [check something regularly]

f. Idiom with metaphorical use of colors

E.g. A thing like that only happens once in a *blue moon*. [very rarely]

A.2 Achievement in Reading Comprehension

A.2.1 Definition of Achievement

Achievement is the result of what an individual has learned from some education experience.¹⁷ Achievement is to reach something by effort in order to be well done. Additionally, achievement is the successfulness of the individual.¹⁸ It means that achievement is the result of reaching particular goal, standard, purposes, and aims by action or effort, skills, ability and etc. In reading achievement, students are able to achieve the goal in reading. Students' achievement in reading consider by teacher goals in teaching reading. The goal of teaching reading is to develop self-motivated reader.¹⁹

A.2.2 Definition of Reading

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it.

Allah reveals in surah Al- Alaq verse 1-5 Holy Qur'an:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

¹⁷John Travers, *Fundamentals of Educational Psychology*, (Cranton Pennsylvania : International Textbook Company, 1987), p. 44.

¹⁸Stephen L. Yellon et al. *Psychology In The Classroom*. Tokyo: McGraw-Hill, Inc. p. 301.

¹⁹Gary P. Moser and Timothy G Morrison. *Increasing Students' Achievement and Interens in Reding*. Vol 38.Issue 4 Reading Horizons, (April, 1998), p. 234.

Meaning: “Proclaim! (Read! in the name of thy Lord and Cherisher, Who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And thy Lord is Most Bountiful. He Who taught (the use of) pen. Taught man that which he knew not”.²⁰

Based on the explanation above, can be seen that the first word of these verses is Iqra’ that means read. This has a big meaning for us as Allah creature. Reading is one of the important skill in English and Allah order human being to read how again the knowledge. Knowledge can get from read. Reading is understand what is written in the text book.

Tankersley state that reading is a complex process made up of several interlocking skills and process.²¹ It means that reading need many skills and understanding. One of them is adequate background skills. Without this reading is difficult and troublesome for them. Reading requires not only skillful readers but also high-level thinkers and processors of knowledge.

According to the National Council of Teachers of English (NCTE) said that reading was a complex, purposeful, social and cognitive process in which readers simultaneously used their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning.²² It means that reading is not acquired with finality in the primary grades, and how we are exposed to various texts throughout our lives. A

²⁰ Abdullah Yusuf Ali, *The Holy Quran (Koran) English Translation of The Meanings*, (King Fahd Holy Quran Printing Complex, 1987), p. 320.

²¹ Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*. (Alexandria: ASCD, 2003), p. 2.

²² Randi Stone, *Best Practice for Teaching Reading: What Award Winning Classroom Teachers Do*, (California: Corwin Press, 2009), p. 85.

reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime.

In addition, Grabe stated that reading is an interaction between the reader and the writer.²³ The text provides information that the author wants the reader to understand in certain ways. The reader also brings a wide range of background knowledge in reading, and she or he actively construct the meaning of the text by comprehending what the writer intends and interpreting it in terms of the background knowledge activated by the reader.

As the experts mentioned about the definition of reading above, it can be concluded that reading is not merely the process of reading words by words of a printed material but it is also a collaboration of a thinking process, and the capacity of acquired language faculty to interpret the writer's intention. In addition, reading can be also said as a process of delivering messages from the writer to the reader to understand the context and to get information.

A.2.3 Types of Reading

There are two kinds of reading according to Jeremy Harmer.²⁴

1) Intensive Reading

According Patel and Jain, intensive reading is related to further process in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending

²³ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p. 15.

²⁴ Jeremy Harmer, *How to Teach English*, (Kuala Lumpur: Pearson Education, 2007), p. 99.

knowledge of vocabulary and idioms.²⁵ Intensive reading can be increase learners' knowledge of language feature and control their reading strategies. This activity is likely more emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader.

The classic procedure of intensive reading is the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation is to analyze the feature of language that they have learned, and to make sure the learners' comprehension.²⁶

2) Extensive Reading

Brown explains that extensive reading is carried out to achieve a general understanding of they are reading.²⁷ According Paten and Praveen the purpose of extensive reading is to ask the students to read directly and fluently in target language for enjoyment, without aid of teacher.²⁸ It means that extensive reading does not need teacher's guidance. So, the teacher can be only a facilitator to care for them whether or not they understand. Extensive reading is always done for the comprehension, not for specific details.

Extensive reading can be source of enjoyment and a way of gaining knowledge of the world. Extensive reading is focused on the story not on

²⁵ M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, Strategie*, (Jaipur: Sunrise Publishers & Distributors, 2008), p. 117.

²⁶ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.25.

²⁷ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Wesley Longman Inc., 2001), p. 313.

²⁸ M. F. Patel and Praveen, *op.cit.*, p. 119.

items to learn.²⁹ So it can be said that the aim of extensive reading is to read pleasure and get the general idea of the story or texts.

A.2.4 Definition of Reading Comprehension

Reading comprehension is the reader ability to comprehend the text that they read. To comprehend the text, the reader needs a lot of effort because every people have different background knowledge. There are some people would have a broader background knowledge while some others do not. It makes people have to glide over the text.

According to Kristen Lems, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according o the purposes for reading and the text that is involved.³⁰ It means that reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta-cognitive.

Caldwell also stated that, “comprehension encompasses three components: an active process of comprehending; the skill, knowledge base, and motivation of the reader and the difficulty and characteristic of the text that is read, listened to, or watched.”³¹ It can be said that in comprehending the text, readers need some skill, strategies, and aptitude towards constructing the meaning from the text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta-cognitive control over the content

²⁹ Nation, *op.cit.*, p. 49-50.

³⁰ Kristin Lems, Leah D.Miller, and Tenena M.Soro, *Teaching Reading to English Language Learners*, (New York: The Guildford Press, 2010), p. 170.

³¹ JoAnne S Caldwell, *Comprehension Assessment*, (New York: The Guilford Press, 2008), p. 4.

being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.³² It means that a good reader should make connections between background knowledge and the new information in the text.

Those are some statements that assume reading comprehension. In other words, reading comprehension is a complex activity that includes many purposes such as reading to get the specific information and general idea of the text. Moreover, the reader has to read a lot and train his ability to get the idea of the text.

Furthermore Nuttal as cited in Irma Manda Negara states that there are five kinds reading skills that should be mastered by the reader to comprehend the text deeply, which is as follow³³:

- (1) Determining main idea. This is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.
- (2) Finding the specific information or part of text, or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.
- (3) Finding reference. Reference is the intentional use of one thing to indicate something else in which one provides the information

³² Tankersley, *op.cit*, p. 90.

³³ Irma Manda Negara, *op.cit.*, p. 216.

necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another.

(4) Finding inference. Inference is good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

(5) Understanding vocabulary, means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since comprehension is ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

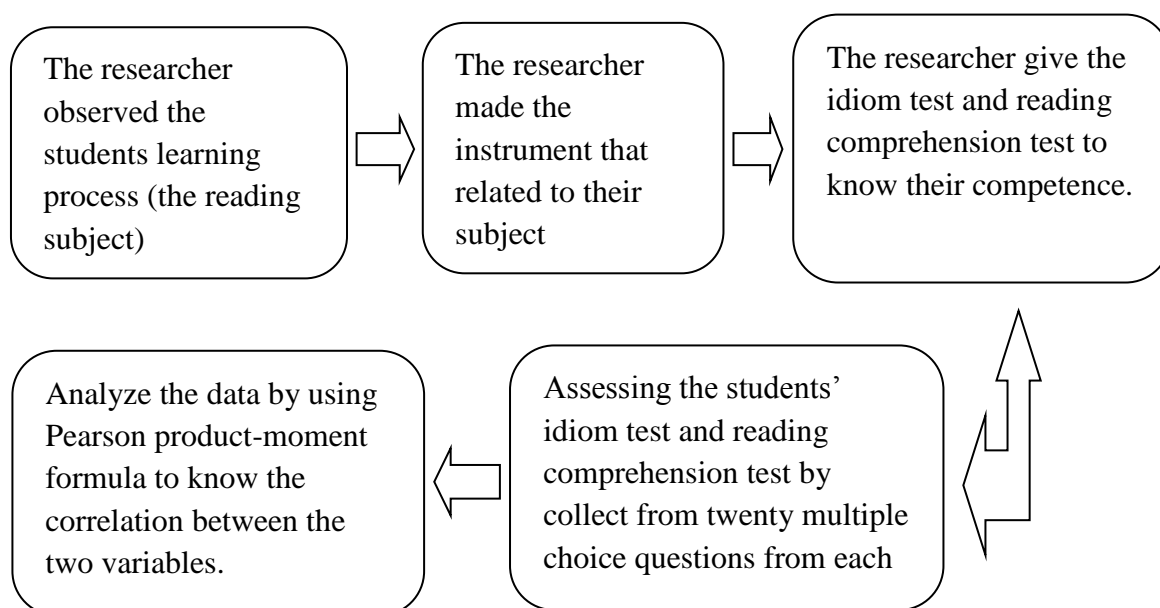
Based on the statement above, the writer assumes that to achieve reading comprehension the students have to know the reading skills such as determining main idea, finding the specific information, finding the reference, finding inference and understanding the vocabulary. But the more important is understanding the vocabulary. In this case idiomatic expression is a kind of vocabulary that should be understood because to know reading comprehension the students have to know the meaning of vocabulary itself, and after that the student can get the reading skill easily.

B. Conceptual Framework

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

Reading is not just read the words. It needs comprehension to understand what the writer wants to deliver to us. Reading needs skill to comprehend text. When students comprehend the text, students also analyze the structure, grammar, and word knowledge of the text. Words unite and form a sentence, sentence forms a paragraph, and paragraph forms a passage. There are many vocabularies in a passage. Some of them are multi words, namely idiom. Idiom consists of two or more words that have a new meaning. In reading, students frequently translate word by word to understand the text, but when they translate idiom, it differ from translate word by word. Idiom can be understood by translating as a whole word and by guessing from the context. To understand the text, idioms should be known their meaning to get a complete comprehension.

The more students getting know about idiom and master it, they also get better in reading comprehension. Because idioms almost appear in every English text, so students must be aware and familiar with idiom to help them in comprehending the text.



C. Hypothesis

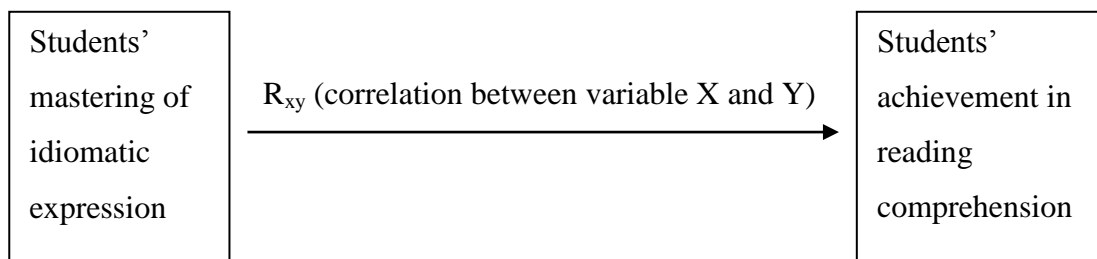
Based on the theoretical and conceptual framework above, the following hypothesis are formulated by the writer:

- 1) H_a : There is significant correlation between students' mastering of idiomatic expression and their achievement in reading comprehension.
- 2) H_0 : There is no significant correlation between students' mastering of idiomatic expression and their achievement in reading comprehension.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The study would be conducted through quantitative research and the designed is correlational study. Correlational study focused on the relationship among variables that exist naturally. This research also investigated the question of whether there was systematic relationship between students' mastering of idiomatic expression and their achievement in reading comprehension. There were two variables in this study: independent variable and dependent variable. The independent variable or the variable that explained and affected another variable is "students' mastering of idiomatic expression" or usually known as X variable. For the dependent variable or the variable that being affected by the independent one that is "students' achievement in reading comprehension" or usually known as Y variable. The correlation between the two variables is shown in the following diagram:



B. Population and Sample

According to Syahrums and Salim “Populasi adalah keseluruhan objek yang akan/ingin diteliti. (“Population is the whole object that will be on the research.”)³⁴ The population of this research is 108 students of Second Grade in Madrasah Aliyah Laboratorium UIN-SU Medan.

Table I
Distribution of Population

No	Class	Number
1	XI IPA-1	36
2	XI IPS-1	30
3	XI IPS-2	24
4	XI IA-1	18
	Total	108

Sample is any part of a population of individual information is obtained. Sample must be reflective with the true example in the field. The writer determined the sample by using simple random sampling technique, because every student in the population got the same opportunity to be chosen or to be sample of the research. The names of the classes were written on a piece of paper and were rolled up, mixed them, and the researcher chose one of them. The writer took class XI IPA-1 consisting of 36 students as the sample.

