

**STUDENTS' UNDERSTANDING OF IDIOM AND THEIR READING
COMPREHENSION OF RECOUNT TEXT
(A Correlation Study on the 4th Semester of English Education of UIN
Walisongo Semarang in the Academic Year of 2014/2015)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of
Education in English Language Education



By
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**ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
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SEMARANG
2015**

A THESIS STATEMENT

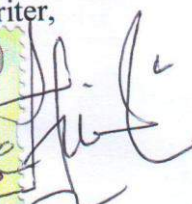

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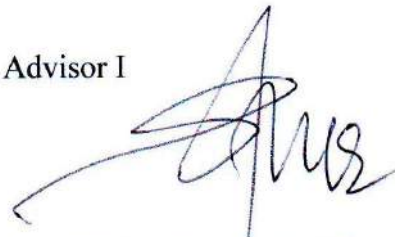
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ABSTRACT

Laela Nur Mukaromah (Student Number: 103411019). STUDENTS' UNDERSTANDING OF IDIOM AND THEIR READING COMPREHENSION OF RECOUNT TEXT (A Correlation Study in the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015).

Being an International language, English is spoken in the most International event and it is used as the medium of the flow of information on science, technology, and culture. It is learned from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches. To learn English, students learn four skills; listening, speaking, reading, and writing. One of skills that many materials are easy to be found by the students is reading. They can read the English text in a lot of media; such as English books, magazine, newspapers, novels, film, advertisements, and even status on Facebook. Through reading, students can get new information to enrich their knowledge.

Research questions in this study is intended to answer the following questions (1) How high is students' understanding of idiom, (2) How high is students' reading comprehension of recount text, and (3) Is there any significant correlation between students' understanding of idiom and their reading comprehension of recount text at fourth semester students' of The Department of English Education of UIN Walisongo Semarang. The objective of this study are (1) to investigate students' understanding of idiom, (2) to investigate the students' reading comprehension of recount text, (3) to find out whether there is significant relationship between students' understanding of idiom and their reading comprehension of recount text at fourth semester students' of The Department of English Education of UIN Walisongo Semarang.

This research was conducted at the 4th semester of English education of UIN Walisongo Semarang in the academic year 2014/2015. The sample of this study is 46 students. The method used in this study was quantitative method and the technique used was a correlational technique. In collecting the data, idiom test and reading comprehension test were used. The scores of idiom test were collected from twenty multiple-choice questions. In addition, the reading comprehension test was also given to the students to assess their reading comprehension. The result of this study shows that there is a positive relationship between idiom understanding and reading comprehension. It is proved by the r_{xy} (0.3342) which is bigger than r_{table} in the degree significance 5% (0.297). It is considered that the null hypothesis (H_0) in this study is rejected and the alternative hypothesis (H_a) which states that there is significant relationship between idiom understanding and reading comprehension is accepted. In conclusion, there is a positive relationship between idiom understanding and reading comprehension. Although, the students' understanding of idiom doesn't give much effect to the students' reading comprehension.

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It is a pleasure to acknowledge the help and contributions to all of lectures, institution, family and friend who have contributed in the different ways hence this thesis is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiyah and Teacher Training in partial fulfillment of the requirement for the degree S. Pd. (Bachelor of Arts) in English Language Education.

First and foremost, thanks to Allah SWT, the Almighty God for his blessing, kindness, and inspiration in lending me to accomplish the final project.

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I realize that I cannot complete this final project without the help and spirit of others. Many people have helped and supported me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

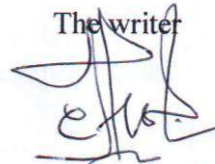
1. Dr. H. Darmuin, M.Ag. as the Dean of Islamic Education and Teachers Training Faculty of UIN Walisongo Semarang,
2. Dr. H. Muslih, M.A. as the Head of English Department.
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Finally, the writer realizes that this thesis is far from being perfect. Hence, constructive critics and advises are really expected. The researcher hopes this thesis is useful for all us. Amen.

Semarang, May 20th, 2015

The writer



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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is at the center of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure, to pray or to blaspheme. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities.¹ Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.²

Reading is one of receptive skills. A receptive skill is a passive skill. Meanwhile, reading is not totally passive, because reading requires a reader to receive the messages, process in the brain, and make understanding on what has been delivered by a researcher. This skill is not easy because it requires many knowledge and comprehension. If the reader fails to comprehend the message, she or he also fails in reading.³

Considering the importance of reading, Allah SWT, revealed the first surah for prophet Muhammad SAW about reading that is surah al Alaq verse 1 up to 5 (Q.S. al-‘Alaq/96: 1-5)

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ أَعْمَىٰ ﴿٣﴾ وَرَبُّكَ
الْأَكْرَمُ ﴿٤﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٥﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٦﴾

¹Vivian Cook, *Second Language Learning And Language Teaching 4th Edition*, (London: Hodder Education, 2008), p. 1

² H. Douglas Brown, *Principles of Language Learning And Teaching 5th Edition*, (USA: Library of Congress Cataloging-in Publication Data, 1941), p. 16

³ Tias Atma Andriani, *The Relationship Between Idiom Mastery And Reading Comprehension*, (Jakarta: UIN Syarif Hidayatullah, 2014), p. 1

“Read! In the Name of your Lord who has created (all that exists) He has created man from a clot (a piece of thick coagulated blood) Read! And your Lord is the Most Generous, who has taught (the writing) by the pen. He was taught man that which he knew not”.⁴

The word *iqra* 'in this verse is general in nature, which means the object is said to include everything affordable. Thus, the read command includes the study of nature, society and self, as well as reading the sacred well written or not.⁵

The difference between the commands reads the first paragraph and the third paragraph reads commands lies in the motivation in reading. The first verse describes the terms before reading the name of the Lord. While the third verse describes the benefits gained from reading even the repetition of the text.⁶ The verse above also describes two ways in which God taught man. First, through the pen (writing) to be read by humans, and the second through direct teaching without tools.⁷

Reading is likewise a skill that the teachers simply expect learners to acquire. Basic, beginning-level textbooks in a foreign language presuppose a students' reading ability if only because it is a book that is the medium. Most formal tests use the written word' as a stimulus for test-taker response; even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.⁸

Deliver messages from the researcher to the reader is an activity of reading. In delivering the message, every researcher has a style to deliver and

⁴ M Taqiudin Al-Hilali and M Mukhsin Khan, *The Noble Qur'an*, (Madinah: Maktaba Darussalam, 1996), p.1202.

⁵ M.Quraish Shihab, *Tafsir Al Misbah: Pesan, Kesan & Keserasian Al-Qur'an*, (Jakarta: Lentera hati, 2002), p.393.

⁶ M.Quraish Shihab, *Tafsir Al Misbah*, p.400.

⁷ M.Quraish Shihab, *Tafsir Al Misbah*, p.402.

⁸ H. Douglass Brown, *Language Assessment Principles And Classroom Practice*, (USA: Pearson Education, 2004), p. 185

express the messages by using language style. Idiom is one of languages style that are used several terms or specific words to express. As Peter states, idioms refer to expressions or phrases which are peculiar to a given language and which carry either a literal meaning or a non-literal meaning depending on the intent of the researcher.⁹ Rawdon Wyatt explains in his book, that Idiom is an expression where the meaning is different from the meaning of the individual words.¹⁰

Mastering idioms is like mastering vocabulary. Vocabulary cannot be mastered if students do not know the meaning, and this is especially true for idioms. There is variety of idiom dictionaries for those who wish to learn more about idioms. Newspaper and magazines, radio programs, television shows and films are also sources of idioms. Writing and interactive activities such as matching the parts of idioms are some activities that can help non-native speaker expand their knowledge and use of idioms.¹¹

In UIN Walisongo Semarang, there is an English Education Program. Idiom and reading as subjects of English Education Program. From teaching learning activities, there is problem that appears like idiom misunderstanding of reading in recount text. 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 as a note in reading, because it also influences reading comprehension. Genre is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text,

⁹Peter Edwards, *Idiom and Reading Comprehension*, (Journal of Literacy Research, 6, 1974), p.288

¹⁰Rawdon Wyatt, *Prashal Verbs And Idioms*, (London: ANC Black Publisher ltd, 2006), p.5

¹¹ Tias Atma Andriani, *The Relationship Between Idiom Mastery And Reading Comprehension*, (Jakarta: UIN Syarif Hidayatullah, 2014), p.2

defined in terms of its social purposes.¹² Text have fifteen types of genre text, there are narrative, procedure, hortatory exposition, recount, etc. Here, the researcher is interested to use recount text, because there are many texts use idiom in recount text. Kind of genre used to retell events for informing or entertaining, this is a recount text.¹³

Based on the explanation above, the researcher assumes that understanding of idioms has a relationship with reading comprehension, so the researcher wants to conduct a research with the title is The Correlation between Students' Understanding of Idiom and Reading Comprehension of Recount text (A Correlational study at 4th Semester Students' of The Department of English Education of UIN Walisongo Semarang).

B. Reasons for Choosing The Topic

There is a reason why the researcher chooses this research topic. Researcher wants to know about the correlation between students' understanding of idiom and reading comprehension of recount text.

C. Research Questions

This study is intended to answer the following questions:

1. How high is students' understanding of idiom?
2. How high is students' reading comprehension of recount text?
3. Is there any significant correlation between students' understanding of idiom and their reading comprehension of recount text at fourth semester students' of The Department of English Education of UIN Walisongo Semarang?

D. Objective of The Study

The objectives of the study are:

1. To investigate students' understanding of idiom.
2. To investigate the students' reading comprehension of recount text.

¹² Rudi Hartono, *Genre of Text*, (Semarang: UNNES, 2005), p.4

¹³ Rudi Hartono, *Genre of Text ...*, p.6

3. To find out whether there is significant relationship between students' understanding of idiom and their reading comprehension of recount text at fourth semester students' of The Department of English Education of UIN Walisongo Semarang.

E. Limitation of The Study

To make the problem clear, it is necessary for the researcher to limit the problem. To limit the scope of the research and to analyze the problems, the finding of the research should be limited by the following factors:

1. The researcher limits the investigation to study the students' understanding of idiom and reading.
2. By giving the test, the researcher takes students' score in idiom and reading to analyze the correlation both of them.

F. Significance of The Study

The researcher expects that the study will give the benefits for English student in reading comprehension. The more students know about idioms, the more they get better comprehension in reading. Students can learn and master idiomatic expression to give them the benefit in learning and comprehending. And for English teacher, they can give knowledge about idioms and train their student to understand about idiom expression.

CHAPTER II
STUDENTS' UNDERSTANDING OF IDIOM AND THEIR READING
COMPREHENSION OF RECOUNT TEXT

A. Theoretical Review

1. Reading Skills

a. Definition of Reading

Reading means different purposes for people. Some of them recognize written words, and for the others it is an opportunity to teach pronunciation and practice speaking.¹ Reading is likewise a skill that the teachers simply expect learners to acquire. Basic, beginning-level textbooks in a foreign language presuppose a students' reading ability if only because it is a book that is the medium. Most formal tests use the written word' as a stimulus for test-taker response; even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.²

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.' However, without quibbling over the exact wording of such a definition, it is, nonetheless, insufficient as a way to understand the true nature of reading abilities.³

Reading is not a natural part of human development. Unlike spoken language, reading does not follow from observation and imitation of other people. Specific regions of the brain are devoted to

¹ Sacha Anthony Berardo, *The Use of Authentic Materials in the Teaching of Reading*, (The Reading Matrix: Vol.6, No.2, September 2006), p.60

² H. Douglass Brown, *Language Assessment Principles And Classroom Practice*, (USA: Pearson Education, 2004), p. 185

³ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Harlow: Longman, 2002), p. 3

processing oral communication, but there are no specific regions of the brain dedicated to reading. The complexity of reading requires multiple areas of the brain to operate together through networks of neurons. This means there are many potential brain dysfunctions that can interfere with reading.⁴

It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text contents and to get information.

b. Aims of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to analyze a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.⁵

According to Grabe and Stoller, there are some purposes in reading: First, reading to search for simple information, second, reading to skim quickly, third, reading to learn from texts, fourth, reading to integrate information, fifth, reading to write (or search for information needed for writing), sixth, reading to critique texts, seventh, reading for general comprehension.⁶

Meanwhile Lester and Alice Crow classified two general purposes. There are: First, Leisure time reading: It is reading for enjoyment, which may vary in to follow your favorite sport, comic,

⁴ Judy Willis, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), p. 2

⁵ NCLRC, <http://www.nclrc.org/essentials/reading/reindex.htm>, accessed on June 19th, 2015.

⁶ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Harlow: Longman, 2002), p.15

article and movie program. Second, More serious reading: It is reading for study goal such as to obtain information and to solve problem.⁷

The above statements give us a clear explanation that the aim of reading is to not only understand word by word, sentence by sentence or paragraph but also to understand and find the ideas written by the author.

c. Kinds of Reading Skills

There are two kinds of reading; intensive and extensive reading.