³⁴ Syahrums and Salim, *Metodologi Penelitian Kuantitatif*, (Bandung: Citapustaka Media, 2011), p. 113.

C. Data Collections

The procedures of collecting data were such the following:

1. Idiom test

A test of idiom used to measure the students' idiom mastery. Types of idioms test were multiple choices, which consist of 20 items.

2. Reading comprehension test

There is 20 items for reading comprehension test. It were multiple choices consist of four passages and each passage contained five multiple-choice questions.

The assessment guidelines used in the tests was number of true are divided number of test and it is multiplied 100 :

$$Student's\ score = \frac{Correct\ answer}{Total\ number\ of\ test\ items} \times 100$$

The questions of idiom and reading that were compiled were about 30 questions each of them, so the total was 60 questions (Appendix 3 and 4). Before doing the research, those questions were tried out to other students that had the same level with the sample of the research in order to know the quality of the instruments such as validity and reliability. So that the instruments are appropriate for the sample of the research.

After conducting the try out, the writer found the result of vocabulary and reading score and put it into Excel application to count the quality of the questions. The result shown some questions of idiom and reading that were valid and invalid.

Table II
Items Validity of Multiple choice on Idiom Test

	Criteria	
	Valid	Invalid
No	1, 3, 4, 6, 7, 9, 10, 12, 15, 16, 17, 19, 21, 22, 24, 25, 26, 27, 28, 30	2, 5, 8, 11, 13, 14, 18, 20, 23, 29

Table III
Items Validity of Multiple choice on Reading Comprehension Test

	Criteria	
	Valid	Invalid
No	1, 2, 3, 5, 7, 8, 9, 10, 11, 14, 15, 17, 18, 19, 22, 23, 24, 25, 26, 30	4, 6, 2, 13, 16, 20, 21, 27, 28, 29

From that result of the quality of both tests, the writer did not use all questions to be tested for sample. The writer decided to take 20 questions for each test. The writer used only the valid questions.

D. Data Analysis

To find out the relationship between idioms mastery and reading comprehension, firstly the writer tested the data by testing normality and testing homogeneity. After that the writer used the correlation formula by Pearson Product Moment Correlation Formula to test the significant relationship between them.

The formula used as follows:

1. Validity

Validity is the ability the test to measure what is supposed to measure. In other word, validity indicates what the test precisely measures and how well the

test measure. For a test valid, it is expected that the content and condition are relevant.

The formula used as follows³⁵:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = the coefficient correlation between instrument X and instrument Y

N = Number of sample

X = variable X (instrument X)

Y = variable Y (instrument Y)

If the coefficient is lower than t_{table} of correlation, it means that the items that have been provided are not given anymore. So, the items are not becomes as the instrument of collecting data.

2. Reliability

Reliability refers to the consistency of the measurement. The test is reliable when it can show stable outcome. The more reliable the test is, the more confidence the scores obtain from the administration of the test. So, to obtain the reliability of the test the writer used Kuder Richardson formula (KR-20).

³⁵ Muri Yusuf, *Asesmen dan Evaluasi Pendidikan: Pilar Penyedia Informasi dan Kegiatan Pengendalian Mutu Pendidikan*, (Jakarta: Prenadamedia Group, 2015), p. 65.

The formula as follow³⁶:

$$r_{11} = \frac{n}{n-1} \left(1 - \frac{S^2 - \sum pq}{S^2} \right)$$

Where :

n = Number of students

p = Total of right answer

q = Total of wrong answer

S² = The square of the standard deviation of the test score

3. Normality test

Normality test was held to determine whether normal or abnormal research data or research variables.

- a. The observation X₁, X₂, X₃,, X_n are served raw numbers Z₁, Z₂, Z₃, ..., ..., Z_n using the formula. To count of raw numbers with the formulas :

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

X = Average sample

S = Standard deviation

- b. For each of these raw numbers using standard normal distribution is calculated odds F (Z_i) = P (Z ≤ Z_i)
- c. Furthermore, in calculating the proportion that expressed by S (Z_i) then :

$$S(Z_i) = \frac{\text{total of } Z_1, Z_2, \dots, Z_n \text{ which } \leq Z_n}{n}$$

- d. Calculate F (Z_i) – S (Z_i) and define the absolute price Determine the largest price of the difference F (Z_i) – S (Z_i) as Lo.³⁷

³⁶ Ibid, p. 82.

4. Homogeneity test

Homogeneity test is used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity is used with the following formula³⁸:

$$F = \frac{\text{Highest varians}}{\text{lowest varians}}$$

Criteria for testing H_0 is rejected if $F \geq F_{0,05} (v1, v2)$ where $F_{0,05} (v1, v2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$, whereas the $v1$ and $v2$ degrees of freedom each corresponding to df numerator and denominator of the formula above.

5. Finding the number of correlation using formula³⁹:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = the Pearson product - moment correlation

N = the number of sample

X = the student's score in idioms mastery

Y = the student's score in reading comprehension

³⁷ Indra Jaya, *Penerapan Statistik Untuk Pendidikan*, (Bandung: Citapustaka Media Perintis, 2013), p. 253.

³⁸ Sudjana, *Metode Statistika*, (Bandung: Tarsito Bandung, 2009), p. 14.

³⁹ Muri Yusuf, *Op.cit.*, p. 190.

In the correlational study, the statistic hypothesis can be stated as follows:

$$H_a: r_{\text{count}} > r_{\text{table}}$$

$$H_0: r_{\text{count}} < r_{\text{table}}$$

Where:

r_{count} = the result of Pearson product-moment

r_{table} = r table (Pearson product-moment table)

H_a : The alternative hypothesis is accepted, means that there is correlation between students' mastery in vocabulary and their reading comprehension.

H_0 : The null hypothesis is accepted, means that there is no correlation between students' mastery in vocabulary and their reading comprehension.

To interpret the index scores of "r" Pearson product-moment correlation, (r_{xy}) usually used the interpretation such as bellow:⁴⁰

Table IV
Pearson Correlation

The score of "r" product moment (r_{xy})	Interpretation
0.00 – 0.20	There is a relationship between X and Y, but the correlation is very weak or little so it is ignored or it is considered no correlation in this rating.
0.20 – 0.40	There is a relationship between X and Y, but it is weak or little.
0.40 – 0.70	There is a relationship between X and Y. The value is medium.
0.70 – 0.89	There is high relationship between X and Y.

⁴⁰ Muri Yusuf, *Op.cit.*, p. 193.

0.90 – 1.00	There is a very high relationship between X and Y.
-------------	----------------------------------------------------

6. Test the significance by using t_{test} formula as follow⁴¹:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t_o = t value

r = the result of correlation coefficient

n = number of sample

E. Research Procedure

In conducted the research, there were some procedures that applied for taking the data :

1. Determined the problem

In order to determine the problem, the writer read the books that were related to the topic under discussion.

2. Determined the instrument

In this research, the writer used instrument in order to be able to be interpreted. The instruments are idiom test, consisting of 20 items, and reading comprehension test which consists of 20 items.

3. Found the sample

The sample of this research determined through simple random probably sampling. There were four class of the second grade of MA Lab UIN-SU

⁴¹ Agus Irianto, *Statistik: Konsep Dasar, Aplikasi, dan Pengembangannya*, (Jakarta: Prenadamedia Group, 2004), p. 81

Medan. However only class XI IPA-1 have a chance to become the sample of this research.

4. Try out the instrument

Before distributing the instruments, the writer distributed the try out test to them in order to guarantee the result to be more valid.

5. Distributed the instrument

Both of the instruments would be distributed on the different day.

6. Scoring the students' work

The writer scored the students' work in order to get data.

7. Analyzed the data

The writer analyzed the data whether there is correlation between students' mastering of idiomatic expression and their reading comprehension.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

A.1 The Description of Data

This study was conducted through correlational study.. There were two variables in this research, namely variable X (students' mastering of idiomatic expression) and variable Y (students' achievement in reading comprehension). experimental and control group. This research was applied idiom test and reading comprehension test which the total score is 100.

After conducting the research, the researcher got the data of students' scores in idiom test and reading comprehension test.

A.1.1 The Data of Students' Mastering of Idiomatic Expression

The data of students' mastering of idiomatic expression were found from the tests which were given to 36 students of MA Lab UIN SU Medan who become the research respondents. The complete data about students' mastering of idiomatic expressions can be seen on the following table:

Table V
Test Score of Students' Mastering of Idiomatic Expression

No	Students' Initial Name	Score
1	AS	80
2	AMC	70
3	AN	65
4	DT	70
5	DMA	80
6	DRH	60

7	DH	70
8	DSU	75
9	ES	50
10	FAL	55
11	FI	70
12	FZ	65
13	HAL	50
14	HS	60
15	HR	40
16	IS	80
17	IAL	80
18	KA	70
19	MK	60
20	MIMB	75
21	MRS	75
22	MSRS	55
23	MSAR	75
24	MYR	65
25	NHT	40
26	NAAL	55
27	NH	80
28	NS	50
29	PAR	65
30	RAL	75
31	RAP	70
32	RP	45
33	RDA	65
34	RRRT	75
35	RSRA	70
36	SARH	60
N=36		$\Sigma X = 2345$

From the data above, it is known that the respondents were 36 students. The score was gotten by dividing the number of correct answers with the number of test and was multiplied by 100. The students who got score 40 were 2 students, score 45 was 1 student, score 50 and 60 were 4 students in orderly, score 60 were 4 students, score 65 were 5 students, score 70 were 7 students, score 75 were 6 students, and score 80 were 5 students. So, the highest score idiom test is 80 while the lowest score is 40.

Then to know the average (mean), the variant and the standard deviation from the data of mastering of idiomatic expression can be seen on the following worktable:

Table VI
Worktable for Findings Mean, Variant, and Standard Deviation from the Data of Students' Mastering of Idiomatic Expression

No	Score (X_i)	F_i	$F_i X_i$	X_i^2	$F_i (X_i^2)$
1	40	2	80	1600	3200
2	45	1	45	2025	2025
3	50	3	150	2500	7500
4	55	3	165	3025	9075
5	60	4	240	3600	14400
6	65	5	325	4225	21125
7	70	7	490	4900	34300
8	75	6	450	5625	33750
9	80	5	400	6400	32000
Total		36	2345	33900	157375

From the data above, the first column consist of the students' score that symbolized by (X_i) which begin from the lowest score (40) and the higher score (80). Then, the second column explained about the sum of the respondents which

consist of 36 students and it is symbolized by (**Fi**). The next is column (**FiXi**) which got from the multiple of **Xi** and **Fi** with the total is 2345. The total of **FiXi** would be used to find out the mean of the score. The column **Xi²** is explained the quadrat of students' score (**Xi**) and the total of **Xi²** is 33900. The last column is the multiple of the respondent and the quadrat of the score with the total is 157375.

So, the mean (M) score from the students' test of mastering of idiomatic expression in MA Lab UIN SU Medan which was represented by 36 students as the research respondent can be computed as following as:

$$\begin{aligned} M &= \frac{FiXi}{Fi} \\ &= \frac{2345}{36} \\ &= 65, 14 \end{aligned}$$

Based on the calculation above the mean score of idiom test is 65.14. Then, the variant from data of mastering of idiomatic expression can be computed as following:

$$\begin{aligned} S^2 &= \frac{N.(\sum FiXi^2) - (\sum FiXi)^2}{N(N-1)} \\ &= \frac{36.157375 - (2345)^2}{36(36 - 1)} \\ &= \frac{5665500 - 5499025}{36(35)} \\ &= \frac{166475}{1260} \\ &= 132.12 \end{aligned}$$

From the result of variant above, it can be found the standard deviation (S) where the coefficient of the standard deviation is the root of the variant value ($\sqrt{132,12}$) that is 11.49.

A.1.2 The Data of the Students' Achievement in Reading Comprehension

Data of the students' achievement in reading comprehension is found from the test result which were given to 36 students of MA Lab UIN SU Medan who became the research respondents. The complete data about the students' achievement in reading comprehension can be seen on the following table:

Table VII

The Test Score of the Students' Achievement in Reading Comprehension

No	Students' Initial Name	Score
1	AS	85
2	AMC	80
3	AN	65
4	DT	75
5	DMA	85
6	DRH	60
7	DH	70
8	DSU	80
9	ES	60
10	FAL	75
11	FI	65
12	FZ	65
13	HAL	70
14	HS	75
15	HR	60
16	IS	65
17	IAL	70
18	KA	80

19	MK	65
20	MIMB	75
21	MRS	80
22	MSRS	50
23	MSAR	75
24	MYR	55
25	NHT	50
26	NAAL	50
27	NH	85
28	NS	55
29	PAR	60
30	RAL	80
31	RAP	65
32	RP	55
33	RDA	75
34	RRRT	70
35	RSRA	70
36	SARH	50
N=36		$\Sigma Y=2450$

From the data above, it is known that the respondents were 36 students. The score was gotten by dividing the number of correct answers with the number of test and was multiplied by 100. The students who got score 50 were 4 students, score 55 were 3 students, score 60 were 4 students, score 65 were 6 students, score 70 were 5 students, score 75 were 6 students, score 80 were 5 students, and score 85 were 3 students. So, the highest score idiom test is 85 while the lowest score is 50.

Then, to know the average (mean), the variant, and the standard deviation of the data of the students' achievement in reading comprehension can be seen on the following worktable:

Table VIII
Worktable for Finding Mean, Variant and Standard Deviation of the Students' Achievement in Reading Comprehension

No	Score (X_i)	F_i	$F_i X_i$	X_i^2	$F_i (X_i^2)$
1	50	4	200	2500	10000
2	55	3	165	3025	9075
3	60	4	240	3600	14400
4	65	6	390	4225	25350
5	70	5	350	4900	24500
6	75	6	450	5625	33750
7	80	5	400	6400	32000
8	85	3	255	7225	21675
Total		36	2450	37500	170750

From the table above showed that, the students' score of reading test is symbolized by (X_i) and it must be in order from the lowest score (40) until the higher score (85). The second column showed the sum of the respondents which consist of 36 students and it is symbolized by (F_i). Column ($F_i X_i$) consist of the multiple of X_i and F_i with the total score is 2450. The total of $F_i X_i$ would be used to find out the mean score of reading test. The column X_i^2 is explained the quadrat of students' score (X_i) and the total of X_i^2 is 37500. The last column is the multiple of the respondent and the quadrat of the score with the total is 170750 and symbolized by $F_i (X_i^2)$.

So, the mean (M) score of the test score of 36 students of MA Lab UIN SU Medan who became the research respondents in the students' achievement in reading comprehension can be computed as following:

$$\begin{aligned} M &= \frac{FiXi}{Fi} \\ &= \frac{2450}{36} \\ &= 68.05 \end{aligned}$$

Based on the calculation above, the mean (M) score of reading comprehension test is 68.05. Then, the variant of the data of the students' achievement in reading comprehension is computed as following:

$$\begin{aligned} S^2 &= \frac{N \cdot (\sum FiXi^2) - (\sum FiXi)^2}{N(N-1)} \\ &= \frac{36 \cdot 170750 - (2450)^2}{36(36-1)} \\ &= \frac{6147000 - 6002500}{36(35)} \\ &= \frac{144500}{1260} \\ &= 114.68 \end{aligned}$$

From the variants result above, so it can be found the standard deviation (S) where the coefficient of the standard deviation is the root of the variant value ($\sqrt{114.68}$) that is 10.70

A.2 Analysis Requirement Test

The requirement test which is done include: (1) Validity (2) Reliability, (3) Normality test and (4) Homogeneity test. The normality test is calculated by using the Liliefors test where as homogeneity test used f-test.

A.2.1 Validity

The test of validity used the formula was explained in chapter III. For example the question no. 1 (Idiom), the value of $r_{\text{count}} = 0.432$ and r_{table} is 0.334, with $n = 35$. After getting r_{count} , the value of r_{count} , is compared with the value of r_{table} . If $r_{\text{count}} > r_{\text{table}}$ so the item tested is valid. It means that the instrument can be used as equipment for collecting data. (See Appendix).

A.2.2 Reliability

To test reliability used the formula that was explained in chapter III. After the calculation, for example the try-out test of idiom get $r_{11} = 0.626$. It means that the coefficient of reliability is reliable. For the complete calculation can be seen on appendix.

A.2.3 Normality test

Before going to count the hypothesis test, the researcher have to prove that data in this research are normal and homogenous, as the requirement to test the hypothesis; whether the hypothesis accepted or rejected. Normality testing used in this research is using Liliefors testing. It was conducted to know whether the data was a normal distribution or not.

The basis testing hypothesis of normality is:

If $L_{\text{count}} > L_{\text{table}}$, the alternative hypothesis (H_a) will be accepted; the null hypothesis (H_0) will be rejected. If $L_{\text{count}} < L_{\text{table}}$, the null hypothesis (H_0) will be accepted, the alternative hypothesis (H_a) will be rejected.

H_0 = the data has normal distribution

H_a = the data has not a normal distribution

For make test the data normality of students' mastering of idiomatic expression of the students of MA Lab UIN SU Medan which are represented by 36 students as the research respondents are done by using Liliefors test.

Below the table computation of normality test of students' mastering of idiomatic expression and reading comprehension.

Table IX

The Data Normality Test of Students Mastering of Idiomatic Expression

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	40	2	2	-2.01	0.0222	0.0555	0.0333
2	45	1	3	-1.75	0.0401	0.0833	0.0432
3	50	3	6	-1.31	0.0951	0.1666	0.0715
4	55	3	9	-0.88	0.1894	0.2500	0.0606
5	60	4	13	-0.44	0.3300	0.3611	0.0311
6	65	5	18	-0.01	0.4960	0.5000	0.004
7	70	7	25	0.42	0.6628	0.6944	0.0316
8	75	6	31	0.85	0.8023	0.8611	0.0588
9	80	5	36	1.29	0.9015	1	0.0985

Based on the table above, it can be seen that the respondents of the research are symbolized by (F). Cumulative frequency (Fcum) is the running total of the frequencies in this case the sum of respondents. Then, the

transformation of numbers to notation of the normal distribution that symbolized by (Z_i). The formula : $Z_i = \frac{X_i - \bar{X}}{S}$

$F(Z_i)$: Large calculation of 0- Z_i . It can be seen from Z table distribution. For example, $Z_1 = -2,01$ the large for Z_1 the large of under curve normal cumulative for $Z_1 = 0,4778$. So, the value of $0 - Z_1 = 0,5 - 0,4778 = 0,0222$. However, especially for positif value of Z_i , value of $0 - Z_i = P(Z_i) - 0,5$.

Whereas, $S(Z_i)$: Empirical cumulative probability, with the formula:

$$S(Z_i) = \frac{F_{Cumulative}}{N}$$

From the table of data finding above, it can be found that the coefficient of Liliefors observation or $L_{count} = 0.0985$ where as the coefficient of table Liliefors or L_t with $N = 36$ and at real level $\alpha = 0.05$ is found the coefficient of $L_{table} = 0.1476$. Therefore, the coefficient of $L_{count} (0.0985) < L_{table} (0.1476)$. So that it can be concluded that the data distribution of students' mastering of idiomatic expression of the students MA Lab UIN SU Medan is **normal**.

Table X
The Data Normality Test of Students' Achievement In Reading
Comprehension

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	50	4	4	-1.68	0.0465	0.1111	0.0646
2	55	3	7	-1.22	0.1112	0.1944	0.0832
3	60	4	11	-0.75	0.2266	0.3055	0.0789
4	65	6	17	-0.28	0.3897	0.4722	0.0825
5	70	5	22	-0.18	0.5714	0.6111	0.0397

6	75	6	28	0.64	0.7389	0.7777	0.0388
7	80	5	33	1.11	0.8665	0.9166	0.0501
8	85	3	36	1.58	0.9429	1.0000	0.0573

Based on the table above, it can be seen that the frequency of respondents are symbolized by (F). Cumulative frequency (Fcum) is the running total of the frequencies in this case the sum of respondents. Then, the transformation of numbers to notation of the normal distribution (Z_i).

The formula : $Z_i = \frac{X_i - \bar{X}}{s}$

$F(Z_i)$: Large calculation of 0- Z_i . It can be seen from Z table distribution. For example, $Z_1 = -1,68$ the large for Z_1 the large of under curve normal cumulative for $Z_1 = 0,4535$. So, the value of $0 - Z_1 = 0,5 - 0,4535 = 0,0465$. However, especially for positif value of Z_i , value of $0 - Z_i = P(Z_i) - 0,5$.

Whereas, $S(Z_i)$: Empirical cumulative probability, with the formula:

$$S(Z_i) = \frac{F_{Cumulative}}{N}$$

From the calculation in the table above, it can be found that the coefficient of Liliefors observation or $L_o = 0.0832$ where as the coefficient of table Liliefors or L_t with $N = 36$ and at real level $\alpha = 0.05$ is found the coefficient of $L_t = 0.1476$. Therefore, the coefficient of $L_o (0.0832) < L_t (0.1476)$. So that it can be concluded that the data distribution of students' achievement in reading comprehension of the students MA Lab UIN SU Medan is **normal**.

A.2.4 Homogeneity Test

Data homogeneity test of students mastering of idiomatic expression and the data of students' achievement in reading comprehension is done by using F test (two variant homogeneity test) with the following formula:

$$F = \frac{\text{Highest varians}}{\text{lowest varians}}$$

From the former computation, it is known that:

- 1) The data variant of students mastering of idiomatic expression of students MA Lab UIN SU Medan is 132.12
- 2) The data variant of the students achievement in reading comprehension of students at MA Lab UIN SU Medan is 114.68

So, the coefficient of F count is: $\frac{132.12}{114.68} = 1.15$

From the computation above, it is found the coefficient of variant from the data of students' mastering of idiomatic expression and the data of the students' achievement in reading comprehension at real level $\alpha = 0.05$ and the same numerator Df = N - 1 = 36 - 1 = 35 and denominator Df = N - 2 = 36 - 2 = 35. So, by using the list of critical value at F distribution is found F 0.05 (35, 35) = 1.76

It is shown that $F_{\text{count}} (1.15) < F_{\text{table}} (1.76)$. So, it can be concluded the variant from the data of students' mastering of idiomatic expression and the data of students' achievement in reading comprehension are **homogenous**.

A.3 Hypothesis Test

To know the correlation from the variable of mastering idiomatic expression (X) and the students' achievement in reading comprehension (Y) was done by using the statistical analysis of product moment correlation. To test the hypothesis, the writer proposed an alternative hypothesis (h_a) and null hypothesis (h_0) as bellow:

$$H_a: r_{\text{count}} > r_{\text{table}}$$

$$H_0: r_{\text{count}} < r_{\text{table}}$$

The result of the computation was as following:

Table XI

Worktable of Product Moment of the X Variable and the Y Variable

No	X	Y	X ²	Y ²	XY
1	80	85	6400	7225	6800
2	70	80	4900	6400	5600
3	65	65	4225	4225	4225
4	70	75	4900	5625	5250
5	80	85	6400	7225	6800
6	60	60	3600	3600	3600
7	70	70	4900	4900	4900
8	75	80	5625	6400	6000
9	50	60	2500	3600	3000
10	55	75	3025	5625	4125
11	70	65	4900	4225	4550
12	65	65	4225	4225	4225
13	50	70	2500	4900	3500
14	80	80	6400	6400	6400
15	40	60	1600	3600	2400
16	60	65	3600	4225	3900
17	80	70	6400	4900	5600
18	70	75	4900	5625	5250

19	60	65	3600	4225	3900
20	75	75	5625	5625	5625
21	75	80	5625	6400	6000
22	55	50	3025	2500	2750
23	75	75	5625	5625	5625
24	65	55	4225	3025	3575
25	40	50	1600	2500	2000
26	55	50	3025	2500	2750
27	80	85	6400	7225	6800
28	50	55	2500	3025	2750
29	65	60	4225	3600	3900
30	75	80	5625	6400	6000
31	70	65	4900	4225	4550
32	45	55	2025	3025	2475
33	65	75	4225	5625	4875
34	75	70	5625	4900	5250
35	70	70	4900	4900	4900
36	60	50	3600	2500	3000
	$\Sigma X = 2345$	$\Sigma Y = 2450$	$\Sigma X^2 = 157375$	$\Sigma Y^2 = 170750$	$\Sigma XY = 162600$

From the data above it can be seen that: N (the total of respondent) is 36 students. Then, ΣX (the total score of idiom test) is 2345. The total score of reading comprehension test (ΣY) is 2450. Next, the quadrat of total score of idiom test (ΣX^2) is 157375, for the quadrat of total score of reading comprehension test (ΣY^2) is 170750. The last is the total score of the multiple score of idiom test and reading comprehension test (ΣXY) is 162600.

The values above are confirmed into the product moment formula as follow as:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{36.162600 - (2345)(1450)}{\sqrt{[36.157375 - (2345)^2][36.170750 - (2450)^2]}} \\
 &= \frac{5853600 - 574550}{\sqrt{[5665500 - (5499025)][6147000 - (6002500)]}} \\
 &= \frac{108350}{\sqrt{166475 \times 144500}} \\
 &= \frac{108350}{\sqrt{24055637500}} \\
 &= \frac{108350}{155098,799} \\
 &= 0.699
 \end{aligned}$$

The next is compared the coefficient of r_{count} (0.699) with the coefficient of r_{table} at significant level 5% (0.05) and $N = 36$ is (0.329). It shows that r_{count} is higher than r_{table} ($r_{\text{count}} = 0.699 > r_{\text{table}} = 0.329$). So, the alternative hypothesis which the writer purpose that there is significant correlation between students' mastering of idiomatic expression and their achievement in reading comprehension at MA Lab UIN-SU Medan is acceptable.