1) Extensive reading

Extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually unknown items, extensive reading provides the conditions for fluency development.⁸

Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. Extensive reading can occur within class time, or outside class time. In their very useful survey of extensive reading, characterize extensive reading as involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.⁹

⁷ Lester and Alices Crow, *How to Study: to Learn Better, Pass Examination, Get Better Grades*, (USA: Collier Maxmillan Publishers, 1976)

⁸ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 49

⁹ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, p. 50

2) Intensive Reading

Intensive reading can be increasing learners' knowledge of language feature and their control of reading strategies. It can increase their comprehension skill. "The classic procedure for intensive reading is the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence". Intensive reading usually involves translation and comprehension of the text. The use of translation is to analyze feature of language that they learnt, and to make sure the learners' comprehension.¹⁰

According to Nuttal, intensive reading can focus on several aspects: Comprehension (Predicting, standardized reading procedure), Vocabulary (Guessing, dictionary use), Grammar (Dealing with sources of difficulty), Cohesion (Clause insertion, coordination), Regular and irregular sound-spelling relations (Spelling rules), Information structure (Topic type), Genre features (Generalized to writing), Strategies.¹¹

Brown was identified types of reading such as Perceptive; Perceptive reading tasks involve the components of letters, words, punctuation, and other graphemes symbols. Selective, skill in recognizing lexical, grammatical, or discourse features of language within very short stretch language, certain typical tasks are used; picture-cued task, matching, true/false, multiple choice, etc. Interactive, the interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Extensive; Extensive reading applies to the text of more than one page, and includes

¹⁰ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, , p.25

¹¹ Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, (Oxford: Heinemann, 1996), p. 27

professional articles, essays, technical reports, short stories, and books.¹²

It can be seen that in comprehension, intensive and extensive reading can aim the understanding a particular text. This comprehension comes from the interaction between the words and the students relate their background knowledge to get the comprehension.

d. Definition of Reading Comprehension

Reading without understanding is not actually reading. Reading requires interpreting on the printed text. To understand the text, students transform word by word in written text from eyes to brain, and then their brain processes it with their background knowledge, so that they understand what the text means. As Kristim Lems stated, reading comprehension is a skill to get meaning from the printed text. It is not a static competency; it depends on the purpose of reading and the text that is involved. Reading comprehension interact the text and background knowledge of the reader.¹³

According to Judy Willis, to be successful in reading comprehension, students have to be active in processing meaning on what they read. Constructing meaning from text or spoken language is not separate literacy skill, but merging of all acquired knowledge, personal experience, and vocabulary with strategies of deductive and inductive reasoning and making connections.¹⁴

Scott and Ellen said (as cited in Susan and Gerald's book), "Reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interaction among the intentions of the author/the speaker, the content text/message, the abilities and purpose of the reader/listener, and the context/situation of

¹² H. Douglass Brown, *Language Assessment Principles And Classroom Practice*, p.189

¹³ Kristin Lems, Lead D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners; Insight from Linguistics*, (New York: The Guilford Press, 2010), p.170

¹⁴ Judy Willis, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), p. 127-128

the interaction”. There are many definitions mentioned above, it can be concluded that reading comprehension is an ability to construct and comprehend meaning from written text through interaction between eyes and brain and background knowledge to interpret the meaning of the text. It is not easy to understand the text, it needs active reader to analyze and processing word by word to construct meaning by connecting personal experience, background knowledge, and vocabulary. When students read text without knowing the meaning of vocabulary, they will get difficulty in comprehending the text.¹⁵

There are two ways readers process the text; Top-Down and Bottom-Up. “Top-Down processing is where a global meaning of the text is obtained, through “clues” in the text and the reader’s good schema knowledge”. Meanwhile, “Bottom up processing is when the reader builds up meaning by reading word for word, letter for letter, carefully both vocabulary and syntax. This is often associated with poor and slow reads, but can sometimes occur when the readers own schema knowledge is inadequate.” In other words, Top-Down is used to predict the meaning of the text by activating past experiences, expectation, and intuition. Then, Bottom-Up is used to decode each individual element in text to construct the meaning of the text.¹⁶

Based on the explanation above, reading is a skill to get information and understanding of text. It depends of the purpose of reading and background knowledge of the reader. Students need reading comprehension to solve difficulty in comprehending the text.

e. Strategies in Comprehending Texts

In comprehending, sometimes students do not know the meaning of words or unfamiliar words, so that it can disturb their

¹⁵ Susan E. Israel and Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York: Routledge, 2009), p.32

¹⁶ Sacha Anthony Berardo, *The Use of Authentic Materials in the Teaching of Reading*, (The Reading Matrix: Vol.6. No.2. September 2006), p. 61

comprehension. They can use some strategies, there are firstly, skimming ahead and jumping back, secondly, highlighting or underlining key words and ideas, thirdly, looking up unfamiliar vocabulary words, fourthly, recording their questions and comments, fifthly, looking for clues not just in what the researcher says, but in how he or she says it.¹⁷

Gebhard also gives some strategies in comprehending text in his books; there are Gebhard strategies in comprehending text:¹⁸

Firstly, Skip words they do not know. Finding the unfamiliar words in a text is common problem in reading. Students should not know all the words to comprehend the text. They can skip these words and get the complete meaning from the previous or the next words.

Secondly, predict the meaning of unfamiliar words from the context. Sometimes learners took most of their time in reading foreign language by discovering meaning in dictionary. Meanwhile, they can use their background knowledge about the topic and some words in the sentences that they have known.

Thirdly, do not constantly translate. Students do not have to translate all words because sometimes there are multi-words or idioms that cannot be translated literally.

Fourthly, reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas. Moreover, the strategy is asking someone what a words means. Students can ask to their teacher or their

¹⁷ Elizabeth Chesla, *8th Grade Reading Comprehension Success*, (New York: Learning Express,LLC, 2001) , p.7

¹⁸ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (USA: The University of Michigan Press, 2009), p.196

friends about the meaning of words they do not know. It will help the students to comprehend the text.¹⁹

Fifthly, have knowledge about the topic. To make students comprehend the text easier, students have to relate their background knowledge to the topic.

Sixthly, Draw inferences from the title. Before read a text, students usually guess what will be discussed by seeing title. The title of a text must be have a relation or draw the content of the text.

Seventhly, Read things of interest. Students can easily comprehend the text if they are interested in what they read. They can be curious to know the content of the text.

Eighthly, Study pictures and illustrations. Some texts usually provide pictures or illustration to make the students to understand what the researcher wants to say. The picture or illustrations must draw the content of the text.

Ninthly, purposefully reread to check comprehension. To make sure the students have got the complete comprehension, they can reread the text because some sentences or important words may be missed and that can make the students misunderstand.

Based on the explanation above, strategies in comprehending text divided into two strategies. All of the strategies show how the students know the meaning of words or unfamiliar words, so that it cannot disturb their comprehension.

f. Techniques in Assessing Reading Comprehension

Typically comprehension question are used as the major means of focusing on comprehension of the text. The learners read a text and

¹⁹ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Harlow: Longman, 2002), p. 8

then answer question about the content of the text. There is a variety of question types that can be used:²⁰

Firstly, pronominal questions. Questions begin with *who*, *what*, *when*, *why*, *how*, etc. These questions often test writing ability as well as reading ability because the students must write the answers.

Secondly, yes/no questions. This question only needs short answer, so the students do not need to have a high level of writing skill.

Thirdly, true/false sentences. The students look at each sentence and decide if it is true or false according to the passage.

Fourthly, multiple-choice questions. Good multiple-choice questions are not easy to make and often they are more difficult than they should be, because the wrong choices must seem possible and not stupid.

Fifthly, sentence completion or Gap-filling test. The students complete sentences by filling the empty spaces to show they understand the reading passage.

Sixthly, information transfer/Matching Technique. The students complete an information transfer diagram based on the information in the text.

Seventhly, translation. The students must translate the passage into another language with their own words.

Eighthly, Summary test. The students read the passage, and they write the summary of the text and can be discussed in group work.

Based on the explanation above, techniques in assessing reading comprehension is very important for students to focus on understanding of the text. Students read some texts and answer some questions from the content of the texts.

²⁰ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.32

2. Idioms

a. The Definition of Idiom

All languages have phrases that cannot be understood literally and therefore cannot be used with confidence. Even if people already know the meaning of all the words in a phrase and understand all the grammar of the phrase completely, sometimes the meaning of the phrase is still confusing. Idiom is an expression where the meaning is different from the meaning of the individual words. Idioms can be found in many kind of texts, these can be found in educational texts, magazines or in advertisement on a newspaper.²¹

According to Gairns and Redman, “Idiom is a sequence of words which operates as a single semantic unit, and like many multi-word verbs the meaning of the whole cannot be deduced from an understanding of the parts”. So to understand the meaning of idiom, the reader cannot translate or separate the word into a single part of semantic unit because the meaning of the idiom can be interpreted by interrelate of its words. For example, if the students translate the sentence that contains of idiom “this works are piece of cake for me” word by word it can be a weird meaning, but when the idiom is not translated word by word the sentence can be interpreted as “this works are easy for me”.²²

Ammer said that an idiom is a set phrase of two or more words that means something different from the literal meaning of the individual words.²³ The way in which the words are put together is often odd, illogical, or even grammatically incorrect. These are the special features of some idioms, but the other idioms are completely

²¹Rawdon Wyatt, *Phrasal Verbs And Idioms*, (London: ANC Black Publisher ltd, 2006), p.5

²² Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (Cambridge: Cambridge University Press, 2003), p.35

²³ Christine Ammer, *The American Heritage Dictionary of Idioms*, (Boston: The Christine Ammer 1992 Trust, 2003), p. preface

regular and logic in their grammar and vocabulary. Because of the special features of some idioms, learners have to learn the idiom as a whole and cannot change any part of it.²⁴

Many definition about idioms mentioned above, they can be concluded that an idiom is a 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.

b. Types of Idiom

According to Makkai, as quoted Lynn Grant, and Laurie Bauer, there are two ‘idiomaticity areas’ in English: the lexemic and the semantic. The lexemic idiomaticity area consists of expressions of more than word, which are “subject to a possible lack of understanding, despite familiarity with the meanings of the components, or the erroneous decoding: they can potentially mislead the uninformed listener.” The sememic idiomaticity area involves expressions with more than one word, which “have both a logical literal meaning and a moral or a deeper meaning.” Makkai further classifies lexemic idioms into six groups:²⁵

1) Phrasal Verbs Idioms

A phrasal verb is a verb formed from two (or sometimes three) parts: a *verb* and an *adverb* or *preposition*. These adverbs and prepositions are often called *particles* when they are used in a phrasal verb. Most phrasal verbs are formed from a small number of verbs (for example, *get*, *go*, *come*, *put* and *set*) and a small

²⁴ Jennifer Seidl, *English Idiom and How to Use Them*, (Oxford: Oxford University Press, 1978), p.4

²⁵ Lynn Grant, and Laurie Bauer, *Criteria for Re-defining Idioms: Are We Barking up the Wrong Tree?*, *Applied Linguistics*, 25, 1, 2004, p.40

number of particles (for example, *away, out, off, up* and *in*). Phrasal verbs sometimes have meanings that you can easily guess (for example, *sit down* or *look for*). However, in most cases their meanings are quite different from the meanings of the verb they are formed from. For example, *hold up* can mean 'to cause a delay' or 'to try to rob someone'. The original meaning of *hold* (for example, *to hold something in your hands*) no longer applies. There are five main types of phrasal verb. These are (1) Intransitive phrasal verbs (= phrasal verbs which do not need an object). For example: *You're driving too fast. You ought to slow down*, (2) Transitive phrasal verbs (= phrasal verbs which must have an object) where the object can come in one of two positions, Between the verb and the particle(s). For example: *I think I'll put my jacket on*, or After the particle. For example: *I think I'll put on my jacket*. However, if the object is a pronoun (*he, she, it*, etc), it must usually come between the verb and the particle. For example: *I think I'll put it on*. (NOT *I think I'll put on it*.) (3) Transitive phrasal verbs where the object must come between the verb and the particle. For example: *Our latest designs set our company apart from our rivals*. (4) Transitive phrasal verbs where the object must come after the particle. For example: *John takes after his mother. Why do you put up with the way he treats you?* (5) Transitive phrasal verbs with two objects, one after the verb and one after the particle. For example: *They put their success **down to** good planning.*²⁶

2) Tournures Idioms

Tournures idioms are the larger 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: (a) The form contains the compulsory

²⁶ Rawdon Wyatt, *Phrasal Verbs And Idioms*, (London: ANC Black Publisher Ltd, 2006), p.5-6

definite and indefinite article. Example: *to do a guy* (to disappear secretly), (b) The form contains an irreversible binominal introduced by a preposition. Example: *to be at seven and eight* (to be in a condition of confusion, at odds.), (c) A direct object and further possible modifiers follow the primary verb. Example: *to build castle in the air* (to make impossible plans.), (d) The leading verb is not followed by direct object but by preposition plus noun or nothing. Example: *to dance on air* (to get hanged).²⁷

3) Irreversible Binominal Idioms

Irreversible Binominal Idioms consist of two words, which are separated by conjunction. The words orders in this structure are fixed.

Example: *high and dry* (without resources), *Romeo and Juliet* (institutionalized symbols of ideal love or symbol of true love).²⁸

4) Phrasal Compound Idioms

Phrasal Compound Idiom are containing primarily nominal made up of adjective plus noun, noun plus noun, verb plus noun, or adverb plus preposition.

Example: *black mail* (any payment force by intimidation), *bookworm* (a person committed to reading or studying).²⁹

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 (-). Incorporating Verbs idioms are divided into, First, noun-verb. Example: Sight-see means “visit the famous places in a city, country, etc.” Second, adjective-noun. Example: Blackmail means “The crime of demanding money from

²⁷ Tias Atma Andriani, *The Relationship Between Idiom Mastery And Reading Comprehension*, (Jakarta: UIN Syarif Hidayatullah, 2014), p. 17

²⁸ Tias Atma Andriani, *The Relationship.....* p. 17

²⁹ Tias Atma Andriani, *The Relationship.....* p. 17

a person by treating to tell somebody else a secret about them.”
Third, Noun-noun. Example: Bootleg means “Made and sold illegally” Fourth, adjective-verb. Example: whitewash means “an attempt to hide unpleasant facts about somebody/something.”³⁰

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 became red. Another example is tic-tac-toe (special game).³¹

According to Fernando, idioms can be grouped into three sub-classes: pure idioms, semi-idioms and literal idioms. Pure idioms, pure idiom a type of conventionalized, non-literal multiword expression whose meaning cannot be understood by adding up the meanings of the words that make up the phrase. For example, the expression spill the bean is a pure idiom, because its real meaning has nothing to do with beans. Semi-idioms, semi-pure, on the other hand, has at least one literal element and one with a non-literal meaning. For example Foot the bill (i.e. pay) is one example of a semi-idiom, in which foot is the non-literal element, whereas the word bill is used literally. Literal idioms; Literal idioms, such as on foot or on the contrary are semantically less complex than the other two, and therefore easier to understand even if one is not familiar with these expressions. These expressions may be considered idioms because they are either completely invariant or allow only restricted variation. Fernando

³⁰ Tias Atma Andriani, *The Relationship.....*, p. 18

³¹ Tias Atma Andriani, *The Relationship.....*, p. 18

admits the difficulty of drawing a clear boundary between these three idiom types.³²

It can be seen, although a distinguished form of non-literal language, idioms may also be regarded from the figurativeness point of view. The structure and the possible restrictions in the form and use give idioms an aspect of grammaticality well defined.

3. Recount Text

a. Definition of Recount Text

According to Hyland, he explains that Kind of genre used to retell events for informing or entertaining, this is a recount text. The tense that used in recount text is a past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.³³

There is no complication among the participants and that differentiates from the narrative. Moreover, recount is very similar to narrative. Recount explores the series of events that happened to participants. These events are the main element in composing recount text. However, it just focuses on the events themselves. It does not include the conflict inside the events will be told in chronological order based on time and place. If we get recount text with complete generic structure, it will be constructed by structuring Orientation, Events, and Re-Orientation.³⁴

b. Types of Recount Text

There are five types of recount, namely:³⁵

First, personal recount is retelling an event that the researcher was personally involved in For example: personal experience, personal

³² Claudia Leah, *Idiom: Grammatically And Figurativeness*, (University of Oradea: claulh26@yahoo.com), p. 8-9

³³ Rudi Hartono, *Genre of Text*, (Semarang: UNNES, 2005), p.6

³⁴ B. Derewianka, *Exploring How Text Work*, (Newtown: Primary English Teaching Association, 1990), p.14

³⁵ B. Derewianka, *Exploring How Text Work*, p.10

letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and we) and often to entertain and inform.

Second, factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording, and police report. The emphasis is on using language that is precise, factual, and detailed, so that the readers gains a complete picture of an event, experience or achievement.

Third, imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

Fourth, a procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the step to solve a mathematical problem.

A biographical recount tells the story of a person's life using a third person narrator (he, she, and they). In this case, of autobiography, first person narration (I, we) is used.

c. Social function of Recount Text

The social function of Recount text is to retell past events or something that happened in the past. The purpose of this text can be only to inform or even just to entertain. Like Derewianka state, Hardy and Kalrwein also divided two kinds of Recount, namely Personal Recount as in personal letters and excursion write-ups and Historical Recount that attempts to retell past experience in the objective view, such as report of science experiment and police reports.³⁶

³⁶ Judy Hardy and Damien Klarwein, *Written Genres in the Secondary School*, (Brisbane: Department of Education Queensland, 1990), p.12.

4. Correlation Between Idiom and Reading

Idioms have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing. The students may learn grammar and, with time, acquire adequate vocabulary, but without a working knowledge of such idioms as *above all*, *to get along*, *on the whole*, *to look up*, etc., even the best student's speech will remain awkward and ordinary. Of course, the idioms selected for study should have practical value and be within the student's ability to comprehend.³⁷

The problem is learner does not have a satisfactory home environment where he can be exposed to a wide variety of language and reading experiences. If the learner has had little or no experience in identifying and understanding the complexities of idiomatic language, he will be at a disadvantage when confronted with idioms in his reading material. A good understanding of idiom will usually help this difficulty. Familiarity with idioms and metaphor will also enable a young person to cope more effectively with the changing nature of the English language.

B. Previous Research

Some researchers are observed about correlation between idiom understanding and reading comprehension.

1. Alfi Prawantie (00004128), Faculty of Education, UAD Yogyakarta, 2005. She wrote research with the title "The Relationship between Idioms Mastery and Reading Comprehension Capability of the Fourth Semester Students of English Education".. She used quantitative approach. The sample is all of the fourth semester students of English education. This study used test and documentation methods to collect data. Here, the researcher analyzed the data with applies product-moment correlation.

³⁷ Robert J. Dixon, *Longman Essential Idioms in English (Phrasal Verbs and Collocations)*, (Prentice Hall Regents, Englewood Cliffs. New Jersey 07362), p. 1

Here, the dependent variable is a reading comprehension. And idiom mastery as an independent variable.

2. Irwan Ro'iyal (103014027048), Tarbiyah Faculty, UIN Syarif Hidayatullah Jakarta. He wrote research with the title "The Correlation between Students' Vocabulary Mastery and Reading Comprehension". He used experimental method in the quantitative from by collecting the data from the document, and observation.

From the previous research, the researcher knows the same and the differences from this research. There is similarity between the researcher and the previous research, it will use the quantitative approach, the instrument uses test and documentation. Moreover, the differences from this research, here the researcher puts reading comprehension as an independent variable and idiom understanding as a dependent variable. Here, the students must comprehend in the reading, and after that, they understand about idiom.

C. Hypothesis of The Research

The researcher formulates the hypothesis as follows:

1. There is no significant correlation between students understanding of idiom and their reading comprehension.
2. There is significant correlation between students understanding of idiom and their reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Approach

The purpose of this study is to get empirical data about the correlation between students' understanding of idiom and their reading comprehension of recount text, at the 4th semester of students' of The Department of English Education of UIN Walisongo Semarang in the academic year of 2014/2015. In this research, the researcher uses a quantitative approach.

B. Place and Time of the Study

The place of this study was at 4th semester English Department of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University at Jl. Prof. Dr. Hamka Km. 2, Ngaliyan, Semarang. The study was conducted from March to April 2015.

C. Research Design

There are many kinds of research design in conducting a research. Quantitative research is the research which based on positivism philosophy in which is used for observed certain populations or sampling. This work is based on quantitative research. Correlation research aims at investigating the existence and the degree of relationship between two or more quantitative variables. If two variables are highly related, score on one variable could be used to predict scores on the other variable.¹

In a correlation design, two different methods can be applied. The most commonly known is seen in relationship studies. In these studies, score obtained from two variables are correlated to determine the relationship. The second method applied in the prediction studies; however, use the score of one variable to predict the outcome of the other variable.

¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfa Beta, 2008), p.4.

The purpose of this research is to get empirical data about the correlation between students' understanding of idiom and their reading comprehension of recount text, at the 4th semester English education of UIN Walisongo Semarang.

D. The activity of the test

1. Reading test

The test was given to know the students' reading score. In this section included 20 multiple choices items. However, the type of questions asked in the reading comprehension section (main idea/topic, inference, idioms, or details/application within the passage) is similar to other English-language tests, and there are three texts in reading comprehension test. The students were given 30 minutes to answer this test.

2. Idiom test

This test was conducted after the reading test. The type of questions asked in idiom understanding (meaning of idiom) that was included in 20 multiple choices items. The students were also given 30 minutes to answer this test.

E. Population and Sample

Population is generally an area which consisted of object/subject which has certain qualify and characteristic which decided by the researcher to study and then collect the summary.² The researcher took population of 4th semester of English Education Program of UIN Walisongo Semarang in the academic year of 2014/2015.

Sample is a subset of individuals from a given population.³ Sample must be reflective with the true example in the field. The researcher took the whole of 4th semester students at English Education Program because they have

² Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p.130.

³ David Nunan. *Research Methods in Language Learning*. (New York: Cambridge University Press, 1992), p. 27.

taken idiom subject at 2nd semester.

There are 110 students they are 4A, 4B, 4C that placed on 4th semester of English Education Program of UIN Walisongo Semarang. From those classes the researcher took one class of class 4A they are 34 students, for try-out test to get a validity and reliability the instrument. After that, the researcher took a test with class 4B and 4C; there are 46 students were finished the test. The percentage of the sample in this research is 41.87%.

F. Variables and Indicators

To answer the research problems, there are some variables that the researcher wants to investigate. The variables include independent variable (X) and dependent variable (Y).

According to Sugiyono, research variables are things that shape what is defined by the researches to be studied in order to obtain information about it, and the conclusion drawn on next.⁴ There are two types of variables: independent variable and dependent variable. The dependent variable is the variable that focuses on the central variable, and other variable will act if there is any relationship. The independent variable is selected by researcher to determine the relationship with the dependent variable.

So the variables in this research are:

Independent variables are the conditions or characteristics are manipulated by the researcher in order to explain the relation with the observed phenomena.⁵ The independent variable of this research, according to the definition above is the students' reading comprehension score, which is took from students' comprehension in reading with the texts; it is considered as independent variable (variable X). The examples of indicator are comprehending extensive and intensive reading.

Dependent variables are variable that the conditions are influenced by

⁴ Sugiyono, *Statistika Untuk Penelitian* (Bandung: CV. Alfa beta, 2007) p.2.

⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, p.119.

independent variables.⁶ Referring to the definition, the dependent variable of the research is students' idiom understanding score which is taken from students' understanding in idiom with the test given; we considered it as dependent variable (variable Y). The examples of indicators are understanding the meaning of idiom, understanding the meaning of phrase.

G. Research Instrument

The instrument of this study used achievement test. Tests were divided into two tests: Idiom test and reading comprehension test. The test of idiom and reading were taken from *Traveling through idioms* book. Idiom test consisted of twenty multiple-choice questions and was used to measure students' idiom understanding. For reading comprehension test consisted of three passages and were used to measure students' reading comprehension. Below were the blue-print of Idiom Test and Reading Comprehension Test:

Table 3.1
The Blue-print of Idiom Test

Standard of Competence	Basic Competence	Indicator	Item Indicator	Kind of item	Number of Item
Students can understand the meaning of idiom and kind of idiom that occur in English text.	Students can use idiom in English well and based on the context to express their feeling.	To understand the meantime of idiom based on the context	Phrasal Verb	PG	3, 4, 5, 7, 20
			Tournure Idioms	PG	1, 2, 8, 10, 11, 13, 14, 15, 19
			Irreversible Binominal Idioms	PG	16, 17, 18

⁶ Sambas Ali Muhidin and Maman Abdurrahman, *Analisis Korelasi, Regresi dan Jalur dalam Penelitian*, (Bandung: Pustaka Setia, 2007), p.14.

Standard of Competence	Basic Competence	Indicator	Item Indicator	Kind of item	Number of Item
		To use idiom based on the context.	Incorporating verb idioms	PG	6, 9
			Phrasal compound Idiom	PG	12

Table 3.2
The blue print of Reading Comprehension Test

Standard of Competence	Basic Competence	Indicator	Kind of Item	Number of Item
These course aims are to help the students to be able to comprehend reading passages consist of minimum 200 words from various types or genres and identify various types of reading comprehension question test.	1. Students can : Finding main idea from the text 2. Answer reading comprehension questions.	1. Finding main idea of the text	PG	4
		2. Identifying supporting detail or information	PG	1, 2, 5, 8, 9, 11, 12, 13, 14, 15, 16, 18
		3. Identifying the topic of the text	PG	10
		4. Finding reference word in the text	PG	3, 17, 19
		5. Identifying similar word in the text	PG	7, 20
		6. Finding the conclusion of the text	PG	6

H. Technique of Data Collection

Before collecting the data, the researcher conducted TBI 4A class (pilot study). They were used to try-out test the instruments to get validity and reliability in this study. As Pilot, Beck, and Hungler stated that a pilot study can be used as a “small scale version or trial run in preparation for a major study”. A pilot study is often used to pre-test or try-out test a research instrument. A sample size of 10-20% of the sample size for the actual study is a reasonable number of participants to consider enrolling in a pilot.⁷ Then, sample that the researcher took in this pilot study was one class. The researcher used forty multiple choices questions for try-out test. After that, the data of pilot study was processed by Anates to measure the validity and reliability.

After doing a pilot study, the researcher collected the data. The researcher used tests as the instrument to measure idioms understanding and their reading comprehension about the text they have read. The researcher gave two tests: first, idiom test consisted of twenty multiple-choice questions in order to measure their idiom understanding. Second, the researcher gave twenty multiple-choice questions it consisted of three passages.

I. Technique of Data Analysis

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

1. Validity Analysis

The formula used as follows:

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

⁷Simon, M. K., *Dissertation and Scholarly Research : Recipes for Success*, Seattle, WA: Dissertation Success, LLC, 2011,p.1

- N = the number of respondent
 X = the student's score in reading comprehension
 Y = the student's score in idioms understanding
 $\sum X$ = the sum of reading comprehension scores
 $\sum Y$ = the sum of idioms understanding scores
 $\sum X^2$ = the sum of squares of reading comprehension scores
 $\sum Y^2$ = the sum of squares of idioms understanding scores
 $(\sum X)^2$ = the squares of the sum of reading comprehension scores
 $(\sum Y)^2$ = the squares of the sum of idioms understanding scores
 $\sum XY$ = the sum multiple of reading comprehension scores and idioms understanding scores.

After Calculating, the count is calculated compared to r table with a significance level of 5%, if $r_{xy} > r_{table}$ so, the question is valid.⁸

2. Reliability Analysis

To test the reliability of the question, the alpha formula is used as follow:

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

Where,

- r_{11} = reliability
 S = standard deviation
 n = number of students
 P = total of right answer
 Q = total of wrong answer⁹

Explanation:

After getting r_{11} , the interpretation of reliability coefficient is as follows:

- $r_{11} \geq 0.70$ means high reliability (reliable)
 $r_{11} < 0.70$ means low reliability (un-reliable)¹⁰

⁸ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali, 2011), p.181.

⁹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), p. 100.

3. Difficulty level analysis

In terms of difficulty, a good question is a question that is not too easy and not too difficult. A question that is too hard will cause students to be desperate and do not have the spirit to try again because beyond of his ability.¹¹ Difficulty level of a question is determined by the formula:

$$P = \frac{\sum x}{S_m N}$$

Where,

P : Difficulty level

$\sum x$: The number of students who answer correctly

S_m : Maximum score

N : The number of participants

Criteria

$0,00 < P \leq 0,30$ (difficult)

$0,30 < P \leq 0,70$ (Medium)

$0,70 < P \leq 1,00$ (easy)¹²

4. Use normality test to know the normality distribution of students' understanding of idiom and their reading comprehension of recount text.

The researcher used Chi- Kuadrat formula, as follow:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Cited from Sudjana.¹³

Where:

X^2 = Chi- kuadrat

O_i = Frequency that was obtained from data

E_i = Frequency that was hoped

K = the sum of interval class

¹⁰ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, p.209.

¹¹ Sumarna Surapranata, *Analisis Validitas, Reliabilitas Dan Interpretasi Hasil Tes*, (Bandung: Remaja Rosdakarya, 2005) p.20.

¹² Sumarna Surapranata, *Analisis Validitas, Reliabilitas Dan Interpretasi Hasil Tes*, p.12.

¹³ Nana, Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2002), P.273.

If the obtained score was lower than t-table score by using 5% alpha of significance, H_0 was accepted. It was mean that H_a was rejected. So, the data is normal.

- To analyze the data of Students' understanding of idiom and their reading comprehension of recount text, first, the writer summed the scores. There are two kinds of scores; Students' Reading Comprehension (ΣX) and the Students' understanding of Idiom (ΣY). Then the writer accounted the coefficient correlation of the two variables by using the Product moment correlation formula. This formula is used to find out whether there is a correlation between students' understanding of idiom and their reading comprehension of recount text :

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

Where:

N = the number of respondent

X = the student's score in reading comprehension

Y = the student's score in idioms understanding

ΣX = the sum of reading comprehension scores

ΣY = the sum of idioms understanding scores

ΣX^2 = the sum of squares of reading comprehension scores

ΣY^2 = the sum of squares of idioms understanding scores

$(\Sigma X)^2$ = the squares of the sum of reading comprehension scores

$(\Sigma Y)^2$ = the squares of the sum of idioms understanding scores

To interpret the index scores of 'r' correlation, product moment (r_{xy}) usually used the interpretation such as below:¹⁴

¹⁴ Ridwan and H. Sunarto, *Pengantar Statistika Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis*, (Bandung: Alfabeta, 2011), p. 81.