To interpret the value of r , the researcher consulted it with the table of r interpretation as follows:

Table XII
Pearson Correlation

The score of “r” product moment (r_{xy})	Interpretation
0.00 – 0.20	There is a relationship between X and Y, but the correlation is very weak or little so it is ignored or it is considered no correlation in this rating.
0.20 – 0.40	There is a relationship between X and Y, but it is weak or little.
0.40 – 0.70	There is a relationship between X and Y. The value is medium.
0.70 – 0.89	There is high relationship between X and Y.
0.90 – 1.00	There is a very high relationship between X and Y.

From the table above, the researcher could interpret that the value of r for the correlation between students' mastering of idiomatic expression and their achievement in reading comprehension is 0.699 that is included in the interval 0.40-0.70. It means that the correlation between students' mastering of idiomatic expression and their achievement in reading comprehension is medium.

Then to test the significance between the variable of students' mastering of idiomatic expression and the students' achievement in reading comprehension is done by using the formula:

$$\begin{aligned}
t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
&= \frac{0.699\sqrt{36-2}}{\sqrt{1-(0.699)^2}} \\
&= \frac{0.699\sqrt{34}}{\sqrt{1-0.487}} \\
&= \frac{0.699 \times 5.83}{\sqrt{0,513}} \\
&= \frac{4.069}{0.71} \\
&= 5.71
\end{aligned}$$

Then, the value which is found = 5.71 is confirmed into distribution table t , where the coefficient of distribution table at Degree of Freedom (Df) = $N - 2$. It was found that $df = 36-2 = 34$. Then in the t_{table} , the significance level $\alpha = 0.05$ is 2.03. Therefore, the researcher found that the coefficient of t_{count} (5.71) is higher than the coefficient of t_{table} (2.03) or $5.71 > 2.03$. It means that the correlation is acceptable.

In conclusion, there is significant correlation between students' mastering of idiomatic expression and their achievement in reading comprehension at MA Lab UIN-SU Medan. Therefore, the researcher confidently states that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

B. Discussion

From the result of the statistical computation, it has the proof that students' mastering of idiomatic expression has significant correlation with their achievement in reading comprehension. It means, the higher the students score on idiom, the better scores the students get on reading comprehension. This correlation, however,

is not based on cause and effect. It means that if students only have minimum level of idiom mastery, it does not mean that the students also get poor in reading comprehension. There were some students who got low scores in idiom but they got high scores in reading comprehension.

Through correlation test, which has been done, it is found the correlation coefficient (0.699) while the r_{table} is 0.329 ($r_{\text{count}} = 0.699 > r_{\text{table}} = 0.329$). If it confirmed into the interpretation table of correlation coefficient that $r = (0.699)$ is categorized in medium correlation. It means that the correlation between students' mastering of idiomatic expression and their' achievement in reading comprehension is still determinable or still have correlation with other factors.

The next is doing significance test trough t-test is found that t_{count} is about 5.71 by df is 34 whereas the $t_{\text{table}} (0.05) = 2.03$. It shows that the variable of students' mastering of idiomatic expression and their achievement in reading comprehension is significant at $\alpha = 0.05$. In addition, the correlation between the two variables are accepted with the correlation category is medium. Even though the correlation is medium such like explained above, but mastering of idiomatic expression give some effect to the students' reading comprehension.

Realizing the fact above, one of the ways to overcome the low of the students' achievement in reading comprehension, the English teacher should pay close attention to the students' mastering of idiomatic expression. Besides, the English teacher should create some appropriate and effective method in order to teach idiom in the class. It will make the students' enthusiastic in learn idiom to enhance students' vocabulary, so that they can comprehend the text well.

CHAPTER V

CLOSING

A. Conclusion

Based on the research finding in the previous chapter, it can be concluded that there is significant correlation between students' mastering of idiomatic expression and their achievement in reading comprehension. The data showed that the coefficient correlation (r_{count}) that has been got is 0.699. This value of r_{count} shows that the correlation is medium. Then, this value is compared with r_{table} , in which the result of r_{table} is 0.329 for significance 5%. Therefore, r_{count} is higher than r_{table} ($r_{\text{count}} = 0.699 > r_{\text{table}} = 0.329$). Then, the result of comparison showed that t_{count} is higher than and t_{table} ($t_{\text{count}} = 5.71 > t_{\text{table}} = 2.03$).

Therefore, based on the results of those statistic calculations, it can be said that the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is a positive and medium correlation between students' mastering of idiomatic expression and their achievement in reading comprehension. It means that the improvement of students' mastering idiom will be followed by the students' achievement in reading comprehension. It represents that idiomatic expression has contribution to the students' reading comprehension.

B. Recommendation

Based on the conclusions above, the researcher proposes the following recommendations that will be directed for the English teacher, the students, and the other researchers.

1. For English teacher

Based on the result of this research, it is suggested to give students input of idiom as much as possible because the input of idiom will be an encouragement and helping for students to comprehend the text. Therefore, introducing idiom can be given by knowing the definition, and use them, and then apply them in daily activity, so the students become familiar with idiom in the text.

2. For the students

For language learners, it is suggested to enrich their knowledge and comprehension through idiom if they want to improve their reading comprehension skill. Idiom can be found in many English sources like books, magazines, newspaper, journals, television, songs, advertisements, etc., so they can be familiar with idioms. The more they master idioms, the more they get better in comprehending the text.

3. For other researcher

When the writer conducted the research, she found some students still unfamiliar with idiom, so she got difficulty in choosing idiom that already familiar and common for students. Moreover, it is also suggested to teach them idiom in reading or speaking. Remembering idiom also gives contribution in comprehending the text, therefore it is suggested to the next researcher to teach idiom effectively and interesting to increase their skill in reading comprehension. Hopefully this suggestion can be beneficial for the next researcher.

C. Implications

Implications are drawn from the research finding. The research came with a finding that there is a significant correlation between students' mastering of idiomatic expression and their achievement in reading comprehension. Moreover, this research implies that mastering of idiomatic expression is needed in reading comprehension.

Considering the conclusions drawn above, it implies that the students' mastering of idiomatic expression gives contribution to the students' achievement in reading comprehension. It can be seen from the students' reading scores in which almost the students' who got higher scores in idiom test will get higher scores too in reading comprehension. It is expected that the teachers are highly recommended to create the process of learning English in order to increase the students' mastering of idiomatic expression.

By creating effective learning to improve students' mastering of idiomatic expression, hopefully reading learning process will be more effective. Students are motivated and relaxed in learning reading comprehension when they are understands the meaning of the words especially idiomatic expression. Therefore, it implies that the students' mastering of idiomatic expression can help them in construct and explore their ability in comprehend the texts so that the students are able to improve their achievement in reading comprehension.

BIBLIOGRAPHY

- Ali, Abdullah Yusuf, 1987, *The Holy Quran (Koran) English Translation of The Meanings*, King Fahd Holy Quran Printing Complex.
- Aljabri, Sameer S., 2013. *EFL Students' Judgments of English Idiom Familiarity and Transparency*, Journal of Language Teaching and Research, Vol. 4, No. 4.
- Brown H. Douglas, 2001, *Teaching by Principles on Interactive Approach to Language Pedagogy*, San Francisco: Addison Wesley Longman, Inc.
- Caldwell, JoAnne S, 2008, *Comprehension Assessment*, New York: The Guilford Press.
- Casteliana, Lidya, 2011, *Students Ability in Understanding Idiomatic Expression and Reading Comprehension*, Riau: Institut Islam Negeri Riau.
- Fakultas Ilmu Tarbiyah IAIN Sumatra Utara, 2010, *Pedoman Penulisan Skripsi*, Medan: Badan Penerbit Fakultas Tarbiyah IAIN SU.
- Geines, Barbara K, 1986, *Idiomatic American English*. London: Kodansha International.
- Grabe, William, 2009, *Reading in a Second Language Moving from Theory to Practice*, New York: Cambridge University Press.
- Guo, Siao-Cing, 2012, *Using Authentic Materials for Extensive Reading to Promote English Proficiency*, Vol. 5 No. 8.
- Harmer, Jeremy, 2007, *How To Teach English*, Kuala Lumpur: Longman.
- Irianto, Agus. 2004. *Statistik:Konsep Dasar, Aplikasi, dan Pengembangannya*, Jakarta: Prenadamedia Group.
- Jaya, Indra. 2013, *Penerapan Statistik Untuk Pendidikan*, Bandung: Citapustaka Media Perintis.
- Lems, Kristin, *et.al*, 2010, *Teaching Reading to English Language Learners: Insights from Linguistics*, New York: The Gilford Press.

- Mabruroh, Khofiana, 2015, *An Analysis Of Idioms And Their Problems Found In The Novel The Adventures Of Tom Sawyer By Mark Twain*, Journal of Literature, Linguistics and Cultural Studies, Vol. 4 No. 1.
- Maisa, Sridhar and Dr. T. Karunakaran, 2013, *Idioms and Importance of Teaching Idioms to ESL Students: A Study on Teacher Beliefs*, Asian Journal of Humanities and Social Sciences (AJHSS), Vol 1 Issue 1.
- McCarthy, Michael and Felicity O'Dell. 2000. *English Vocabulary in Use*. Cambridge: Cambridge University Press.
- Moser , Gary P. and Timothy G Morrison. 1998, *Increasing Students' Achievement and Interests in Reading*. Vol 38. Issue 4.
- Nation, I. S. P, 2009, *Teaching ESL/EFL Reading and Writing*, New York: Routledge.
- Negara, Irma Manda, 2017, *Correlation Between Grammar Mastery And Reading Comprehension Of The Students In STIE Indonesia Pontianak*. Pontianak: Sastra Inggris STBA Pontianak.
- Patel, M.F., & Jain, Praveen, 2008 *English Language Teaching (Methods, Tools & Techniques)*, Jaipur: Sunrise Publishers.
- Rumahorbo, Sondang, 2011, *The Students' Mastery In Translating Indonesian Idiomatic Expression To English By Using Equivalence Translation*.
- Seidl, Jennifer, 1978, *English Idioms and How to Use Them*. Oxford: Oxford University Press.
- Stone, Randi, 2009, *Best Practice for Teaching Reading: What Award Winning Classroom Teachers Do*. California: Crown Press.
- Syahrum and Salim, 2011, *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media.
- Sudjana, 2009, *Metode Statistika*, Bandung: Tarsito Bandung.

- Tankersley, Karen, 2003, *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*, Alexandria: ASCD.
- Travers. John, 1987, *Fundamentals of Educational Psychology*, Cranton Pennsylvania : International Textbook Company.
- Yellon, Stephen L. et al. *Psychology In The Classroom*. Tokyo: McGraw-Hill, Inc.
- Yongjin, Liu. 2012. *The Current Situation and Issues of the Teaching of English, Speech Culture Research*, Vol. 21, No. 4.
- Yusuf, Muria, 2015, *Asesmen dan Evaluasi Pendidikan:Pilar Penyedia Informasi dan Kegiatan Pengendalian Mutu Pendidikan*, Jakarta: Prenadamedia Group.
- Zarei, Abbas, Ali and Nahid Rahimi, 2012, *Idioms: Etymology, Contextual Pragmatic Clues, and Lexical Knowledge in Focus*, Germany: LAP LAMBERT Academic Publishing.
- Zimmerman, Carla-Edison, 2015, *Teaching and Learning English Idioms in the L2 Classrooms* NYS TESOL Journal, Vol 2 No. 1.