The score of “r” product moment (r_{xy})	Interpretation
0.00-0.19	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
0.20-0.39	There is a relationship between X and Y, but it is weak or little
0.40-0.69	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

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

The researcher conducted the research at Walisongo State Islamic University Semarang where the 4th semester students of Department of English Education were chosen as the sample of the research. The researcher held field research by taking the scores of 46 students as an object of the research and analyzed those scores in order to find out whether there is any correlation between students' understanding of idiom with their reading comprehension of recount text by using the Pearson r formula. So, in total there are 40 scores because the samples had 2 set of scores. The first score is idiom that consists of 20 items and the second one is reading comprehension that also consists of 20 items, the scoring is 5 for each correct answer and 0 for the wrong answer. (The form of the test and the result score can be seen in appendix).

In this test, the researcher collected pieces of information from many independent responses, then add them together in some way and report a number or letter that claimed mean something about the result. Accordingly, mark of good task design is for range to be interlinked the data variables.

The data in this research were derived from the test result, as follow:

1. Result of The Test of Instrument

a. Validity

The test of validity used the formula was explained in chapter III. For example the question no. 1 (Idiom), the value of $r_{xy} = 0.3900$ and r_{table} is 0.3388, with $n = 34$. After getting r_{xy} , the value of r_{xy} , is compared with the value of r_{table} , if $r_{xy} > r_{table}$ so the item tested is valid. It means that the instrument can be used as equipment for collecting data. (See Appendix).

b. Reliability

To test reliability used the formula that was explained in chapter III. After the calculation, for example the try-out test of vocabulary get $r_{11} = 0.983$. It means that the coefficient of reliability is reliable. For the complete calculation can be seen on appendix.

c. Difficulty level

The test of difficulty level used the formula that was explained in chapter III. For example no. 1 (Idiom), the value of difficulty level is 58.82%, it means that question number one is medium. For the complete calculation can be seen on appendix.

2. Result of The Research

a. Students' reading score

The students' reading score is as follows:

Table 4.1
Students' Reading Score

No	Name of Respondent	Reading Score
1	Alfianisa S.	60
2	Amirul Chaq H. M.	65
3	Apri Eri S.	60
4	Baginda Muhammad H	70
5	Candra Isti	55
6	Chilmi Zakaria	60
7	Deika Tsaniyah G.	55
8	Dewi Kurnia	60
9	Eko Setiawan	65
10	Esya Nur Shabrina	50
11	Etika Noor S.	65
12	Fahreza H. F	60
13	Faisal Ainul H	60

No	Name of Respondent	Reading Score
14	Fandi Abdillah	55
15	Fitra Mutia. H	75
16	Ida Yulianti	70
17	Istianatur Rofiah	60
18	Isyqi Amaliyah	70
19	Lailatul Fitriyah	60
20	Laylatul M.	60
21	Luthfiyatul Ulwiyah	65
22	M. Aris M	70
23	M. Fathur R.	55
24	Muniroh	50
25	Muttaqin	60
26	Naelil Izzati	65
27	Nailul Muna	45
28	Nayiroh	80
29	Neilidar Asma	55
30	Neli Ema A.	65
31	Nufia Meilina F.	70
32	Nur Hafidatun Nisa	70
33	Nur Kholipah	55
34	Nur Lina A.H	70
35	Nur Rosidah	55
36	Puji Anggorosari	60
37	Rasyidha A. R	75
38	Regisya	55
39	Rizky Anita	60
40	Siti Diah P.	70
41	Siti Fadhilah	60

No	Name of Respondent	Reading Score
42	Siti Mamduatul. U	75
43	Suciati Ayu M.	65
44	Vera Abdillah	65
45	Vevin Afyani	65
46	Zulfa A.	50
N=46		$\sum X = 2865$

The following calculation of the reading comprehension test is:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2865}{46}$$

$$M = 62.28$$

Where:

M = the mean

$\sum X$ = the sum of all scores

N = the total number of objects

From the calculation above, we can conclude that the reading score of 4th semester students' of English Education of UIN Walisongo in the academic year 2014/2015 is 62.28.

Table 4.2
Table of students' reading comprehension

Grade	Interval	Frequency	Percentage	Classification
A	81 – 100	-		Excellent
B	61 – 80	21	45.65%	Good
C	41 – 60	18	54.35%	Fair
D	21 – 40	-	-	Poor
E	0 - 20	-	-	Failed

There were twenty multiple-choice questions in reading test. The students need to answer the test correctly. There highest score was 80 and there was one student who gets this score. Based on the calculation of mean the average score is 62.28. It means that of 4th semester students' of English Education of UIN Walisongo in the academic year 2014/2015 is good.

b. Students' idiom score

The students' reading score is as follows:

Table 4.3
Students' Idiom Score

No	Name of Respondent	Idiom Score
1	Alfianisa S.	75
2	Amirul Chaq H. M.	70
3	Apri Eri S.	60
4	Baginda Muhammad H	65
5	Candra Isti	70
6	Chilmi Zakaria	80
7	Deika Tsaniyah G.	75
8	Dewi Kurnia	75
9	Eko Setiawan	75
10	Esya Nur Shabrina	60
11	Etika Noor S.	75
12	Fahreza H. F	80
13	Faisal Ainul H	70
14	Fandi Abdillah	45
15	Fitra Mutia. H	80
16	Ida Yulianti	65
17	Istianatur Rofiah	70
18	Isyqi Amaliyah	65
19	Lailatul Fitriyah	70

No	Name of Respondent	Idiom Score
20	Laylatul M.	75
21	Luthfiyatul Ulwiyah	85
22	M. Aris M	60
23	M. Fathur R.	75
24	Muniroh	70
25	Muttaqin	75
26	Naelil Izzati	80
27	Nailul Muna	60
28	Nayiroh	75
29	Neilidar Asma	30
30	Neli Ema A.	70
31	Nufia Meilina F.	75
32	Nur Hafidatun Nisa	65
33	Nur Kholipah	70
34	Nur Lina A.H	65
35	Nur Rosidah	60
36	Puji Anggorosari	75
37	Rasyidha A. R	70
38	Regisya	60
39	Rizky Anita	75
40	Siti Diah P.	80
41	Siti Fadhilah	75
42	Siti Mamduatul. U	80
43	Suciati Ayu M.	75
44	Vera Abdillah	65
45	Vevin Afyani	60
46	Zulfa A.	60
N=46		$\Sigma Y = 3190$

To facilitate the measurement of students' idiom test, the raw scores are converted in the standard scores using the percentage correction formula as stated in chapter three and the result can be seen in the next table. To calculate the mean score of the idiom test by using the following formula:

$$M = \frac{\sum Y}{N}$$

$$M = \frac{3190}{46}$$

$$M = 69.34$$

Where:

M = the mean

$\sum Y$ = the sum of all scores

N = the total number of objects

From the calculation above, we can conclude that the idiom score of 4th semester students' of English Education of UIN Walisongo in the academic year 2014/2015 is 69.34.

Table 4.4

Table of students' idiom understanding

Grade	Interval	Frequency	Percentage	Classification
A	81 – 100	1	2.17%	Excellent
B	61 – 80	35	76.09%	Good
C	41 – 60	9	19.57%	Fair
D	21 – 40	1	2.17%	Poor
E	0 - 20	-	-	Failed

There were twenty multiple-choice questions in idiom test. The students need to answer the test correctly. The highest score was 85 and there was one student who gets this score. Based on the calculation of mean the average score is 69.34. It means that of 4th semester students'

of English Education of UIN Walisongo in the academic year 2014/2015 is good.

B. Data Analysis

1. Normality test of variable X (Students' reading comprehension)

a. Hypothesis

H_0 = the data has a normal distribution

H_1 = the data has not a normal distribution

b. Criteria

Hypothesis is accepted if H_0 , the probability value > 0.05

c. Test of Hypothesis

The frequency of students' reading score is as follows:

Table 4.5

Frequency Table of Students' Reading Score

Score	Frequency	Percent	Cumulative Percent
45	1	2.17%	2.17%
50	3	6.52%	8.69%
55	8	17.39%	26.08%
60	14	30.43%	56.51%
65	8	17.39%	73.9%
70	8	17.39%	91.29%
75	3	6.52%	97.81%
80	1	2.17%	100%
Total		100%	

2. Normality tests of variable Y (Students idiom understanding)

a. Hypothesis

H_0 = the data has a normal distribution

H_1 = the data has not a normal distribution

b. Criteria

Hypothesis is accepted if H_0 , the probability value > 0.05

c. Test of Hypothesis

The frequency of students' idiom score is as follows:

Table 4.6

Frequency Table of Students' Idiom score

Score	Frequency	Percent	Cumulative Percent
30	1	2.17%	2.17%
45	1	2.17%	4.31%
60	8	17.39%	21.7%
65	6	13.04%	34.74%
70	9	19.56%	54.3%
75	14	30.43%	84.73%
80	6	13.04%	97.77%
85	1	2.17%	100%
Total		100%	

To test the normality of the data, the researcher used One Sample K-S (Kolmogorov Smirnov) Test from SPSS program with result as follows:

Descriptive Statistics

	N	Mean	Std. Deviation	Min	Max	Percentiles		
						25 th	50 th (Median)	75 th
Reading	34	62.0588	7.59961	45.00	80.00	55.0000	60.0000	70.0000
Idiom	34	69.2647	10.45425	30.00	85.00	65.0000	70.0000	75.0000

One-Sample Kolmogorov-Smirnov Test

		Reading	Idiom
N		34	34
Normal	Mean	62.0588	69.2647
Parameters ^a	Std. Deviation	7.59961	10.45425
Most Extreme	Absolute	.166	.205
Differences	Positive	.166	.145
	Negative	-.129	-.205
Kolmogorov-Smirnov Z		.966	1.192
Asymp. Sig. (2-tailed)		.309	.116

a. Test distribution is Normal.

Based on the data above, it can be seen from the significant column (Asymp. Sig (2-tailed) shows that the value is 0.309 for reading and 0.116 for idiom it was the probability value is more than 0.05. If the probability value > 0.05, so H₀ is accepted. It means the data has a normal distribution. So, it can be concluded that the data of the reading and idiom score has a normal distribution.

3. Coefficient correlation

The coefficient correlation of students' understanding of idiom and their reading comprehension of recount text of 4th semester of English Education of UIN Walisongo Semarang is as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{46(199800) - (2865)(3190)}{\sqrt{\{46(181025) - 8208225\} \{46(225550) - 10176100\}}}$$

$$r_{xy} = \frac{9190800 - 9139350}{\sqrt{\{8327150 - 8208225\} \{10375300 - 10176100\}}}$$

$$r_{xy} = \frac{51450}{\sqrt{(118925)(199200)}}$$

$$r_{xy} = \frac{51450}{\sqrt{23689860000}}$$

$$r_{xy} = \frac{51450}{153915.107}$$

$$r_{xy} = 0.334275$$

The correlation coefficient of the two variables is 0.334, in order to know whether this correlation is coefficient or not, it is necessary to find out its significance. The significance level used in this research is 5% (0.05). It can be concluded that there is correlation between both variables. The correlation coefficient with SPSS program can be seen from the table as follows:

Correlations

		Reading	Idiom
Reading	Pearson Correlation	1	.334*
	Sig. (2-tailed)		.023
	Sum of Squares and Cross-products	2585.326	1118.478
	Covariance	57.452	24.855
	N	46	46
Idiom	Pearson Correlation	.334*	1
	Sig. (2-tailed)	.023	
	Sum of Squares and Cross-products	1118.478	4330.435
	Covariance	24.855	96.232
	N	46	46

*. Correlation is significant at the 0.05 level (2-tailed).

4. The level of significance

The coefficient correlation between students' understanding of idiom and their reading comprehension of recount text is 0.334. The level of influence is as follows:

Table 4.7

The "r" Product Moment Table

Product Moment (r)	Interpretation
0.00 – 0.19	Very low
0.20 – 0.39	Low
0.40 – 0.69	Moderate
0.70 – 0.89	High
0.90 – 1.00	Very High

In the table above, the correlation coefficient is on the third column that is low because it lies between 0.20-0.39. Therefore, it can be concluded that the significance level variable of students' understanding of idiom and their reading comprehension is low.

C. Discussion of The Research Findings

1. Students' reading comprehension

The result of the research shows that students' reading comprehension score is good. It can be seen from 21 students' of 46 students who pass the test with the good results. The percentage of these is 45.65%; it means that students reading comprehension score of the 4th semester student of English Education of UIN Walisongo Semarang is good.

2. Students' understanding of idiom

The result of the research shows that students' idiom score is good. It can be seen from 35 students of 46 students who pass the test with the good results. The percentage of these score is 76.09%; it means that

students' idiom score of the 4th semester student of English Education of UIN Walisongo Semarang is good.

3. Correlation between students' understanding of idiom and reading comprehension

Based on the correlation analysis, $r_{xy} = 0.334$; r_{table} with $N=46$ and $\alpha = 5\%$ is 0.297. After the test of correlation coefficient, the result shows that $r_{xy} > r_{table}$. It means that r_{xy} can be generalized in the population. The positive coefficient shows that the correlation between students' understanding of idiom and their reading comprehension of recount text is in a line. It shows that there is a positive between two variables is significant. The value of correlation between students' understanding of idiom and their reading comprehension of recount text is 0.334; that shows a low correlation of both variables. It means students' understanding of idiom doesn't give much effect to the students' reading comprehension.

The researcher has mentioned the hypothesis before from the hypothesis; the researcher has criteria of test hypothesis:

If $r_{xy} > r_{table}$, the alternative hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. It means there is correlation between students' understanding of idiom and their reading comprehension of recount text.

If $r_{xy} < r_{table}$, the alternative hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted. It means there is no correlation between students' understanding of idiom and their reading comprehension of recount text.

D. Limitation of The Research

The researcher realizes that this research had not been done optimally. There were constrains and obstacles faced during the research process. Some limitations of this research are:

1. Relative short time of research makes this research could not be done maximum
2. The research is limited at UIN conducted in other university, it is still possible to get different result.

3. The implementation of the research process was less smooth; this was more due to lack of experience and knowledge of the researcher.

Considering all those limitations, there was a need to do more research about how to important idiom in reading. So that, the more optimal result will be gained.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according to the data, which have been analyzed in the previous chapter. From all the data analysis about correlation between students' understanding of idiom and their reading comprehension of recount text (a correlational study in the 4th semester of English Education of UIN Walisongo Semarang in the academic year 2014/2015), it can be concluded that:

1. Students' reading comprehension

The result of the research shows that students' reading comprehension score is good. It can be seen from 21 students' of 46 students who pass the test with the good results. The percentage of these is 45.65%; it means that students reading comprehension score of the 4th semester student of English Education of UIN Walisongo Semarang is good.

2. Students' understanding of idiom

The result of the research shows that students' idiom score is good. It can be seen from 35 students of 46 students who pass the test with the good results. The percentage of these score is 76.09%; it means that students' idiom score of the 4th semester student of English Education of UIN Walisongo Semarang is good.

3. Correlation between students' understanding of idiom and reading comprehension

Based on the correlation analysis, $r_{xy} = 0.334$; r_{table} with $N=46$ and $\alpha = 5\%$ is 0.297. After the test of correlation coefficient, the result shows that $r_{xy} > r_{table}$. It means that r_{xy} can be generalized in the population. The positive coefficient shows that the correlation between students' understanding of idiom and their reading comprehension of recount text is

in a line. It shows that there is a positive between two variables is significant. The value of correlation between students' understanding of idiom and their reading comprehension of recount text is 0.334; that shows a low correlation of both variables. It means students' understanding of idiom doesn't give much effect to the students' reading comprehension.

The researcher has mentioned the hypothesis before from the hypothesis; the researcher has criteria of test hypothesis:

If $r_{xy} > r_{table}$, the alternative hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. It means there is correlation between students' understanding of idiom and their reading comprehension of recount text.

If $r_{xy} < r_{table}$, the alternative hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted. It means there is no correlation between students' understanding of idiom and their reading comprehension of recount text.

B. Suggestion

From the calculation above, there are some suggestions from further research that are proposed by the researcher:

1. For the 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 the readers

It is expected by reading the final project the reader will find no difficulties in understanding cognitive learning as the consideration of accomplishing reading. For the students of English department, hopefully this thesis can be used for improving knowledge in Reading and Idiom as well.

4. For the 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. Closing

Alhamdulillah, the true praising is only belonging to Allah who gives faith, strength and health until this final project can be finished. The researcher is sure that this research is far from the perfectness. Therefore, constructive criticism and advices are really expected. Finally, the researcher hopes that this research can give useful for the teachers and learners especially in educational institution.

Working on this thesis has been the most rewording life experience and it was a privilege to have located in UIN Walisongo Semarang where the teachers have been stable and encouraging of this research.

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APPENDICES

Appendix 1

THE LIST OF STUDENTS

No	Name of Respondent	Class
1	Alfianisa S.	TBI
2	Amirul Chaq H. M.	TBI
3	Apri Eri S.	TBI
4	Baginda Muhammad H	TBI
5	Candra Isti	TBI
6	Chilmi Zakaria	TBI
7	Deika Tsaniyah G.	TBI
8	Dewi Kurnia	TBI
9	Eko Setiawan	TBI
10	Esya Nur Shabrina	TBI
11	Etika Noor S.	TBI
12	Fahreza H. F	TBI
13	Faisal Ainul H	TBI
14	Fandi Abdillah	TBI
15	Fitra Mutia. H	TBI
16	Ida Yulianti	TBI
17	Istianatur Rofiah	TBI
18	Isyqi Amaliyah	TBI
19	Lailatul Fitriyah	TBI
20	Laylatul M.	TBI
21	Luthfiyatul Ulwiyah	TBI
22	M. Aris M	TBI
23	M. Fathur R.	TBI
24	Muniroh	TBI
25	Muttaqin	TBI
26	Naelil Izzati	TBI
27	Nailul Muna	TBI
28	Nayiroh	TBI
29	Neilidar Asma	TBI
30	Neli Ema A.	TBI
31	Nufia Meilina F.	TBI
32	Nur Hafidatun Nisa	TBI
33	Nur Kholipah	TBI
34	Nur Lina A.H	TBI
35	Nur Rosidah	TBI
36	Puji Anggorosari	TBI
37	Rasyidha A. R	TBI
38	Regisyia	TBI
39	Rizky Anita	TBI

No	Name of Respondent	Class
40	Siti Diah P.	TBI
41	Siti Fadhilah	TBI
42	Siti Mamduduatul. U	TBI
43	Suciati Ayu M.	TBI
44	Vera Abdillah	TBI
45	Vevin Afyani	TBI
46	Zulfa A.	TBI

Appendix 2

STUDENTS' SCORE

No	Name of Respondent	Reading Score	Idiom Score
1	Alfianisa S.	60	75
2	Amirul Chaq H. M.	65	70
3	Apri Eri S.	60	60
4	Baginda Muhammad H	70	65
5	Candra Isti	55	70
6	Chilmi Zakaria	60	80
7	Deika Tsaniyah G.	55	75
8	Dewi Kurnia	60	75
9	Eko Setiawan	65	75
10	Esya Nur Shabrina	50	60
11	Etika Noor S.	65	75
12	Fahreza H. F	60	80
13	Faisal Ainul H	60	70
14	Fandi Abdillah	55	45
15	Fitra Mutia. H	75	80
16	Ida Yulianti	70	65
17	Istianatur Rofiah	60	70
18	Isyqi Amaliyah	70	65
19	Lailatul Fitriyah	60	70
20	Laylatul M.	60	75
21	Luthfiyatul Ulwiyah	65	85
22	M. Aris M	70	60
23	M. Fathur R.	55	75
24	Muniroh	50	70
25	Muttaqin	60	75
26	Naelil Izzati	65	80
27	Nailul Muna	45	60
28	Nayiroh	80	75
29	Neilidar Asma	55	30
30	Neli Ema A.	65	70
31	Nufia Meilina F.	70	75
32	Nur Hafidatun Nisa	70	65
33	Nur Kholipah	55	70
34	Nur Lina A.H	70	65
35	Nur Rosidah	55	60
36	Puji Anggorosari	60	75
37	Rasyidha A. R	75	70
38	Regisya	55	60
39	Rizky Anita	60	75
40	Siti Diah P.	70	80
41	Siti Fadhilah	60	75

No	Name of Respondent	Reading Score	Idiom Score
42	Siti Mamduatul. U	75	80
43	Suciati Ayu M.	65	75
44	Vera Abdillah	65	65
45	Vevin Afyani	65	60
46	Zulfa A.	50	60

Appendix 3

XY SCORE

No	Nama Responden	Score				
		X	Y	XY	X ²	Y ²
1	Alfianisa S.	60	75	4500	3600	5625
2	Amirul Chaq H. M.	65	70	4550	4225	4900
3	Apri Eri S.	60	60	3600	3600	3600
4	Baginda Muhammad H	70	65	4550	4900	4225
5	Candra Isti	55	70	3850	3025	4900
6	Chilmi Zakaria	60	80	4800	3600	6400
7	Deika Tsaniyah G.	55	75	4125	3025	5625
8	Dewi Kurnia	60	75	4500	3600	5625
9	Eko Setiawan	65	75	4875	4225	5625
10	Esya Nur Shabrina	50	60	3000	2500	3600
11	Etika Noor S.	65	75	4875	4225	5625
12	Fahreza H. F	60	80	4800	3600	6400
13	Faisal Ainul H	60	70	4200	3600	4900
14	Fandi Abdillah	55	45	2475	3025	2025
15	Fitra Mutia. H	75	80	6000	5625	6400
16	Ida Yulianti	70	65	4550	4900	4225
17	Istianatur Rofiah	60	70	4200	3600	4900
18	Isyqi Amaliyah	70	65	4550	4900	4225
19	Lailatul Fitriyah	60	70	4200	3600	4900
20	Laylatul M.	60	75	4500	3600	5625
21	Luthfiyatul Ulwiyah	65	85	5525	4225	7225
22	M. Aris M	70	60	4200	4900	3600
23	M. Fathur R.	55	75	4125	3025	5625
24	Muniroh	50	70	3500	2500	4900
25	Muttaqin	60	75	4500	3600	5625
26	Naelil Izzati	65	80	5200	4225	6400
27	Nailul Muna	45	60	2700	2025	3600
28	Nayiroh	80	75	6000	6400	5625
29	Neilidar Asma	55	30	1650	3025	900
30	Neli Ema A.	65	70	4550	4225	4900
31	Nufia Meilina F.	70	75	5250	4900	5625
32	Nur Hafidatun Nisa	70	65	4550	4900	4225
33	Nur Kholipah	55	70	3850	3025	4900
34	Nur Lina A.H	70	65	4550	4900	4225
35	Nur Rosidah	55	60	3300	3025	3600

No	Nama Responden	Score				
		X	Y	XY	X ²	Y ²
36	Puji Anggorosari	60	75	4500	3600	5625
37	Rasyidha A. R	75	70	5250	5625	4900
38	Regisya	55	60	3300	3025	3600
39	Rizky Anita	60	75	4500	3600	5625
40	Siti Diah P.	70	80	5600	4900	6400
41	Siti Fadhilah	60	75	4500	3600	5625
42	Siti Mamduduatul. U	75	80	6000	5625	6400
43	Suciati Ayu M.	65	75	4875	4225	5625
44	Vera Abdillah	65	65	4225	4225	4225
45	Vevin Afyani	65	60	3900	4225	3600
46	Zulfa A.	50	60	3000	2500	3600
		$\sum X =$ 2865	$\sum Y =$ 3190	$\sum XY =$ 199800	$\sum X^2 =$ 181025	$\sum Y^2 =$ 225550
		$(\sum X)^2 =$ 8208225	$(\sum Y)^2 =$ 10176100			
		R_{xy}	0.3343			

Appendix 4

STUDENTS' MASTERY TABLE

Table of students' reading comprehension

Grade	Interval	Frequency	Percentage	Classification
A	81 – 100	-		Excellent
B	61 – 80	21	45.65%	Good
C	41 – 60	18	54.35%	Fair
D	21 – 40	-	-	Poor
E	0 - 20	-	-	Failed

Table of students' idiom understanding

Grade	Interval	Frequency	Percentage	Classification
A	81 – 100	1	2.17%	Excellent
B	61 – 80	35	76.09%	Good
C	41 – 60	9	19.57%	Fair
D	21 – 40	1	2.17%	Poor
E	0 - 20	-	-	Failed

KISI-KISI IDIOM TEST

Standard of Competence	Basic Competence	Indicator	Item Indicator	Kind of item
Students can understand the meaning of idiom and kind of idiom that occur in English text.	Students can use idiom in English well and based on the context to express their feeling.	To understand the meantime of idiom based on the context	Phrasal Verb	PG
			Tournure Idioms	PG
			Irreversible Binominal Idioms	PG
			Incorporating verb idioms	PG
		Phrasal compound Idiom	PG	
		To use idiom based on the context.		

Try-Out Test for Idiom

1. This test is supposed to find out the reliability and validity for these questions.
2. This test did not influence towards course's achievements.
3. Thanks for your participation in this research.

Researcher : Laela Nur Mukaromah

NIM : 103411019/ TBI

Thesis : Students' Understanding of Idiom and Their Reading Comprehension of Recount Text (A correlational Study on the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015)

Match each sentence with the best explanation and choose the best answer with give a circle in a, b or c!

1. Pam and Gerry met when they were six years old and **kept in touch** throughout their lives.
 - 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.**
2. Janet has to **get her act together** quickly. In two hours, eight children are coming for Eli's birthday party.
 - 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.
- 3. Peng likes to **hang out** with friends in Harvard square and listen to music.
 - 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.**
- 4. Alberts is **ready to** ask Gretel to marry him.
 - 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.
- 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
- 6. **At last**, Valerio planned to visit President *Jhon F. Kennedy's* birthplace.
 - a. Valerio lived in President Kennedy's house for many years.
 - b. Valerio visited President Kennedy's house last year.
 - c. **Finally, after waiting a long time, Valerio saw JFK's birthplace.**
- 7. The grammar and vocabulary test were given **back-to-back**.
 - a. One test was Monday. The other was Friday.
 - b. The tallest people took the test first.
 - c. **The two tests were given consecutively.**
- 8. You can take the adult education classes at the community center **for free**.
 - a. **You can take the classes without any cost.**
 - b. If you take three classes, you pay for only one.
 - c. You will need eyeglasses to read the textbook because the print is very small.
- 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.
 - 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.
- 10. Everyone likes Nevzat because he is so down-to-earth.
 - a. Nevzat died.
 - b. Nevzat is an astronaut, but wants to be an astronomer.
 - c. **Nevzat is honest and sincere with the people he meets.**

11. Marcel is an excellent French baker, **to say the least**.
 - a. Marcel is going to France to buy food.
 - b. Marcel is insecure.
 - c. **Without any doubt, Marcel is very skilled at preparing delicious breads, cakes and cookies.**
12. 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.
13. When Serafina's plane landed in Bangkok, she called her mother in Dar es Salaam **right away**.
 - a. Serafina flew to Bangkok to meet her mother.
 - b. Serafina's mother worked at the airport in Bangkok.
 - c. **Serafina telephoned her mother immediately.**
14. Rebecca **jumped to conclusions** about New Orleans. She thought the whole city would look like the French Quarter, but the lovely Garden District is very different.
 - a. Rebecca decided it would be more fun to plant flowers in the garden than to go to French Class.
 - b. **Rebecca made a decision about New Orleans before she had all the facts.**
 - c. Most people in New Orleans speak French, but in the Garden District they speak Spanish.
15. Good walking shoes will **come in handy** if you really want to see Seattle.
 - a. There are factories in Seattle that manufacture walking shoes.
 - b. The two girls carried their shoes as they walked in the rain.
 - c. **Comfortable shoes will help you enjoy walking throughout Seattle.**
16. Giving someone a four-leaf clover is a nice way to **wish someone luck**.
 - a. A rainbow represents good luck to some people.
 - b. Chloe had four assistants in her new job as a gardener in Amsterdam.
 - c. **A four-leaf clover represents hope and good wishes for the future.**
17. The Cascades, near Seattle, is a major mountain in the United States. **As a matter of fact**, at over fourteen thousand feet, *Mt. Rainer* is one of the country's highest peaks.
 - a. **Mt. Rainer is actually one of the highest peaks in the United States.**
 - b. Mt. Rainer is very high and is located near Secaucus.
 - c. Mt. Rainer, in the Cascade mountain range, is not very high.
18. Rowan could not believe how crazy people were during Mardi Gras until she saw **it with her own eyes**.
 - a. At Mardi Gras, Rowan saw a handsome man with very beautiful eyes.
 - b. **If Rowan hadn't experienced Mardi Gras, she never would have understood how crazy it is.**
 - c. Rowan went to Mardi Gras and then decided to see a movie.