APPENDIX I

List of Students

No	Name Of Respondents	Initial
1	Alfina Sekar	AS
2	Anju Mayang Chairunnisa	AMC
3	Asyaadatun Nazila	AN
4	Dewi Triyana	DT
5	Dita Mei Adia	DMA
6	Doviana Riza Harahap	DRH
7	Dwi Handayani	DH
8	Dwika Sari Utami	DSU
9	Evi Syafitri	ES
10	Fathiah Asmadiyah Lenggana	FAL
11	Fitka Istikhomah	FI
12	Fitriah Zahara	FZ
13	Habibah Aini Lubis	HAL
14	Habibah Shobri	HS
15	Haikal Ridwan	HR
16	Irfan Setiawan	IS
17	Indah Ayu Lestari	IAL
18	Kiki Amalia	KA
19	Miskah Khairiyah	MK
20	M. Irfan Maulana Batubara	MIMB
21	M. Rizky Syahputra	MRS
22	M. Sifa Rizaka Siregar	MSRS
23	M. Syafiq Ar rizky	MSAR
24	M. Yafi Rozak	MYR
25	Nabila Huda Tanjung	NHT

26	Nur Amirah Amania Lubis	NAAL
27	Nuraini Hasibuan	NH
28	Nurul Syahira	NS
29	Putra Ahmad Riyadi	PAR
30	Rahma Aulia Lubis	RAL
31	Ray Albani Pulungan	RAP
32	Ridho Pangestu	RP
33	Rofi Dede Ananda	RDA
34	RR Regina Tasha	RRRT
35	RS Rabiahtuddinil Adawiyah Hrp	RSRA
36	Safira Anugrah Rahma Hutagalung	SARH

APPENDIX II

Students' Score

No	Name Of Respondent	Idiom Score	Reading Score
1	Alfina Sekar	80	85
2	Anju Mayang Chairunnisa	70	80
3	Asyaadatun Nazila	65	65
4	Dewi Triyana	70	75
5	Dita Mei Adia	80	85
6	Doviana Riza Harahap	60	60
7	Dwi Handayani	70	70
8	Dwika Sari Utami	75	80
9	Evi Syafitri	50	60
10	Fathiah Asmadiyah Lenggana	55	75
11	Fitka Istikhomah	70	65
12	Fitriah Zahara	65	65
13	Habibah Aini Lubis	50	70
14	Habibah Shobri	60	75
15	Haikal Ridwan	40	60
16	Irfan Setiawan	80	65
17	Indah Ayu Lestari	80	70
18	Kiki Amalia	70	80
19	Miskah Khairiyah	60	65
20	M. Irfan Maulana Batubara	75	75
21	M. Rizky Syahputra	75	80
22	M. Sifa Rizaka Siregar	55	50
23	M. Syafiq Ar rizky	75	75
24	M. Yafi Rozak	65	55
25	Nabila Huda Tanjung	40	50

26	Nur Amirah Amania Lubis	55	50
27	Nuraini Hasibuan	80	85
28	Nurul Syahira	50	55
29	Putra Ahmad Riyadi	65	60
30	Rahma Aulia Lubis	75	80
31	Ray Albani Pulungan	70	65
32	Ridho Pangestu	45	55
33	Rofi Dede Ananda	65	75
34	RR Regina Tasha	75	70
35	RS Rabiahtuddinil Adawiyah Hrp	70	70
36	Safira Anugrah Rahma Hutagalung	60	50

APPENDIX III

TRY OUT IDIOM TEST

NAME _____ :

Read the sentence below carefully and then answer the question by crossing out the best answer. For questions 1-20, choose the one best answer,(A),(B),(C), or (D), to each question.

1. Peng likes to *hang out* with friends in Harvard square and listen to music. Means...
 - a. Peng doesn't have any friends and was to return to China.
 - b. Peng only goes to Harvard square to visit the bookstores.
 - c. **Peng meets his friends in Harvard square and they relax at one of the clubs.**
 - d. Peng call his friends to enjoy the day with him
2. We are having a pot-luck dinner at Tim's house tomorrow. Everybody is invited!
 - a. **dinner where everybody brings something to eat**
 - b. dinner where only soup is served
 - c. dinner where everybody chips in
 - d. dinner where people eat and play games at the same time
3. Everyone likes Nevzat because he is so *down-to-earth*. Means...
 - a. Nevzat likes to planting
 - b. Nevzat died.
 - c. Nevzat is an astronaut, but wants to be an astronomer.
 - d. **Nevzat is honest and sincere with the people he meets.**
4. Pam and Gerry met when they were six years old and *kept in touch* throughout their lives. Means...
 - a. They met one time and never communicated again.
 - b. Their daughter is six years old and likes to touch everything.
 - c. **They were friends and communicated for many years.**
 - d. They like to touch each other
5. When the police officer gave Vincent a speeding ticket, he decided to be quiet and not look for trouble.
 - a. **Vincent didn't want to create a problem with the police officer**
 - b. Vincent asked the police officer to help him find his dog named Trouble
 - c. Vincent told the police officer that he was speeding because he wasn't wearing his eyeglasses
 - d. Vincent asked the police to give him the ticket
6. Janet has to *get her act together* quickly. In two hours, eight children are coming for Eli's birthday party. Means...
 - a. Eli found eight fish in the swimming pool.
 - b. **Janet has to get herself organized for the party. She**

- wants to take a shower, dress, and bake a chocolate birthday cake.**
- c. Janet twins are acting in the school play. Then they are going to a birthday party.
- d. Eli ask Janet to acting in front of the children
7. Alberts is *ready to* ask Gretel to marry him. Means...
- a. **Albert bought a wedding ring and is prepared to ask Gretel to marry him.**
- b. Albert does not want to get married.
- c. Albert and Gretel have been married for fifty years.
- d. Gretel agree to married with Albert
8. Kurt thought a boat ride to Bainbridge Island would help clear the air with Oxsana.
- a. From the boat, Kurt could clearly see the full moon over Bainbridge Island.
- b. **Kurt thought they could resolve their disagreement on a relaxing ride to Bainbridge Island.**
- c. Kurt and Oxsana cleaned the air conditioners on the boat to Bainbridge Island.
- d. Kurt and Oxana ride a boat to Bainbridge Island
9. The Chicago Board of Trade is the oldest and largest agricultural exchange in the United States. During the day, traders drop millions of pieces of paper *all over the place* as they record their buys and sells. Means...
- a. The Board of Trade is always clean.
- b. **During the day, there is a lot of garbage everywhere at the Board of Trade.**
- c. There are millions of people at the Board of Trade, but there is not any paper
- d. The Board of Trade accept million pieces of paper from another country
- a. Kurt thought they can ride the clear boat with Oxana
10. If you want to go fishing, it's best to get started *bright and early*. Means...
- a. Make sure you will be on time
- b. Start to fishing in a bright day
- c. **Going to fishing in the early morning**
- d. Fishing is the best activity
11. Being *well-heeled*, she's went to Paris and Morocco several times last year.
- a. having beautiful feet
- b. diligent
- c. **Wealthy**
- d. Well connected
12. Simon is determined to buy a new jaguar even if it would *cost him an arm and a leg*. Means...
- a. Cause him to be paralyzed
- b. **Be very expensive**
- c. Terminate him from his job
- d. Make him argue with someone
13. They finally *spilled the beans* about the status of their relationship.
- a. **tell the truth**
- b. lashed out
- c. slip of the tongue
- d. kept quiet

14. Sanjeev and Madhu were enjoying their visit to the Museum of flight. All of a sudden, the supersonic jet suspended from the ceiling began to sway.
- Sanjeev and Madhu experienced motion sickness while travelling on the jet from Madras to Islamabad.
 - Suddenly, the big plane hanging from the ceiling began to move.**
 - Their plane departed from the Museum of flight at exactly 3:10 that afternoon.
 - Sanjeev and Madhu going to somewhere using aeroplane
15. I have to *keep my finger on the pulse* of the city if I want to be a good reporter. Means...
- Monitoring the current state of something frequently**
 - Put your finger on the phone
 - Stay in a center of the city
 - Prepare to be a good reporter
16. Get _____ the bus before it's impossible to get a seat.
- up**
 - over
 - on
 - off
17. This is my stop. I have to get _____ the bus here.
- away
 - off**
 - out
 - down
18. Get _____ and I'll give you a lift.
- up
 - into
 - over
 - in**
19. "A black sheep" means...
- A person who is shameful**
 - A person who is black
 - A person who is lucky
 - A person who is like sheep
20. "Aren't you finished yet?". "*Give me a break!* I only started 10 minutes ago." Means...
- You don't believe of someone
 - Tell someone to stop bothering you**
 - Someone has break the cup
 - Ask someone to finish the task
21. Rowan could not believe how crazy people were during Mardi Gras until she saw it with her own eyes. The underlined words means...
- At Mardi Gras, Rowan saw a handsome man with very beautiful eyes.
 - If Rowan hadn't experienced Mardi Gras, she never would have understood how crazy it is.**
 - Rowan went to Mardi Gras and then decided to see a movie.
 - Rowan and Mardi Grass saw a crazy people in the crowded road
22. When you want to say that someone is a kind person you say...
- Cost arm and leg
 - Bright and early
 - Down to earth**
 - A piece of cake
23. Good walking shoes will *come in handy* if you really want to see Seattle. Means...
- There are factories in Seattle that manufacture walking shoes.
 - The two girls carried their shoes as they walked in the rain.

- c. **Comfortable shoes will help you enjoy walking throughout Seattle.**
- d. You have to use your shoes when you go to Seattle
24. When you want to say that somebody doesn't pay attention to your words. Which idiom should you use?
- a. **Only to hear nothing**
- b. Give me a break
- c. Get my act together
- d. Get cold feet
25. Which idiom means that you are nervous and not sure about something you want to do?
- a. **Get cold feet**
- b. Once in a while.
- c. Get the hang of it
- d. To cost an arm and leg
26. Wow, it's raining cats and dogs outside! Means...
- a. It's raining right now!
- b. It's raining and the cats and dogs are out!
- c. I see cats, dogs and rain!
- d. **It's raining very hard!**
27. Stick around a while and see what happens. The underlined words means...
- a. **stay**
- b. go away
- c. walked away
- d. looking for
28. Well connected If you get there right on time, you'll get one of the free tickets. The underlined words means...
- a. At the wrong time
- b. **At the correct time**
- c. At the right situation
- d. At the same time
29. Walking from Oak Street beach to the Loop during a snowstorm is out of the question.
- a. When it snows, it is beautiful to ski through the streets of Chicago.
- b. **During a big snowstorm, it is impossible to walk from the beach to the Loop.**
- c. Satsuki went to Oak Street Beach to ask the lifeguard a question.
- d. She asked the question who will join her to the Oak Street beach
30. I don't travel often, but once in a while I just need to get away from the city. The underlined words means...
- a. **sometimes**
- b. once a week
- c. always
- d. everyday

APPENDIX IV

TRY OUT READING COMPREHENSION TEST

NAME _____ :

Read the sentence below carefully and then answer the question by crossing out the best answer. For questions 1-20, choose the one best answer, (A), (B), (C), or (D), to each question.

Passage 1

August 1

Dear Aunt Leslee,

Hello from the great American Southwest! I left San Francisco *bright and early* and arrived here at noon. Joan and Mary, who are teaching English here during the summer, were the airport *right on time*. We didn't *stick around* long. I got my luggage, we went to the car, and we drove toward Santa Fe. I learned from Joan that's the oldest capital city in North America, founded in 1610!

"*First of all,*" Mary said to me in the car, "before we show you Santa Fe, you have to sample a typical lunch." We stopped at a roadside café and I tasted my first burrito, enchilada, and chile relleno. *In place of* bread, they serve homemade tortillas with butter and honey. It was delicious Southwestern food!

After lunch, we drove to an ancient town built by the pueblo Indians before the Spanish explorers arrived. Joan showed me the kiva, a scared area in many Native American Indian villages. The pueblos believe it's the holly spot where their ancestors escaped from beneath the earth's surface. Then, we hiked through the surrounding mountains, exploring the old cave dwellings *one by one*. We even saw mysterious, ancient drawings on the stone walls!

The air in the mountains was clear and clean. The warm sunshine danced across the rocks. Everything at that moment seemed so peaceful. *Once in a while*, I get very carried away by the incredible beauty of nature. My daydreaming was interrupted. "Okay," said Mary, "Tome for dinner! Would you like to try Fajitas?" I thought Mary was joking. "*Give me a break*, Mary! At this rate, I'll gain five pounds a day!" Joan and Mary both laughed and Joan responded, "But you will never forget Santa Fe. It feeds your spirit and your stomach!" I smiled at my friends. "*You said it*, girls!

Bye for now,

Rebecca

1. What is the main idea of the first paragraph?
 - a. **The writer's greeting from America**
 - b. The writer left San Francisco in the early morning
 - c. The writer met her teacher after long time
 - d. The writer joined English summer class during holiday
2. "...Who are teaching English here during the summer, were the airport right on time..."
The underlined word means
 - a. **Promptly**
 - b. Occasionally
 - c. Separately
 - d. Very early
3. "... We didn't stick around long..."
The underlined word means
 - a. **Remain**
 - b. Separately
 - c. Promptly
 - d. Occasionally
4. From the text, we know that
 - a. **The writer went to San Francisco before summer**
 - b. Tortilla is traditional food that made from burrito and bread
 - c. Pueblo Indian built Kiva, the ancient town
 - d. There are ancestor's grave surrounding mountain
5. Which of the following sentence is TRUE according to the text?
 - a. Santa Fe is an ancient town
 - b. Marry is a Rebecca's friend
 - c. Burrito made from butter and honey
 - d. **Joan and Marry is a Rebecca's English teacher**
6. The purpose of the text above is...
 - a. To invite Rebecca to attend the writer's party
 - b. **To inform aunt Lasley about Rebecca's holiday**
 - c. To inform Rebecca about the writer's holiday
 - d. To inform aunt Lasley about the writer visitation
7. The word it in the second paragraph refers to...
 - a. The car
 - b. Tortilla
 - c. enchilada
 - d. **chile relleno**

Passage 2

Mohammed was an economics major. He was lucky to find a summer intern position at the New York Stock Exchange. When he went to work the first day, he was *all decked out* and very excited. As he approached the huge building, he started to *get cold feet*. This wasn't like working at his father's factory in Saudi Arabia. This was a serious job with a lot of responsibility. Also, he would be working with people he hadn't met before.

His supervisor, Wes, was intelligent, *down-to-earth*, and taught him a lot during the first morning. When Mohammed returned from lunch, the traders were *out of control*. An economic report had been issued and the changing interest rates affected the buying and

selling of stocks. People were yelling, running and throwing papers *all over the place*. Wes put his arm around Mohammed's shoulder. "Welcome to the stock Exchange," he said. "Don't worry, you'll *get the hang of it* soon."

That night Mohammed was *dead tired* and went home to relax and think about his day. It had been scary, thrilling, and challenging. One mistake could have *cost an arm and a leg*. Mohammed didn't want to be the person responsible for such an error. "I did a good job," he said to himself. "This will be a day in my career that I'll always remember."

8. The traders were out of control. The underlined word means...
- Wiped out
 - Uncontrollable**
 - All dressed up
 - Exhausted
9. What is the first paragraph mainly discuss?
- it is talked about Mohammed**
 - it is discuss about New York Stock Exchange
 - It concerns about Mohammed jobs
 - It focus on his experience
10. How is Wes character?
- Wise
 - Exhausted
 - Arrogant
 - Sincere**
11. One mistake could have cost an arm and a leg. The underlined words means...
- very tired
 - very expensive**
 - very difficult
 - very easy
12. "...the changing interest rates affected the buying..." The similar meaning with the underlined word is
- Artificial**
 - Imitate
 - Pure
 - Natural
13. ...you'll get the hang of it soon...The underlined words means...
- get something and hang it
 - not familiar with something
 - to begin of how to do something**
 - try to hang something
14. The word him in the second paragraph refers to...
- Mohammed father's
 - Mohammed**
 - Wes
 - Supervisor

Passage 3

July 4

Dear Nicoletta,

At last, the summer has begun. Today is America's Independence Day and tomorrow my own celebration of freedom begins! I'm *ready to* begin my journey across America! Tonight I *hang out* with some friends. We went to hear the Boston Pops Orchestra. Then, we joined the crowd watching the fireworks at the Charles River Esplanade. Before that, we went to Beacon Hill to *eat out* at a terrific seafood restaurant where they have the best lobsters! We all *were into* having a great time. I'm going to spend this entire summer seeing Old friends, visiting former students, eating good food, and taking pictures.

By the way, did I tell you that I plan to be in New York at the end of the summer? I'll *keep in touch* and give you definite dates when I know them. I'll be great to see you! Now I'd better *get my act together* and pack my things. My flight to Chicago leaves at 7:30 in the morning!

Have a great summer!

Rebecca

15. What is the passage mainly discuss?
 - a. Invite Nicolita in her freedom celebration day
 - b. Inform Nicolita about her visitation in America**
 - c. Tell Nicolita about her holiday
 - d. Tell Nicolita that she would be in New York
16. What was the writer's plan in her last summer? Her plan was
 - a. To meet Nicolita in New York**
 - b. To go to Chicago
 - c. To visit the former student
 - d. To have flight to Chicago in the morning
17. What is the date of America's Independence Day? It is
 - a. August 17th
 - b. December 22nd
 - c. June 5th
 - d. July 4th**
18. Tonight I hang out with some friends. The underlined words means...
 - a. Get some fun thing**
 - b. Stay at home
 - c. Hang something on the wall
 - d. Sharing information
19. "...I'll keep in touch and give you definite dates when I know them ...". The underlined words means....
 - a. Communicate by phone or mail**
 - b. Get oneself organized
 - c. Socialize
 - d. Meet by chance
20. What did the writer do at the Charles River Esplanade?
 - a. She met Nicolita
 - b. She had lunch
 - c. She watched fireworks**

- d. She took some picture
21. ...to *eat out* at a terrific seafood restaurant where they have the best lobsters... The underlined words means...
- To put away the food
 - To find some food
 - To eat the seafood**
 - To deliver the food
22. The word they in the first paragraph refers to...
- Boston Pops Orchestra
 - Charles River Esplanade
 - Chicago
 - Beacon Hill**

Passage 4

Most large companies do not know how to make the best use of clever people. Employees who criticize the old ways of doing things and want to try out new ideas are disliked both by their colleagues and by their bosses. Comments like ‘They wouldn’t listen to me’ or ‘ I kept presenting new product ideas, *only to hear nothing* are typical of many manager who become entrepreneurs. All of this causes frustration, which can quickly lead to boredom. Often, middle managers start to think: ‘Only another 30 more years of working my way to retirement’. At this point, they want to *find out* a way to solve this.

They need to get away from a job that is no longer attractive. So they decide to set up on their own. But they need something else, too: the challenge of *taking risks*. They are like people who climb a mountain by the most dangerous route. Entrepreneurial types need to *try out* new things, without knowing whether they will succeed or fail. They also want to prove that they can make it without a big company support.

As well as motivation, most successful entrepreneurs have a number of personal characteristics in common. The first is self confidence, the feeling of certainty that you have got the skills, knowledge and energy to build up your own business. There is also stubbornness, the determination to prove to the boss who rejected your ideas that they ideas were good ideas which can be made to work. Possessing this quality means that you won’t *give up*: you have to make your ideas work. Because an entrepreneur must *keep their fingers on the pulse* of the market to be successful.

23. The main idea of paragraph one is...
- How large companies treat their managers**
 - The way the managers criticize the old ways
 - What kind of new ideas the managers give to the companies
 - Why the managers become frustrated
24. It can be inferred from the passage that the managers like to become entrepreneurs because...
- They have been managers for more than 30 years

- b. **Their new ideas are rejected by their colleagues and bosses**
- c. They don't like the rules of companies anymore
- d. Their frustrated of being criticized by their bosses
25. An entrepreneur is expected to be the following, except...
- a. Motivated
- b. Confident
- c. **Hesitant**
- d. Ambitious
26. ..., '*only to hear nothing*' are typical of...(paragraph 1). The italic phrase means...
- a. **To be ignored**
- b. To be useless
- c. To be excused
- d. To be avoided
27. We may conclude that the managers who came entrepreneurs are those who...
- a. **Always make change to the environment**
- b. Like to climb high mountains
- c. Always have different opinions with the other
- d. Don't need any help from others
28. ...an entrepreneur must keep their fingers on the pulse of the market...
The underlined words means...
- a. Keep your finger on your phone
- b. **To be well informed about current events**
- c. Keep your opinion
- d. Monitoring specific events
29. So they decide to *set up* on their own. (paragraph 2) The italic word can be replaced by...
- a. **establish**
- b. improve
- c. develop
- d. discover
30. ...need *try out* new things ... (paragraph 2). The underlined phrase means...
- a. **Test**
- b. Wear
- c. Evaluate
- d. Compete

APPENDIX V

Table Validity of Idiom Test

		Table Validity of Idiom Test																																	
No	Student's Initial	Item of questions																														y	Y2		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
1	AAP	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	27	729
2	AMF	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	26	676
3	AR	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	25	625	
4	AS	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	24	576	
5	ASN	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	21	441	
6	BAKW	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	22	484	
7	CR	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	24	576	
8	FH	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	23	529	
9	IAAS	1	1	1	1	0	1	0	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	21	441	
10	IA	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	20	400	
11	LGN	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	1	1	20	400	
12	MAR	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	1	0	0	18	324	
13	MAM	0	0	1	1	0	1	0	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	17	289	
14	MU	1	1	0	0	1	1	1	0	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	20	400	
15	NA	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	0	0	0	1	0	0	1	0	1	17	289	
16	NAL	1	0	0	1	0	0	1	1	1	0	0	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	0	1	18	324	
17	PH	0	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1	0	18	324	
18	PKH	0	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	1	1	0	1	0	1	0	1	16	256
19	RAL	1	1	0	0	0	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	18	324
20	RF	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	20	400	
21	RH	1	0	0	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	18	324	
22	RHL	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	20	400	
23	RPS	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0	1	1	1	0	0	0	18	324	
24	RS	1	1	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	0	0	0	0	0	1	0	0	1	0	0	1	13	169		
25	RW	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	0	0	1	19	361		
26	RY	0	1	0	1	0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	1	1	0	1	18	324	
27	SRP	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	1	1	19	361	
28	SA	0	0	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	0	0	0	0	1	1	1	0	18	324	
29	SR	1	1	0	1	1	1	0	1	0	0	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	16	256	
30	ST	0	0	1	0	1	0	1	0	0	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	12	144	
31	TN	1	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	15	225		
32	VA	0	1	0	0	0	1	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	15	225		
33	WH	0	0	1	1	0	0	1	1	1	0	0	0	1	1	0	1	0	0	1	0	0	0	0	1	0	1	1	1	1	1	16	256		
34	WN	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	1	0	0	0	0	0	1	0	8	64		
35	ZAU	0	1	0	1	0	0	0	1	0	1	1	0	1	1	0	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	11	121		
	ΣX	19	26	22	23	11	23	27	24	21	21	23	26	28	7	24	18	25	18	25	21	24	25	13	21	21	17	20	21	23	23				
	ΣX^2	361	676	484	529	121	529	729	576	441	441	529	676	784	49	576	324	625	324	625	441	576	625	169	441	441	289	400	441	529	529	651	12685		
	ΣY																																		
	ΣY^2																																		
	r tabel	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334	0.334		
	r count	0.43247	0.1810793	0.4342	0.403415	0.0970622	0.5221	0.4493	0.187018	0.3938	0.3614	0.0545975	0.4253	0.0112085	0.0704197	0.44891	0.355	0.35845	-0.3634386	0.38962	-0.134053	0.37404	0.4831	0.0086228	0.40815	0.508747	0.42542	0.441035	0.4081	0.0326317	0.4776				
	Ket	valid	tidak valid	valid	valid	tidak valid	valid	valid	tidak valid	valid	valid	tidak valid	valid	tidak valid	tidak valid	valid	valid	valid	tidak valid	valid	tidak valid	tidak valid	valid	valid	tidak valid	valid	valid	valid	valid	valid	tidak valid	valid			

If r count > r tabel, so the data is valid

APPENDIX IX

IDIOM TEST

NAME :

CLASS :

Read the sentence below carefully and then answer the question by crossing out the best answer. For questions 1-20, choose the one best answer,(A),(B),(C), or (D), to each question.