19. Kurt thought a boat ride to Bainbridge Island would help **clear the air** with Oxsana.
- From the boat, Kurt could clearly see the full moon over Bainbridge Island.
 - Kurt thought they could resolve their disagreement on a relaxing ride to Bainbridge Island.**
 - Kurt and Oxsana cleaned the air conditioners on the boat to Bainbridge Island.
20. The crowd was cheering **like crazy** when the football team came onto the field.
- Everyone on the football team was crazy
 - Football is a wild and crazy sport
 - The crowd cheered wildly when the team appeared**
21. 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.
22. **Sooner or later**, you should try dim-sum at one of the restaurants in the International District. It includes steamed dumplings, spareribs, shrimp balls, and more.
- Your lunch will be ready soon.
 - There are many wonderful Asian crafts stores and restaurants throughout the International District.
 - Eventually, you should visit one of the restaurants in the International District and try dim-sum.**
23. Heidi took a trip **on her own** to Portugal.
- Heidi fell on her arm when she boarded the plane in Portugal.
 - Heidi traveled alone to Portugal**
 - Heidi saw a movie about Portugal.
24. Henri and Camille have been **seeing each other** since our class went waterskiing on Puget Sound.
- Henri did not see Camille water-ski because he could not find his eyeglasses.
 - Camille heard the noise when Henry dropped the glass of water.
 - Camille has been dating Henri since they want waterskiing on Puget Sound.**
25. Glenn Blackfoot **got angry** because the teenagers wrote graffiti on the totempole outside his home.
- The totem pole, a tribute to one's ancestors, had many angry faces on it.
 - Glenn Blackfoot got angry because his salmon fishing business was failing.

- c. Glenn Blackfoot was mad at the teenagers for damaging the scared totempole.

Source: Kadden, Judi. *Travelling through idioms.*(USA: The University of Michigan Press, 1999)

KISI-KISI READING COMPREHENSION

Standard of Competence	Basic Competence	Indicator	Kind of Item
This course aim are to help the students to be able to comprehend reading passages consist of minimum 200 words from various types or genres and identify various types of reading comprehension question test.	1. Student can : Finding main idea from the text 2. Answer reading comprehension questions.	1. Finding main idea of the text	PG
		2. Identifying supporting detail or information	PG
		3. Identifying the topic of the text	PG
		4. Finding reference word in the text	PG
		5. Identifying similar word in the text	PG
		6. Finding the conclusion of the text	PG

Try-out Test for Reading Comprehension

- 1) This test is supposed to find out the reliability and validity for these questions.
- 2) This test did not influence towards course's achievements.
- 3) Thanks for your participation in this research.

Researcher : Laela Nur Mukaromah

NIM : 103411019/ TBI

Thesis : Students' Understanding of Idiom and Their Reading Comprehension of Recount Text (A correlational Study on the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015)

Text 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, "Come 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! Now which way to the restaurant?"
Bye for now,

Rebecca

Source: Kadden, Judi. *Travelling through idioms*.(USA: The University of Michigan Press, 1999)

Choose the best answer for each question or statement below with give a circle in a, b, c or d!

1. What does the writer do in the text about?
 - a. **She spends her holydays**
 - b. She meets Joan and Mary
 - c. She joins the English summer program
 - d. She goes to Santa Fe
2. Where does Rebecca come from? She comes from
 - a. American Southwest
 - b. **San Francisco**
 - c. North America
 - d. California
3. 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**
4. ... We didn't stick around long...
The underlined word means
 - a. **Remain**
 - b. Separately
 - c. Promptly
 - d. Occasionally
5. 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
6. "...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
7. What does the writer do after lunch?
- a. They stopped at roadside cafe
 - b. They eat burrito
 - c. **They went to ancient town**
 - d. They drove to Indian village built by Spanish
8. 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
9. ... where their ancestors escaped from **beneath** the earth's surface ...
The similar meaning with the underlined word is
- a. **Below**
 - b. Beside
 - c. Behind
 - d. Front
10. 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**
11. In paragraph three, tell us about
- a. Rebecca's activities after having lunch
 - b. **The ancient town of Indian that they visit**
 - c. The history of ancient town built by Pueblo Indian
 - d. The ancestor around the mountain
12. What is Santa Fe? It is
- a. A mountain in the southwestern America
 - b. A mysterious city
 - c. An ancient town
 - d. **A very good restaurant**
13. What is the text about? It is about
- a. The writer's hometown at San Francisco
 - b. **The writer's holiday during summer**
 - c. The writer's visitation to the Southwestern America
 - d. The writer's English class summer during holidays

Text 2

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

Source: Kadden, Judi. *Travelling through idioms*.(USA: The University of Michigan Press, 1999)

14. What is the purpose of the writer sending this letter?
 - a. To invite Nicolita in her freedom celebration day
 - b. To inform Nicolita about her visitation in America**
 - c. To tell Nicolita about her holiday
 - d. To tell Nicolita that she would be in New York
15. What is the date of America's Independence Day? It is
 - a. August 17th
 - b. December 22nd
 - c. June 5th
 - d. July 4th**
16. 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
17. 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
18. When did the writer leave Chicago?
 - a. July 4th, at 07.30 am
 - b. July 4th, at 07.30 pm
 - c. July 5th, at 07.30 am**
 - d. July 5th, at 07.30 pm
19. The summer season in America was took place on
 - a. December – February

- b. March – May
 - c. June – August**
 - d. September - November
20. What did the writer do after enjoying Boston Pops Orchestra?
- a. They went to Beacon hill**
 - b. They watched fireworks
 - c. They hung out with some friends
 - d. They travel across America
21. How many writers’ activities before she sent the letter? There were
- a. 4 activities**
 - b. 5 activities
 - c. 6 activities
 - d. 7 activities
22. “...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

Text 3

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.”

Source: Kadden, Judi. *Travelling through idioms*.(USA: The University of Michigan Press, 1999)

23. How is Wes character?
- | | |
|-------------|-------------------|
| a. Wise | c. Exhausted |
| b. Arrogant | d. Sincere |

24. The traders were out of control. The underlined word means...
- a. Wiped out
 - b. **Uncontrollable**
 - c. All dressed up
 - d. Exhausted
25. "...the changing interest rates affected the buying..."
- The similar meaning with the underlined word is
- a. **Artificial**
 - b. Pure
 - c. Imitate
 - d. Natural

Appendix 6

VALIDITY AND RELIABILITY TABEL OF IDIOM

No	NIM	Items of Question							
		1	2	3	4	5	6	7	8
1	113411049	1	1	1	1	1	1	1	1
2	133411001	1	1	1	1	0	1	1	1
3	133411002	1	1	1	1	0	1	1	0
4	133411003	1	1	1	0	1	1	1	1
5	133411004	0	1	1	1	0	1	1	0
6	133411005	1	1	0	1	0	1	1	0
7	133411007	1	1	1	1	0	1	1	1
8	133411008	0	1	1	1	1	1	1	1
9	133411009	1	1	1	1	0	1	0	1
10	133411010	1	1	0	1	0	0	1	1
11	133411011	0	0	0	1	0	1	1	1
12	133411012	1	1	1	0	0	0	1	1
13	133411013	0	0	1	1	0	1	0	1
14	133411014	1	1	0	0	0	1	1	0
15	133411015	0	1	1	1	0	1	1	1
16	133411016	1	0	0	1	0	0	1	1
17	133411017	0	1	1	0	0	1	1	1
18	133411018	1	1	1	1	0	1	0	1
19	133411019	1	1	0	0	0	1	1	1
20	133411020	1	1	1	0	0	0	1	0
21	133411023	1	0	0	0	1	0	1	1
22	133411025	0	1	1	1	0	1	1	1
23	133411026	0	1	1	1	0	1	0	1
24	133411028	1	1	0	0	0	0	1	0
25	133411029	0	0	1	1	0	1	1	1
26	133411030	0	1	0	1	0	1	1	1
27	133411031	1	1	1	1	0	0	1	1
28	133411032	0	0	1	0	0	1	1	0
29	133411034	1	1	0	1	1	1	0	1
30	133411035	0	0	1	1	1	0	1	0
31	133411037	1	1	0	1	0	1	0	1
32	133411038	0	1	0	0	0	0	1	0
33	133411039	1	0	1	1	0	0	1	1
34	133411040	0	1	0	1	1	0	0	0
VALIDITY	ΣX	20	26	21	24	7	23	27	24
	$(\Sigma X)^2$	400	676	441	576	49	529	729	576
	ΣX^2	20	26	21	24	7	23	27	24
	ΣXY	332	426	349	389	111	385	443	387
	ry	0,3900	0,3389	0,6700	0,5650	-0,1110	0,3410	0,3890	0,3390
Ket	valid	valid	valid	valid	invalid	valid	valid	valid	
RELIABILITY	σ^2	-0,3287	-0,56228	-0,36332	-0,47751	-0,0363	-0,4377	-0,6073	-0,4775
DIFFICULTY LEVEL	Score	20	26	21	24	7	23	27	24
	Ideal Score	34	34	34	34	34	34	34	34
	P	58,82%	76,47%	61,76%	70,59%	20,59%	67,63%	79,41%	70,59%
	Note	Medium	Easy	Medium	Medium	Difficult	Medium	Easy	Medium
Criteria		Used	Used	Used	Used	Unused	Used	Used	Used

r table $\alpha = 5\%$ 0,3388 0,3388 0,3388 0,3388 0,3388 0,3388 0,3388 0,3388

H0 invalid

H1 valid

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

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

Items of Question											
9	10	11	12	13	14	15	16	17	18	19	20
1	1	1	1	1	0	1	1	1	0	1	0
1	1	1	1	1	0	1	1	1	0	1	0
1	1	1	1	1	0	1	1	1	0	1	1
1	1	1	0	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	0	1	0	1	0	1	0
1	1	0	1	1	0	1	1	1	0	1	0
1	0	1	1	1	0	1	1	1	0	1	1
1	1	1	1	1	0	0	1	1	0	1	1
0	1	1	1	1	1	1	1	1	0	0	0
1	1	0	1	1	0	0	1	1	0	1	1
1	0	1	1	1	0	1	1	1	0	1	0
1	1	1	1	0	0	1	0	1	0	1	0
1	1	1	1	1	0	0	1	1	0	1	0
1	0	0	1	1	0	1	1	0	1	1	0
1	1	1	0	1	0	0	1	1	0	1	0
0	1	1	1	1	0	1	0	1	1	0	0
1	0	1	0	1	0	1	1	0	1	1	0
1	1	0	1	0	1	1	1	1	0	0	0
1	1	1	0	1	0	1	1	1	1	1	0
0	1	1	1	1	0	1	0	1	1	1	0
1	1	1	1	1	0	0	0	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	0
0	0	1	1	1	0	1	0	1	1	1	0
1	1	1	1	0	0	1	1	0	1	1	0
0	1	0	1	1	1	0	0	0	0	1	0
1	1	1	1	1	0	1	0	1	1	1	1
0	0	0	1	1	0	0	1	0	0	1	0
1	1	1	1	0	0	1	0	1	1	1	0
0	1	0	0	1	0	0	1	0	1	1	0
1	0	0	1	1	0	0	1	1	1	1	0
1	0	1	0	1	1	1	0	1	1	1	0
0	0	0	0	1	0	0	1	1	1	0	1
26	25	25	27	30	7	24	24	27	18	30	8
676	625	625	729	900	49	576	576	729	324	900	64
26	25	25	27	30	7	24	24	27	18	30	8
431	415	414	442	484	119	400	393	437	271	487	131
0,5750	0,4010	0,3970	0,4100	0,3910	-0,1110	0,3440	0,3620	0,4060	-0,3900	0,6090	-0,8990
valid	valid	valid	valid	valid	invalid	valid	valid	valid	invalid	valid	invalid
-0,5623	-0,519	-0,519	-0,6073	-0,7526	-0,0363	-0,4775	-0,47751	-0,60727	-0,2647	-0,7526	-0,0484
26	25	25	27	30	7	24	24	27	18	30	8
34	34	34	34	34	34	34	34	34	34	34	34
76,47%	73,53%	73,53%	79,41%	88,24%	20,59%	70,59%	70,59%	79,41%	52,94%	88,24%	23,53%
Easy	Easy	Easy	Easy	Easy	Difficult	Medium	Medium	Easy	Medium	Easy	Difficult
Used	Used	Used	Used	Used	Unused	Used	Used	Used	Unused	Used	Unused

Items of Question					ΣY	Score
21	22	23	24	25		
1	1	0	1	1	21	84
1	1	0	1	1	20	80
1	1	0	1	1	20	80
1	1	0	0	1	20	80
1	0	1	1	1	20	80
1	1	0	1	1	20	80
1	1	0	1	1	19	76
1	1	0	1	1	19	76
0	1	0	1	1	18	72
1	1	1	1	0	18	72
1	1	0	1	1	16	64
1	0	1	0	1	16	64
1	1	0	1	1	16	64
1	1	1	1	1	16	64
0	0	0	0	1	15	60
1	1	0	1	1	15	60
0	1	0	1	1	15	60
1	0	0	0	1	15	60
1	1	0	1	0	15	60
1	1	0	1	1	15	60
1	1	0	0	0	15	60
0	1	0	0	0	15	60
0	1	0	0	0	15	60
1	0	0	1	0	15	60
0	1	1	0	1	15	60
1	1	0	0	0	15	60
1	1	1	1	0	15	60
0	1	0	0	0	14	56
1	0	1	1	0	13	52
1	0	0	0	0	13	52
1	0	0	1	1	13	52
1	1	1	0	1	13	52
0	0	0	0	0	13	52
0	1	1	0	0	10	40
25	25	9	20	21	543	2172
625	625	81	400	441		
25	25	9	20	21		
413	410	136	339	357		
0,3540	0,7570	-0,3870	0,4990	0,3430		
valid	valid	invalid	valid	valid	k	25
-0,519	-0,519	-0,0623	-0,3287	-0,3633	$\Sigma \sigma_x$	-10,7076
25	25	9	20	21	σ_y^2	-191,177
34	34	34	34	34	r	0,983
73,53%	73,53%	26,47%	58,82%	61,76%		
Easy	Easy	Difficult	Medium	Medium		
Used	Used	Unused	Used	Used		