1. Peng likes to *hang out* with friends in Harvard square and listen to music. Means...
 - a. Peng doesn't have any friends and was to return to China.
 - b. Peng only goes to Harvard square to visit the bookstores.
 - c. Peng meets his friends in Harvard square and they relax at one of the clubs.
 - d. Peng call his friends to enjoy the day with him
2. Everyone likes Nevzat because he is so *down-to-earth*. Means...
 - a. Nevzat likes to planting
 - b. Nevzat died.
 - c. Nevzat is an astronaut, but wants to be an astronomer.
 - d. Nevzat is honest and sincere with the people he meets.
3. Pam and Gerry met when they were six years old and *kept in touch* throughout their lives. Means...
 - a. They met one time and never communicated again.
 - b. Their daughter is six years old and likes to touch everything.
 - c. They were friends and communicated for many years.
 - d. They like to touch each other
4. Janet has to *get her act together* quickly. In two hours, eight children are coming for Eli's birthday party. Means...
 - a. Eli found eight fish in the swimming pool.
 - b. Janet has to get herself organized for the party. She wants to take a shower, dress, and bake a chocolate birthday cake.
 - c. Janet twins are acting in the school play. Then they are going to a birthday party.
 - d. Eli ask Janet to acting in front of the children
5. Alberts is *ready to* ask Gretel to marry him. Means...
 - a. Albert bought a wedding ring and is prepared to ask Gretel to marry him.
 - b. Albert does not want to get married.
 - c. Albert and Gretel have been married for fifty years.
 - d. Gretel agree to married with Albert
6. The Chicago Board of Trade is the oldest and largest agricultural exchange in the United States. During the day, traders drop millions of pieces of paper *all over the place* as

- they record their buys and sells.
Means...
- a. The Board of Trade is always clean.
 - b. During the day, there is a lot of garbage everywhere at the Board of Trade.
 - c. There are millions of people at the Board of Trade, but there is not any paper
 - d. The Board of Trade accept million pieces of paper from another country
7. If you want to go fishing, it's best to get started *bright and early*. Means...
- a. Make sure you will be on time
 - b. Start to fishing in a bright day
 - c. Going to fishing in the early morning
 - d. Fishing is the best activity
8. Simon is determined to buy a new jaguar even if it would *cost him an arm and a leg*. Means...
- a. Cause him to be paralyzed
 - b. Be very expensive
 - c. Terminate him from his job
 - d. Make him argue with someone
9. I have to *keep my finger on the pulse* of the city if I want to be a good reporter. Means...
- a. Monitoring the current state of something frequently
 - b. Put your finger on the phone
 - c. Stay in a center of the city
 - d. Prepare to be a good reporter
10. "Aren't you finished yet?" "Give me a break! I only started 10 minutes ago." Means...
- a. You don't believe of someone
 - b. Tell someone to stop bothering you
 - c. Someone has break the cup
 - d. Ask someone to finish the task
11. Get_____the bus before it's impossible to get a seat.
- e. up
 - f. over
 - g. on
 - h. off
12. This is my stop. I have to get_____the bus here.
- a. away
 - b. off
 - c. out
 - d. down
13. Get_____and I'll give you a lift.
- a. up
 - b. into
 - c. over
 - d. in
14. When you want to say that someone is a kind person you say...
- a. Cost arm and leg
 - b. Bright and early
 - c. Down to earth
 - d. A piece of cake
15. When you want to say that somebody doesn't pay attention to your words. Which idiom should you use?
- a. Only to hear nothing
 - b. Give me a break
 - c. Get my act together
 - d. Get cold feet
16. Which idiom means that you are nervous and not sure about something you want to do?
- a. Get cold feet
 - b. Once in a while.
 - c. Get the hang of it
 - d. To cost an arm and leg
17. Wow, it's raining cats and dogs outside! Means...

- a. It's raining right now!
 - b. It's raining and the cats and dogs are out!
 - c. I see cats, dogs and rain!
 - d. It's raining very hard!
18. Stick around a while and see what happens. The underlined words means...
- a. stay
 - b. go away
 - c. walked away
 - d. looking for
19. If you get there right on time, you'll get one of the free tickets. The underlined words means...
- a. At the wrong time
 - b. At the correct time
 - c. At the right situation
 - d. At the same time
20. I don't travel often, but once in a while I just need to get away from the city. The underlined words means...
- a. sometimes
 - b. once a week
 - c. always
 - d. everyday

APPENDIX X

READING COMPREHENSION TEST

NAME :

CLASS :

Read the sentence below carefully and then answer the question by crossing out the best answer. For questions 1-20, choose the one best answer, (A), (B), (C), or (D), to each question.

Passage 1

August 1

Dear Aunt Leslee,

Hello from the great American Southwest! I left San Francisco *bright and early* and arrived here at noon. Joan and Mary, who are teaching English here during the summer, were the airport *right on time*. We didn't *stick around* long. I got my luggage, we went to the car, and we drove toward Santa Fe. I learned from Joan that's the oldest capital city in North America, founded in 1610!

"*First of all,*" Mary said to me in the car, "before we show you Santa Fe, you have to sample a typical lunch." We stopped at a roadside café and I tasted my first burrito, enchilada, and chile relleno. *In place of* bread, they serve homemade tortillas with butter and honey. It was delicious Southwestern food!

After lunch, we drove to an ancient town built by the pueblo Indians before the Spanish explorers arrived. Joan showed me the kiva, a scared area in many Native American Indian villages. The pueblos believe it's the holly spot where their ancestors escaped from beneath the earth's surface. Then, we hiked through the surrounding mountains, exploring the old cave dwellings *one by one*. We even saw mysterious, ancient drawings on the stone walls!

The air in the mountains was clear and clean. The warm sunshine danced across the rocks. Everything at that moment seemed so peaceful. *Once in a while*, I get very carried away by the incredible beauty of nature. My daydreaming was interrupted. "Okay," said Mary, "Tome for dinner! Would you like to try Fajitas?" I thought Mary was joking. "*Give me a break*, Mary! At this rate, I'll gain five pounds a day!" Joan and Mary both laughed and Joan responded, "But you will never forget Santa Fe. It feeds your spirit and your stomach!" I smiled at my friends. "*You said it*, girls!

Bye for now,

Rebecca

1. What is the main idea of the first paragraph?
 - a. The writer's greeting from America
 - b. The writer left San Francisco in the early morning
 - c. The writer met her teacher after long time
 - d. The writer joined English summer class during holiday
2. "...Who are teaching English here during the summer, were the airport right on time..."
The underlined word means
 - a. Promptly
 - b. Occasionally
 - c. Separately
 - d. Very early
3. "... We didn't stick around long..."
The underlined word means
 - a. Remain
 - b. Separately
 - c. Promptly
 - d. Occasionally
4. Which of the following sentence is TRUE according to the text?
 - a. Santa Fe is an ancient town
 - b. Marry is a Rebecca's friend
 - c. Burrito made from butter and honey
 - d. Joan and Marry is a Rebecca's English teacher
5. The word it in the second paragraph refers to...
 - a. The car
 - b. Tortilla
 - c. enchilada
 - d. chile relleno

Passage 2

Mohammed was an economics major. He was lucky to find a summer intern position at the New York Stock Exchange. When he went to work the first day, he was *all decked out* and very excited. As he approached the huge building, he started to *get cold feet*. This wasn't like working at his father's factory in Saudi Arabia. This was a serious job with a lot of responsibility. Also, he would be working with people he hadn't met before.

His supervisor, Wes, was intelligent, *down-to-earth*, and taught him a lot during the first morning. When Mohammed returned from lunch, the traders were *out of control*. An economic report had been issued and the changing interest rates affected the buying and selling of stocks. People were yelling, running and throwing papers *all over the place*. Wes put his arm around Mohammed's shoulder. "Welcome to the stock Exchange," he said. "Don't worry, you'll *get the hang of it* soon."

That night Mohammed was *dead tired* and went home to relax and think about his day. It had been scary, thrilling, and challenging. One mistake could have *cost an arm and a leg*. Mohammed didn't want to be the person responsible for such an error. "I did a good job," he said to himself. "This will be a day in my career that I'll always remember."

6. The traders were out of control. The underlined word means...
- Wiped out
 - Uncontrollable
 - All dressed up
 - Exhausted
7. What is the first paragraph mainly discuss?
- it is talked about Mohammed
 - it is discuss about New York Stock Exchange
 - It concerns about Mohammed jobs
 - It focus on his experience
8. The word him in the second paragraph refers to...
- Mohammed father's
 - Mohammed
 - Wes
 - Supervisor
9. How is Wes character?
- Wise
 - Exhausted
 - Arrogant
 - Sincere
10. One mistake could have cost an arm and a leg. The underlined words means...
- very tired
 - very expensive
 - very difficult
 - very easy

Passage 3

July 4

Dear Nicoletta,

At last, the summer has begun. Today is America's Independence Day and tomorrow my own celebration of freedom begins! I'm *ready to* begin my journey across America! Tonight I *hang out* with some friends. We went to hear the Boston Pops Orchestra. Then, we joined the crowd watching the fireworks at the Charles River Esplanade. Before that, we went to Beacon Hill to *eat out* at a terrific seafood restaurant where they have the best lobsters! We all *were into* having a great time. I'm going to spend this entire summer seeing Old friends, visiting former students, eating good food, and taking pictures.

By the way, did I tell you that I plan to be in New York at the end of the summer? I'll *keep in touch* and give you definite dates when I know them. I'll be great to see you! Now I'd better *get my act together* and pack my things. My flight to Chicago leaves at 7:30 in the morning!

Have a great summer!

Rebecca

11. What is the passage mainly discuss?
- Invite Nicolita in her freedom celebration day
 - Inform Nicolita about her visitation in America
 - Tell Nicolita about her holiday
 - Tell Nicolita that she would be in New York
12. What is the date of America's Independence Day? It is
- August 17th
 - December 22nd
 - June 5th
 - July 4th
13. Tonight I hang out with some friends. The underlined words means...
- Get some fun thing
 - Stay at home
 - Hang something on the wall
 - Sharing information
14. "...I'll keep in touch and give you definite dates when I know them ..."
- The underlined words means....
- Communicate by phone or mail
 - Get oneself organized
 - Socialize
 - Meet by chance
15. The word they in the first paragraph refers to...
- Boston Pops Orchestra
 - Charles River Esplanade
 - Chicago
 - Beacon Hill

Passage 4

Most large companies do not know how to make the best use of clever people. Employees who criticize the old ways of doing things and want to try out new ideas are disliked both by their colleagues and by their bosses. Comments like 'They wouldn't listen to me' or 'I kept presenting new product ideas, *only to hear nothing* are typical of many manager who become entrepreneurs. All of this causes frustration, which can quickly lead to boredom. Often, middle managers start to think: 'Only another 30 more years of working my way to retirement'. At this point, they want to *find out* a way to solve this.

They need to get away from a job that is no longer attractive. So they decide to set up on their own. But they need something else, too: the challenge of *taking risks*. They are like people who climb a mountain by the most dangerous route. Entrepreneurial types need to *try out* new things, without knowing whether they will succeed or fail. They also want to prove that they can make it without a big company support.

As well as motivation, most successful entrepreneurs have a number of personal characteristics in common. The first is self confidence, the feeling of certainty that you have got the skills, knowledge and energy to build up your own business. There is also stubbornness, the determination to prove to the boss who rejected your ideas that they ideas were good ideas which can be made to work. Possessing this quality means that you won't *give up*: you have to make your ideas work. Because an entrepreneur must *keep their fingers on the pulse* of the market to be successful.

16. The main idea of paragraph one is...
- How large companies treat their managers
 - The way the managers criticize the old ways
 - What kind of new ideas the managers give to the companies
 - Why the managers become frustrated
17. It can be inferred from the passage that the managers like to become entrepreneurs because...
- They have been managers for more than 30 years
 - Their new ideas are rejected by their colleagues and bosses
 - They don't like the rules of companies anymore
 - Their frustrated of being criticized by their bosses
18. An entrepreneur is expected to be the following, except...
- Motivated
 - Confident
 - Hesitant
 - Ambitious
19. ..., '*only to hear nothing*' are typical of... (paragraph 1). The italic phrase means...
- To be ignored
 - To be useless
 - To be excused
 - To be avoided
20. ...need try out new things ... (paragraph 2). The underlined phrase means...
- Test
 - Wear
 - Evaluate
 - Compete

APPENDIX XI**KEY ANSWER****IDIOM TEST**

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

READING COMPREHENSION TEST

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

APPENDIX XII

The Critical Value Liliefors Test

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	<u>1,031</u> \sqrt{n}	<u>0,886</u> \sqrt{n}	<u>0,805</u> \sqrt{n}	<u>0,768</u> \sqrt{n}	<u>0,736</u> \sqrt{n}