VALIDITY AND RELIABILITY TABEL OF READING

No	NIM	Items of Question					
		1	2	3	4	5	6
1	113411049	0	1	1	1	1	0
2	133411001	1	1	0	1	1	1
3	133411002	0	1	0	1	1	0
4	133411003	1	0	1	0	0	1
5	133411004	1	1	0	1	1	1
6	133411005	0	1	1	1	0	1
7	133411007	0	0	0	1	0	1
8	133411008	1	1	0	1	0	0
9	133411009	1	1	1	0	1	1
10	133411010	0	1	0	0	0	1
11	133411011	1	0	0	1	0	1
12	133411012	0	0	1	1	0	1
13	133411013	1	1	0	0	0	0
14	133411014	0	1	1	1	0	1
15	133411015	1	0	0	1	0	1
16	133411016	1	1	1	1	0	1
17	133411017	0	0	0	0	1	1
18	133411018	1	1	1	1	0	1
19	133411019	0	0	1	1	0	0
20	133411020	1	0	0	0	0	0
21	133411023	1	1	1	1	0	0
22	133411025	0	1	1	0	0	1
23	133411026	1	0	1	1	0	1
24	133411028	0	1	0	1	0	1
25	133411029	1	0	1	0	0	1
26	133411030	0	1	0	1	0	0
27	133411031	1	1	1	0	0	0
28	133411032	0	1	0	0	0	0
29	133411034	1	1	1	1	1	0
30	133411035	0	0	1	1	0	0
31	133411037	0	0	0	0	1	0
32	133411038	1	1	1	1	1	0
33	133411039	0	1	0	1	0	0
34	133411040	1	1	1	0	1	0
VALIDITAS	ΣX	18	22	18	22	10	18
	$(\Sigma X)^2$	324	484	324	484	100	324
	ΣX^2	18	22	18	22	10	18
	ΣXY	318	377	313	378	181	307
	r_{xy}	0,4816	0,1470	0,2297	0,0155	0,5510	-0,0222
	Ket	valid	valid	invalid	valid	valid	invalid
	σ^2	-0,264705882	-0,399654	-0,264706	-0,399654	-0,077855	-0,264706
DIFFICULTY LEVEL	Score	18	22	18	22	10	18
	Ideal Score	34	34	34	34	34	34
	P	52,94%	64,71%	52,94%	64,71%	29,41%	52,94%
	Note	Medium	Medium	Medium	Medium	Medium	Medium
		Used	Used	Unused	Used	Used	Unused

r table $\alpha = 5\%$ 0,3388

H0 invalid

H1 valid

Jika r count > r table, so the data is valid

If r count > r table, so the data is reliable

Items of Question							
7	8	9	10	11	12	13	14
1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1
1	1	1	0	0	1	1	1
1	1	1	1	1	1	1	1
0	0	1	1	1	0	1	1
1	1	0	0	0	1	1	1
1	1	1	1	1	1	0	1
0	0	1	0	1	0	1	1
1	1	0	1	1	1	1	1
1	1	1	0	0	1	0	1
1	1	1	1	1	0	0	1
1	0	1	0	1	0	1	1
0	1	0	1	1	1	0	1
1	1	1	1	0	0	1	1
1	1	1	0	1	1	1	1
1	0	1	1	0	0	0	0
0	1	1	1	1	1	0	1
1	1	1	0	0	0	1	0
1	1	0	1	1	1	0	1
0	1	1	0	0	1	1	1
1	0	1	1	0	0	0	1
1	1	1	0	1	1	1	1
1	1	0	1	0	1	1	1
0	0	1	0	1	1	1	1
1	1	1	1	0	1	0	1
1	1	1	0	1	0	1	1
0	1	0	1	1	1	1	1
0	0	1	1	0	0	1	1
1	1	1	1	1	1	0	1
0	0	0	0	1	0	1	1
1	1	1	1	1	1	1	1
0	0	1	1	0	1	1	1
1	1	1	0	1	1	0	1
1	1	0	1	1	0	1	1
24	25	26	20	22	22	23	32
576	625	676	400	484	484	529	1024
24	25	26	20	22	22	23	32
417	427	432	338	367	372	388	528
0,3520	0,0126	0,8720	-0,0676	0,1470	0,1470	0,7510	0,3510
valid	valid	valid	invalid	valid	valid	valid	valid
-0,477509	-0,519031	-0,562284	-0,32872	-0,399654	-0,399654	-0,437716	-0,858131
24	25	26	20	22	22	23	32
34	34	34	34	34	34	34	34
70,59%	73,53%	76,47%	58,82%	64,71%	64,71%	67,65%	94,12%
Medium	Easy	Easy	Medium	Medium	Medium	Medium	Easy
Used	Used	Used	Unused	Used	Used	Used	Used

Items of Question							
15	16	17	18	19	20	21	22
1	0	0	0	1	1	1	1
1	0	1	0	1	1	1	1
1	1	1	1	1	0	1	1
1	1	1	0	0	1	1	1
0	1	0	1	1	0	1	0
1	0	1	0	1	1	0	1
1	1	1	0	1	1	1	1
1	1	0	1	0	1	1	1
0	1	1	1	1	1	1	1
1	0	0	0	0	0	0	1
1	1	1	1	1	1	1	1
1	1	0	1	0	0	0	1
1	0	1	0	1	1	1	0
1	1	1	1	0	0	1	1
1	0	0	1	1	1	1	1
1	1	0	1	1	1	0	1
0	0	1	0	0	0	1	1
1	1	1	1	1	1	1	0
1	0	1	1	1	0	1	0
1	1	0	0	1	1	0	1
1	1	1	1	0	1	1	1
1	0	0	1	1	1	1	1
1	1	1	1	1	0	1	1
1	0	1	0	0	1	1	0
1	1	0	0	1	1	0	1
1	1	0	1	1	0	1	1
1	0	1	1	1	1	1	1
1	1	1	0	0	0	1	0
1	0	0	1	1	1	0	1
0	1	1	0	1	1	1	0
1	1	0	1	0	0	1	1
1	0	1	1	1	1	1	0
1	1	0	1	1	1	0	1
1	1	0	1	0	1	1	1
30	21	19	21	23	23	26	26
900	441	361	441	529	529	676	676
30	21	19	21	23	23	26	26
501	348	319	364	398	397	436	445
0,1377	-0,1560	0,0186	-0,1560	0,3281	1,0000	0,5620	0,0610
valid	invalid	valid	invalid	valid	valid	valid	valid
-0,752595	-0,363322	-0,295848	-0,363322	-0,437716	-0,437716	-0,56228	-0,56228
30	21	19	21	23	23	26	26
34	34	34	34	34	34	34	34
88,24%	61,76%	55,88%	61,76%	67,65%	67,65%	76,47%	76,47%
Easy	Medium	Medium	Medium	Medium	Medium	Easy	Easy
Used	Unused	Used	Unused	Used	Used	Used	Used

Items of Question			ΣY	Y^2
23	24	25		
1	1	1	20	400
1	1	1	21	441
1	1	1	19	361
0	1	0	18	324
1	1	1	17	289
1	1	1	17	289
0	1	0	17	289
1	0	1	15	225
1	1	0	21	441
1	1	1	12	144
0	1	0	18	324
1	1	1	15	225
1	1	1	15	225
1	0	1	18	324
0	1	0	17	289
1	1	1	17	289
1	1	0	13	169
1	1	1	19	361
0	0	0	13	169
1	1	1	14	196
1	1	1	18	324
0	1	0	17	289
1	0	1	19	361
1	1	1	15	225
0	1	1	16	256
1	1	0	16	256
1	0	1	18	324
0	1	0	10	100
1	1	1	20	400
1	1	0	12	144
0	0	1	15	225
1	0	1	18	324
1	1	1	17	289
1	0	0	17	289
25	26	22	564	9580
625	676	484		
25	26	22		
423	431	375		
0,0126	0,2092	0,0155	k	25
valid	valid	valid		
-0,51903	-0,56228	-0,39965	$\sum \frac{\sigma^2 x}{\sigma^2 y}$	-10,91
25	26	22	$\sigma^2 y$	6,595
34	34	34	r	2,765
73,53%	76,47%	64,71%		
Easy	Easy	Medium		
Used	Used	Used		

Appendix 7

**TEST OF DIFFICULTY LEVEL OF INSTRUMENT
(IDIOM)**

Formula:

$$P = \frac{\sum x}{N S_m}$$

Criteria:

P	Criteria
0% ≤ P ≤ 27%	Difficult
27% < P ≤ 72%	Medium
72% < P ≤ 100%	Easy

This calculation is for no.1, and the other item are calculated with the same way.

$$P = \frac{20}{34} \times 100\%$$

$$P = 58.82\%$$

So, based on the criteria, the question no.1 is Medium.

**TEST OF DIFFICULTY LEVEL OF INSTRUMENT
(READING)**

Formula:

$$P = \frac{\sum x}{N S_m}$$

Criteria:

P	Criteria
0% ≤ P ≤ 27%	Difficult
27% < P ≤ 72%	Medium
72% < P ≤ 100%	Easy

This calculation is for no.1, and the other item are calculated with the same way.

$$P = \frac{18}{34} \times 100\%$$

$$P = 52.94\%$$

So, based on the criteria, the question no.1 is medium.

KISI-KISI IDIOM TEST

Standard of Competence	Basic Competence	Indicator	Item Indicator	Kind of item
Students can understand the meaning of idiom and kind of idiom that occur in English text.	Students can use idiom in English well and based on the context to express their feeling.	To understand the meantime of idiom based on the context	Phrasal Verb	PG
			Tournure Idioms	PG
			Irreversible Binominal Idioms	PG
		To use idiom based on the context.	Incorporating verb idioms	PG
			Phrasal compound Idiom	PG

Test for Idiom

1. This test is supposed to find out the reliability and validity for these questions.
2. This test did not influence towards course's achievements.
3. Thanks for your participation in this research.

Researcher : Laela Nur Mukaromah

NIM : 103411019/ TBI

Thesis : Students' Understanding of Idiom and Their Reading Comprehension of Recount Text (A correlational Study on the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015)

Match each sentence with the best explanation and choose the best answer with give a circle in a, b or c!

1. Pam and Gerry met when they were six years old and **kept in touch** throughout their lives.
 - 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.**

2. Janet has to **get her act together** quickly. In two hours, eight children are coming for Eli's birthday party.
 - 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.
3. Peng likes to **hang out** with friends in Harvard square and listen to music.
 - 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.**
4. Alberts is **ready to** ask Gretel to marry him.
 - 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.
5. **At last**, Valerio planned to visit President *Jhon F. Kennedy's* birthplace.
 - a. Valerio lived in President Kennedy's house for many years.
 - b. Valerio visited President Kennedy's house last year.
 - c. Finally, after waiting a long time, Valerio saw JFK's birthplace.**
6. The grammar and vocabulary test were given **back-to-back**.
 - a. One test was Monday. The other was Friday.
 - b. The tallest people took the test first.
 - c. The two tests were given consecutively.**
7. You can take the adult education classes at the community center **for free**.
 - a. You can take the classes without any cost.**
 - b. If you take three classes, you pay for only one.
 - c. You will need eyeglasses to read the textbook because the print is very small.
8. 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.
 - 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.
9. Everyone likes Nevzat because he is so down-to-earth.
 - a. Nevzat died.
 - b. Nevzat is an astronaut, but wants to be an astronomer.
 - c. Nevzat is honest and sincere with the people he meets.**
10. Marcel is an excellent French baker, **to say the least**.
 - a. Marcel is going to France to buy food.
 - b. Marcel is insecure.

- c. **Without any doubt, Marcel is very skilled at preparing delicious breads, cakes and cookies.**
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- Your lunch will be ready soon.

- b. There are many wonderful Asian crafts stores and restaurants throughout the International District.
 - c. **Eventually, you should visit one of the restaurants in the International District and try dim-sum.**
19. Henri and Camille have been **seeing each other** since our class went waterskiing on Puget Sound.
- a. Henri did not see Camille water-ski because he could not find his eyeglasses.
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- a. The totem pole, a tribute to one's ancestors, had many angry faces on it.
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Source: Kadden, Judi. *Travelling through idioms.*(USA: The University of Michigan Press, 1999)

KISI-KISI READING COMPREHENSION TEST

Standard of Competence	Basic Competence	Indicator	Kind of Item
This course aim are to help the students to be able to comprehend reading passages consist of minimum 200 words from various types or genres and identify various types of reading comprehension question test.	1. Student can : Finding main idea from the text 2. Answer reading comprehension questions.	7. Finding main idea of the text	PG
		8. Identifying supporting detail or information	PG
		9. Identifying the topic of the text	PG
		10. Finding reference word in the text	PG
		11. Identifying similar word in the text	PG
		12. Finding the conclusion of the text	PG

Test for Reading Comprehension

- 1) This test is supposed to find out the reliability and validity for these questions.
- 2) This test did not influence towards course's achievements.
- 3) Thanks for your participation in this research.

Researcher : Laela Nur Mukaromah

NIM : 103411019/ TBI

Thesis : Students' Understanding of Idiom and Their Reading Comprehension of Recount Text (A correlational Study on the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015)

Text 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 t ypical 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 sacred area in many Native American Indian villages. The pueblos believe it's the holy 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, "Come 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! Now which way to the restaurant?"

Bye for now,

Rebecca

Source: Kadden, Judi. *Travelling through idioms*.(USA: The University of Michigan Press, 1999)

Choose the best answer for each question or statement below with give a circle in a, b, c or d!