Source: Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito. p.467

APPENDIX XIII

Tabel Wilayah Luas di Bawah Kurva Normal 0 ke z

z	0,00	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08	0,09
-3,4	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0002
-3,3	0,0005	0,0005	0,0005	0,0004	0,0004	0,0004	0,0004	0,0004	0,0004	0,0003
-3,2	0,0007	0,0007	0,0006	0,0006	0,0006	0,0006	0,0006	0,0005	0,0005	0,0005
-3,1	0,0010	0,0009	0,0009	0,0009	0,0008	0,0008	0,0008	0,0008	0,0007	0,0007
-3,0	0,0013	0,0013	0,0013	0,0012	0,0012	0,0011	0,0011	0,0011	0,0010	0,0010
-2,9	0,0019	0,0018	0,0018	0,0017	0,0016	0,0016	0,0015	0,0015	0,0014	0,0014
-2,8	0,0026	0,0025	0,0024	0,0023	0,0023	0,0022	0,0021	0,0021	0,0020	0,0019
-2,7	0,0035	0,0034	0,0033	0,0032	0,0031	0,0030	0,0029	0,0028	0,0027	0,0026
-2,6	0,0047	0,0045	0,0044	0,0043	0,0041	0,0040	0,0039	0,0038	0,0037	0,0036
-2,5	0,0062	0,0060	0,0059	0,0057	0,0055	0,0054	0,0052	0,0051	0,0049	0,0048
-2,4	0,0082	0,0080	0,0078	0,0075	0,0073	0,0071	0,0069	0,0068	0,0066	0,0064
-2,3	0,0107	0,0104	0,0102	0,0099	0,0096	0,0094	0,0091	0,0089	0,0087	0,0084
-2,2	0,0139	0,0136	0,0132	0,0129	0,0125	0,0122	0,0119	0,0116	0,0113	0,0110
-2,1	0,0179	0,0174	0,0170	0,0166	0,0162	0,0158	0,0154	0,0150	0,0146	0,0143
-2,0	0,0228	0,0222	0,0217	0,0212	0,0207	0,0202	0,0197	0,0192	0,0188	0,0183
-1,9	0,0287	0,0281	0,0274	0,0268	0,0262	0,0256	0,0250	0,0244	0,0239	0,0233
-1,8	0,0359	0,0351	0,0344	0,0336	0,0329	0,0322	0,0314	0,0307	0,0301	0,0294
-1,7	0,0446	0,0436	0,0427	0,0418	0,0409	0,0401	0,0392	0,0384	0,0375	0,0367
-1,6	0,0548	0,0537	0,0526	0,0516	0,0505	0,0495	0,0485	0,0475	0,0465	0,0455
-1,5	0,0668	0,0655	0,0643	0,0630	0,0618	0,0606	0,0594	0,0582	0,0571	0,0559
-1,4	0,0808	0,0793	0,0778	0,0764	0,0749	0,0735	0,0723	0,0708	0,0694	0,0681
-1,3	0,0968	0,0951	0,0934	0,0918	0,0901	0,0885	0,0869	0,0853	0,0838	0,0823
-1,2	0,1151	0,1131	0,1112	0,1093	0,1075	0,1056	0,1038	0,1020	0,1003	0,0985
-1,1	0,1358	0,1335	0,1314	0,1292	0,1271	0,1251	0,1230	0,1210	0,1190	0,1170
-1,0	0,1587	0,1562	0,1539	0,1515	0,1492	0,1469	0,1446	0,1423	0,1401	0,1379
-0,9	0,1841	0,1814	0,1788	0,1762	0,1736	0,1711	0,1685	0,1660	0,1635	0,1611
-0,8	0,2119	0,2090	0,2061	0,2033	0,2004	0,1977	0,1949	0,1922	0,1894	0,1867
-0,7	0,2420	0,2388	0,2358	0,2327	0,2296	0,2266	0,2236	0,2206	0,2177	0,2148
-0,6	0,2742	0,2709	0,2676	0,2643	0,2611	0,2578	0,2546	0,2514	0,2482	0,2451
-0,5	0,3085	0,3050	0,3015	0,2981	0,2946	0,2912	0,2877	0,2843	0,2810	0,2776
-0,4	0,3446	0,3409	0,3372	0,3336	0,3300	0,3264	0,3228	0,3192	0,3156	0,3121
-0,3	0,3821	0,3783	0,3745	0,3707	0,3669	0,3632	0,3594	0,3557	0,3520	0,3483
-0,2	0,4207	0,4168	0,4129	0,4090	0,4052	0,4013	0,3974	0,3936	0,3897	0,3859
-0,1	0,4602	0,4562	0,4522	0,4483	0,4443	0,4404	0,4364	0,4325	0,4286	0,4246
-0,0	0,5000	0,4960	0,4920	0,4880	0,4840	0,4801	0,4761	0,4721	0,4681	0,4641
0,0	0,5000	0,5040	0,5080	0,5120	0,5160	0,5199	0,5239	0,5279	0,5319	0,5359
0,1	0,5398	0,5438	0,5478	0,5517	0,5557	0,5596	0,5636	0,5675	0,5714	0,5754
0,2	0,5793	0,5832	0,5871	0,5910	0,5948	0,5987	0,6026	0,6064	0,6103	0,6141
0,3	0,6179	0,6217	0,6255	0,6293	0,6331	0,6368	0,6406	0,6443	0,6480	0,6517
0,4	0,6554	0,6591	0,6628	0,6664	0,6700	0,6736	0,6772	0,6808	0,6844	0,6879
0,5	0,6915	0,6950	0,6985	0,7019	0,7054	0,7088	0,7123	0,7157	0,7190	0,7224
0,6	0,7258	0,7291	0,7324	0,7357	0,7389	0,7422	0,7454	0,7486	0,7518	0,7549
0,7	0,7580	0,7612	0,7642	0,7673	0,7704	0,7734	0,7764	0,7794	0,7823	0,7852
0,8	0,7881	0,7910	0,7939	0,7967	0,7996	0,8023	0,8051	0,8078	0,8106	0,8133
0,9	0,8159	0,8186	0,8212	0,8238	0,8264	0,8289	0,8315	0,8340	0,8365	0,8389
1,0	0,8413	0,8438	0,8461	0,8485	0,8508	0,8531	0,8554	0,8577	0,8599	0,8621
1,1	0,8642	0,8665	0,8686	0,8708	0,8729	0,8749	0,8770	0,8790	0,8810	0,8830
1,2	0,8849	0,8869	0,8888	0,8907	0,8925	0,8944	0,8962	0,8980	0,8997	0,9015
1,3	0,9032	0,9049	0,9066	0,9082	0,9099	0,9115	0,9131	0,9147	0,9162	0,9177
1,4	0,9192	0,9207	0,9222	0,9236	0,9251	0,9265	0,9279	0,9292	0,9306	0,9319
1,5	0,9332	0,9345	0,9357	0,9370	0,9382	0,9394	0,9406	0,9418	0,9429	0,9441
1,6	0,9452	0,9463	0,9474	0,9484	0,9495	0,9505	0,9515	0,9525	0,9535	0,9545
1,7	0,9554	0,9564	0,9573	0,9582	0,9591	0,9599	0,9608	0,9616	0,9625	0,9633
1,8	0,9641	0,9649	0,9656	0,9664	0,9671	0,9678	0,9686	0,9693	0,9699	0,9706
1,9	0,9713	0,9719	0,9726	0,9732	0,9738	0,9744	0,9750	0,9756	0,9761	0,9767
2,0	0,9772	0,9778	0,9783	0,9788	0,9793	0,9798	0,9803	0,9808	0,9812	0,9817
2,1	0,9821	0,9826	0,9830	0,9834	0,9838	0,9842	0,9846	0,9850	0,9854	0,9857
2,2	0,9861	0,9864	0,9868	0,9871	0,9875	0,9878	0,9881	0,9884	0,9887	0,9890
2,3	0,9893	0,9896	0,9898	0,9901	0,9904	0,9906	0,9909	0,9911	0,9913	0,9916
2,4	0,9918	0,9920	0,9922	0,9925	0,9927	0,9929	0,9931	0,9932	0,9934	0,9936
2,5	0,9938	0,9940	0,9941	0,9943	0,9945	0,9946	0,9948	0,9949	0,9951	0,9952
2,6	0,9953	0,9955	0,9956	0,9957	0,9959	0,9960	0,9961	0,9962	0,9963	0,9964
2,7	0,9965	0,9966	0,9967	0,9968	0,9969	0,9970	0,9971	0,9972	0,9973	0,9974
2,8	0,9974	0,9975	0,9976	0,9977	0,9977	0,9978	0,9979	0,9979	0,9980	0,9981
2,9	0,9981	0,9982	0,9982	0,9983	0,9984	0,9984	0,9985	0,9985	0,9986	0,9986
3,0	0,9987	0,9987	0,9987	0,9988	0,9988	0,9989	0,9989	0,9989	0,9990	0,9990
3,1	0,9990	0,9991	0,9991	0,9991	0,9992	0,9992	0,9992	0,9992	0,9993	0,9993
3,2	0,9993	0,9993	0,9994	0,9994	0,9994	0,9994	0,9994	0,9995	0,9995	0,9995
3,3	0,9995	0,9995	0,9995	0,9996	0,9996	0,9996	0,9996	0,9996	0,9996	0,9997
3,4	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9997	0,9998

Sumber: Sudjana, (2005), Metoda Statistika, Bandung : Tarsito.p. 490

APPENDIX XV

Table of r Distribution

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Source: Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito. p. 492

APPENDIX XVI

Table Of T Distribution

v = dk

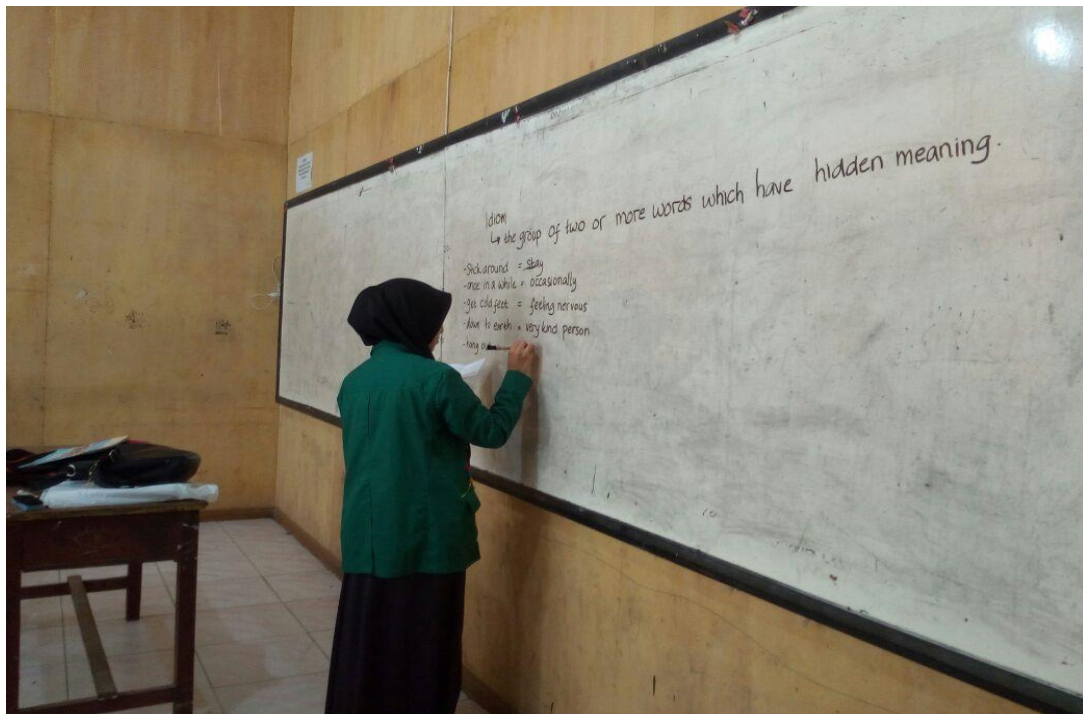
(Bilangan Dalam Badan Daftar Menyatakan tp)

v	t _{0,995}	t _{0,99}	t _{0,975}	t _{0,95}	t _{0,90}	t _{0,80}	t _{0,75}	t _{0,70}	t _{0,60}	t _{0,55}
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

Source: Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito. p. 491.

APPENDIX XVII

Research Documentations







KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-5401/ITK/ITK.V.3/PP.00.9/03/2018
Lampiran : -
Hal : Izin Riset

20 April 2018

Yth. Ka MA LAB UINSU Medan

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : ANISA ARLIA PUTRI NASUTION
Tempat/Tanggal Lahir : Medan, 15 Oktober 1995
NIM : 34143084
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MA LAB UINSU Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE CORRELATION BETWEEN STUDENTS' MASTERING OF IDIOMATIC EXPRESSION AND THEIR ACHIEVEMENT IN READING COMPREHENSION AT MA LAB UIN SU MEDAN.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam
A.n. Dekan
Ketua Panitia PBI

Sholihah Hamidah Dly, M.Hum
NIP.1950622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



MADRASAH ALIYAH LABORATORIUM UIN SU MEDAN

Alamat : Jln. Williem Iskandar Pasar V Medan Estate 20271 Po.Box. 2444 Website : maslabuinsu.sch.

SURAT KETERANGAN NO. 347/B/MA/XXIV/2018

Yang bertanda tangan dibawah ini:

Nama : ZUNIDAR, S.Ag., M.Pd.
Jabatan : Kepala Madrasah
Sekolah : MA Laboratorium UIN SU Medan

Dengan ini menerangkan bahwa nama tersebut dibawah ini:

Nama : ANISA ARLIA PUTRI NASUTION
Tmp/ Tgl. Lahir : Medan, 15 Oktober 1995
NIM : 34143084
Fakultas : FITK
Sem/ Jurusan : VIII / Pendidikan Bahasa Inggris

Benar nama tersebut diatas telah mengadakan Riset di Madrasah Aliyah Laboratorium UIN SU Medan dari tanggal 30 April 2018 sampai dengan tanggal 21 Mei 2018 dengan judul:

“THE CORRELATION BETWEEN STUDENT’S MASTERING OF IDIOMATIC EXPRESSION AND THEIR ACHIEVEMENT IN READING COMPREHENSION AT MA LAB UIN SU MEDAN”.

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 Mei 2018

Kepala Madrasah

Zunidar, S.Ag., M.Pd.