1. What does the writer do in the text about?
 - a. **She spends her holydays**
 - b. She meets Joan and Mary
 - c. She joins the English summer program
 - d. She goes to Santa Fe
2. Where does Rebecca come from? She comes from
 - a. American Southwest
 - b. San Francisco**
 - c. North America
 - d. California
3. ... We didn't stick around long...
The underlined word means
 - a. Remain**
 - b. Separately
 - c. Promptly
 - d. Occasionally
4. 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
5. What does the writer do after lunch?
 - a. They stopped at roadside cafe

- b. They eat burrito
 - c. They went to ancient town**
 - d. They drove to Indian village built by Spanish
6. 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
7. ... where their ancestors escaped from **beneath** the earth's surface ...
The similar meaning with the underlined word is
- a. Below**
 - b. Beside
 - c. Behind
 - d. Front
8. In paragraph three, tell us about
- a. Rebecca's activities after having lunch
 - b. The ancient town of Indian that they visit**
 - c. The history of ancient town built by Pueblo Indian
 - d. The ancestor around the mountain
9. What is Santa Fe? It is
- a. A mountain in the southwestern America
 - b. A mysterious city
 - c. An ancient town
 - d. A very good restaurant**
10. What is the text about? It is about
- a. The writer's hometown at San Francisco
 - b. The writer's holiday during summer**
 - c. The writer's visitation to the Southwestern America
 - d. The writer's English class summer during holidays

Text 2

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

Source: Kadden, Judi. *Travelling through idioms*.(USA: The University of Michigan Press, 1999)

11. What is the purpose of the writer sending this letter?
 - a. To invite Nicolita in her freedom celebration day
 - b. To inform Nicolita about her visitation in America**
 - c. To tell Nicolita about her holiday
 - d. To tell Nicolita that she would be in New York
12. What is the date of America's Independence Day? It is
 - a. August 17th
 - b. December 22nd
 - c. June 5th
 - d. July 4th**
13. 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
14. The summer season in America was took place on
 - a. December – February
 - b. March – May
 - c. June – August**
 - d. September - November
15. What did the writer do after enjoying Boston Pops Orchestra?
 - a. They went to Beacon hill**
 - b. They watched fireworks
 - c. They hung out with some friends
 - d. They travel across America
16. How many writers' activities before she sent the letter? There were
 - a. 4 activities**
 - b. 5 activities
 - c. 6 activities
 - d. 7 activities
17. "...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

Text 3

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."

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18. How is Wes character?
 - a. Wise
 - b. Arrogant
 - c. Exhausted
 - d. **Sincere**
19. The traders were out of control. The underlined word means...
 - a. Wiped out
 - b. **Uncontrollable**
 - c. All dressed up
 - d. Exhausted
20. "...the changing interest rates affected the buying..."
The similar meaning with the underlined word is
 - a. **Artificial**
 - b. Pure
 - c. Imitate
 - d. Natural

Appendix 9

FREQUENCY TABLE OF STUDENTS' READING SCORE

Score	Frequency	Percent	Cumulative percent
45	1	2.17%	2.17%
50	3	6.52%	8.69%
55	8	17.39%	26.08%
60	14	30.43%	56.51%
65	8	17.39%	73.9%
70	8	17.39%	91.29%
75	3	6.52%	97.81%
80	1	2.17%	100%
Total		100%	

FREQUENCY TABLE OF STUDENTS' IDIOM SCORE

Score	Frequency	Percent	Cumulative percent
30	1	2.17%	2.17%
45	1	2.17%	4.31%
60	8	17.39%	21.7%
65	6	13.04%	34.74%
70	9	19.56%	54.3%
75	14	30.43%	84.73%
80	6	13.04%	97.77%
85	1	2.17%	100%
Total		100%	

R TABLE
R VALUES OF PRODUCT MOMENT

N	Significance level		N	Significance level		N	Significance level	
	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	0.753	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	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	100	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

EXAMPLES OF STUDENTS' TEST RESULT

Name	: <u>Nayiroh</u>
Class	: <u>TBI</u>

TEST FOR IDIOM

75

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Match each sentence with the best explanation and choose the best answer with give a circle in a, b or c!

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 - 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.
2. Janet has to **get her act together** quickly. In two hours, eight children are coming for Eli's birthday party.
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3. Peng likes to **hang out** with friends in Harvard square and listen to music.
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 - b. Peng only goes to Harvard square to visit the bookstores.
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4. Alberts is **ready to** ask Gretel to marry him.
 - a. Albert bought a wedding ring and is prepared to ask Gretel to marry him.
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 - c. Albert and Gretel have been married for fifty years.
5. **At last**, Valerio planned to visit President *Jhon F. Kennedy's* birthplace.
 - a. Valerio lived in President Kennedy's house for many years.
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6. The grammar and vocabulary test were given **back-to-back**.
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- You can take the classes without any cost.
 - If you take three classes, you pay for only one.
 - You will need eyeglasses to read the textbook because the print is very small.
8. 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.
- The Board of Trade is always clean.
 - During the day, there is a lot of garbage everywhere at the Board of Trade.
 - There are millions of people at the Board of Trade, but there is not any paper.
9. Everyone likes Nevzat because he is so down-to-earth.
- Nevzat died.
 - Nevzat is an astronaut, but wants to be an astronomer.
 - Nevzat is honest and sincere with the people he meets.
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- Marcel is going to France to buy food.
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Name : Nur Kholipah
Class : TBI

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Name : Naelil Izzati
Class : TBI

TEST FOR IDIOM

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Researcher : Laela Nur Mukaromah
NIM : 103411019/ TBI
Thesis : Students' Understanding of Idiom and Their Reading Comprehension of Recount Text (A correlational Study on the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015)

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Name : Chulmi Zataria
Class : TBI

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Name : Isyqi Amaliyah
Class : TB1

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Name : kygi Amalyah

Class : TB1

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Text 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 t ypical 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! Now which way to the restaurant?"

Bye for now,

Rebecca

Source: Kadden, Judi. *Travelling through idioms*.(USA: The University of Michigan Press, 1999)

Choose the best answer for each question or statement below with give a circle in a, b, c or d!

1. What does the writer do in the text about?
 - a. She spends her holydays
 - b. She meets Joan and Mary
 - c. She joins the English summer program
 - d. She goes to Santa Fe
2. Where does Rebecca come from? She comes from
 - a. American Southwest
 - b. San Francisco
 - c. North America
 - d. California
3. ... We didn't stick around long...
The underlined word means
 - a. Remain
 - b. Separately
 - c. Promptly
 - d. Occasionally
4. 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
5. What does the writer do after lunch?
 - a. They stopped at roadside cafe
 - b. They eat burrito
 - c. They went to ancient town
 - d. They drove to Indian village built by Spanish
6. 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
7. ... where their ancestors escaped from beneath the earth's surface ...
The similar meaning with the underlined word is
 - a. Below
 - b. Beside
 - c. Behind
 - d. Front

8. In paragraph three, tell us about
 - a. Rebecca's activities after having lunch
 - b. The ancient town of Indian that they visit
 - c. The history of ancient town built by Pueblo Indian
 - d. The ancestor around the mountain
9. What is Santa Fe? It is
 - a. A mountain in the southwestern America
 - b. A mysterious city
 - c. An ancient town
 - d. A very good restaurant
10. What is the text about? It is about
 - a. The writer's hometown at San Francisco
 - b. The writer's holiday during summer
 - c. The writer's visitation to the Southwestern America
 - d. The writer's English class summer during holidays

Text 2

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

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11. What is the purpose of the writer sending this letter?
 - a. To invite Nicolita in her freedom celebration day
 - b. To inform Nicolita about her visitation in America
 - c. To tell Nicolita about her holiday
 - d. To tell Nicolita that she would be in New York
12. What is the date of America's Independence Day? It is
 - a. August 17th
 - b. December 22nd
 - c. June 5th
 - d. July 4th

13. 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
14. The summer season in America was took place on
- a. December – February
 - b. March – May
 - c. June – August
 - d. September - November
15. What did the writer do after enjoying Boston Pops Orchestra?
- a. They went to Beacon hill
 - b. They watched fireworks
 - c. They hung out with some friends
 - d. They travel across America
16. How many writers' activities before she sent the letter? There were
- a. 4 activities
 - b. 5 activities
 - c. 6 activities
 - d. 7 activities
17. "...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

Text 3

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."

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18. How is Wes character?

- a. Wise
- b. Arrogant
- c. Exhausted
- d. Sincere

19. The traders were out of control. The underlined word means...

- a. Wiped out
- b. Uncontrollable
- c. All dressed up
- d. Exhausted

20. "...the changing interest rates affected the buying..."

The similar meaning with the underlined word is

- a. Artificial
- b. Pure
- c. Imitate
- d. Natural

Name : Ehila Zakaria
Class : TBI

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Bye for now,

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Name : Kayirah.....

Class : TBI.....

80

TEST FOR READING COMPREHENSION

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3. Thanks for your participation in this research.

Researcher : Laela Nur Mukaromah

NIM : 103411019/ TBI

Thesis : Students' Understanding of Idiom and Their Reading Comprehension of Recount Text (A correlational Study on the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015)

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Name : Nur Khoirah
Class : TBI

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Researcher : Laela Nur Mukaromah
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Name : Haeti Izzati
Class : TBI

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Researcher : Laela Nur Mukaromah
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 - a. To invite Nicolita in her freedom celebration day
 - b. To inform Nicolita about her visitation in America
 - c. To tell Nicolita about her holiday
 - d. To tell Nicolita that she would be in New York
12. What is the date of America's Independence Day? It is
 - a. August 17th
 - b. December 22nd
 - c. June 5th
 - d. July 4th

13. 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

To have flight to Chicago in the morning

18. How is Wes character?

- a. Wise
- b. Arrogant
- c. Exhausted
- d. Sincere

19. The traders were out of control. The underlined word means...

- a. Wiped out
- b. Uncontrollable
- c. All dressed up
- d. Exhausted

20. "...the changing interest rates affected the buying..."

The similar meaning with the underlined word is

- a. Artificial
- b. Pure
- c. Imitate
- d. Natural

- a. Communicate by phone or mail
- b. Get oneself organized
- c. Socialize
- d. Meet by chance

Text 3

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."

Source: Kadden, Judi. *Travelling through idioms*.(USA: The University of Michigan Press, 1999)

Appendix 12

DOCUMENTATION







KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan 024-7601295, Fax : 7615387
Semarang 50185

Nomor : In. 06.03 /D.1/TL.00/ 1387/ 2015 Semarang, 09 Maret 2015
Lamp. : -
Hal : **Mohon Izin Riset**
a.n : Laela Nur Mukaromah
Nim : 103411019

Yth. Dekan Fakultas Tarbiyah
UIN Walisongo
di Semarang

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami harapkan mahasiswa:

Nama : Laela Nur Mukaromah
NIM : 103411019
Alamat : Jl. KH. Abdul Fatah No.84 RT 01 RW 02, Desa Pahonjean,
Kecamatan Majenang, Kabupaten Cilacap
Judul Skripsi : Students' Understanding of Idiom with Their Reading
Comprehension (A Correlational Study in the 4th Semester of
English Education of UIN Walisongo Semarang in the
Academic Year of 2014/2015)
Pembimbing : 1. Dra. Hj. Siti Mariam, M.Pd
2. Naifah, M.Si

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut di ijinkan melaksanakan riset selama 1 bulan, mulai tanggal 16 Maret 2015 sampai dengan tanggal 16 April 2015.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. Disampaikan terimakasih. Wassalamu'alaikum Wr. Wb.



Drs. H. Wahyudi, M.Pd
Ket. Dekan Bidang Akademik

NIP: 196803141995031001

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN WALISONGO SEMARANG**

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎7601295 Fax. 7615387 Semarang 50182

PENELITI : Laela Nur Mukaromah
NIM : 103411019
JURUSAN : Pendidikan Bahasa Inggris
**JUDUL : STUDENTS' UNDERSTANDING OF IDIOM AND
THEIR READING COMPREHENSION OF RECOUNT
TEXT**
**(A Correlational Study on the 4th Semester of English Education of
UIN Walisongo Semarang in the Academic Year of 2014/2015)**

HIPOTESIS :

- H_0 : Tidak terdapat hubungan yang signifikan antara kemampuan reading recount text dengan pemahaman idiom .
 H_1 : Terdapat hubungan yang signifikan antara kemampuan reading recount text dengan pemahaman idiom .

DASAR PENGAMBILAN KEPUTUSAN MENGGUNAKAN NILAI SIGNIFIKANSI :

- H_0 DITERIMA jika Nilai Sign. ≥ 0.05
 H_0 DITOLAK jika Nilai Sign. < 0.05

INTERPRETASI ANGKA INDEKS KORELASI

- 0,00 – 0,19 = menunjukkan korelasi antara dua variabel sangat lemah.
- 0,20 – 0,39 = menunjukkan korelasi antara dua variabel lemah
- 0,40 – 0,69 = menunjukkan korelasi antara dua variabel cukup kuat
- 0,70 – 0,89 = menunjukkan korelasi antara dua variabel kuat
- 0,90 – 1,00 = menunjukkan korelasi antara dua variabel sangat kuat

HASIL DAN ANALISIS DATA :

Descriptive Statistics

	Mean	Std. Deviation	N
kemampuan membaca recount text	62.2826	7.57969	46
pemahaman tentang idiom	69.3478	9.80979	46

Correlations

		kemampuan membaca recount text	pemahaman tentang idiom
kemampuan membaca recount text	Pearson Correlation	1	.334*
	Sig. (2-tailed)		.023
	N	46	46
pemahaman tentang idiom	Pearson Correlation	.334*	1
	Sig. (2-tailed)	.023	
	N	46	46

*. Correlation is significant at the 0.05 level (2-tailed).

Keterangan:

1. Sig. = 0,023 < 0,05 → Ho ditolak artinya terdapat hubungan yang signifikan antara kemampuan reading recount text dengan pemahaman idiom .
2. $r_{hitung} = 0,334$; $r_{tabel} (46;5\%) = 0,297$ berarti $r_{hitung} > r_{tabel}$, maka Ho diterima. Hal ini menunjukkan bahwa korelasi tersebut **SIGNIFIKAN** pada taraf 5% dan termasuk pada kriteria **Lemah** ($0,200 < r_{hitung} < 0,399$) serta arah korelasinya positif.



Semarang, 12 Mei 2015
Ketua Jurusan,

Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008

CURRICULUM VITAE

A. Identities

1. Name : Laela Nur Mukaromah
2. Birth : Cilacap, 13 November 1992
3. Address : Jalan KH Abdul Fatah no. 84 RT 01/02 Desa Pahonjean, Kecamatan Majenang Kabupaten Cilacap.
4. HP : 082227222010
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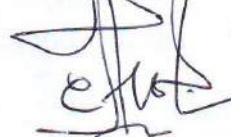
B. History of Education

Formal Education:

1. TK Aisiyah (1997-1998)
2. SD Muhammadiyah (1998-2004)
3. MTS N Majenang (2004-2007)
4. MA N Majenang (2007-2010)
5. UIN Walisongo (2010-2015)

Semarang, May 20th, 2015

The writer



Laela Nur Mukaromah

NIM. 103411019