

**THE INFLUENCE OF STUDENTS' MASTERY OF  
IDIOM ON THEIR WRITING SKILL OF DESCRIPTIVE  
ESSAY**

**(A Study at the Fourth Semester of Pendidikan Bahasa Inggris  
UIN Walisongo Semarang in the Academic Year of 2018/2019)**

**THESIS**

**Submitted in Partial Fullfillment of the Requirement for Degree of  
Bachelor of Education in English Education Department**



**By :**

**ADI WAHYU PRATAMA**

**1503046020**

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG**

**2019**

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SEMARANG**

**2019**



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### **THE INFLUENCE OF STUDENTS' MASTERY OF IDIOM ON THEIR WRITING SKILL OF DESCRIPTIVE ESSAY**

Is definitely of my work. I am completely responsible for the content of this thesis. Other researchers opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 26<sup>th</sup> 2019  
The researcher,

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Title : **THE INFLUENCE OF STUDENTS' MASTERY OF IDIOM ON THEIR WRITING SKILL OF DESCRIPTIVE ESSAY (A Study at the fourth Semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the Academic Year 2018/2019)**

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Walisongo State Islamic University

*Assalamu 'alaikum wr.wb.*

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Name : Adi Wahyu Pratama

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Department : English Language Education

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Walisongo State Islamic University

*Assalamu'alaikum wr.wb.*

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*Wassalamu'alaikum. wr. wb.*

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## ABSTRACT

Title : **The Influence of Students' Mastery of Idiom on Their Writing Skill of Descriptive Essay (A Study at the Fourth Semester of Pendidikan Bahasa Inggris in the Academic Year 2018 /2019)**

Name : Adi Wahyu Pratama

Nim : 1503046020

This research discusses students' mastery of idiom and it is influenced by on their writing skill of descriptive essay. The objectives of this research are to measure the students' mastery of idiom at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang, to measure the students' writing skill of descriptive essay at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang and to explain the influences of students' mastery of idiom on their writing skill of descriptive essay at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang. This research used quantitative method with pearson correlation product moment formula and simple linear regression to calculate two variables. The measurement of students' mastery of idiom used idiom test, and the measurement of students' writing skill used writing descriptive essay test. The frequency of students' mastery of idiom was in "Good" category, on the interval 14.1 – 17.7, and the mean was 15.48. The students' writing skill of descriptive essay was in "Good" category, on the interval 19.7 – 24.4, and the mean was 22.06. The significant regression test showed that the score of (sig) was lower than the level ( $\alpha$ ) 0.05 or  $0.002 < 0.05$ . It means  $H_a$  was accepted and  $H_o$  was rejected. It could be concluded that there is a significant influence of students' mastery of idiom on their writing skill of descriptive essay.

Keyword: *Idiom, Writing Skill, Descriptive Essay*



## MOTTO

*I always did something  
I was a little not ready to do  
I think that's how you grow  
When there's that moment of Wow  
I'm not really sure I can do this  
And you push through those moments  
That's when you have a breakthrough*

- Marissa Mayer –



## **DEDICATION**

In the name of Allah the beneficent and the merciful. This thesis is  
dedicate to:

**All of my parents and teachers who educated and taught me with  
great sincerity.**





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*Alhamdulillahirobbil 'alamin*, First and foremost I wish to take the opportunity to express my greatest gratitude to the Almighty God is Allah SWT, for giving the strength, health, kindness and blessing us until this thesis can be finished. Second, Shalawat and Salam are given to our beloved prophet Rasulullah Muhammad SAW. As an ordinary human, I realize that I cannot complete this final project without help, support, cooperation, and encouragement from a lot of people. Therefore, the researcher would like to express the deepest gratitude to:

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2. Sayyidatul Fadlilah, M.Pd. As the Head of the English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
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you so much for the great patience, motivation, love, and affection of your prayer is my successfulness.

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10. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, The researcher realizes that this thesis is still far from completeness, so the researcher expects this thesis be useful, especially for the researcher and generally for the readers

Semarang, November 25<sup>th</sup> 2019

The researcher

**Adi Wahyu Pratama**

NIM. 1503046020



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# **CHAPTER I**

## **INTRODUCTION**

This chapter highlights the introduction of the thesis. To reach this goal, the chapter explores some matters including the background of the research, the reason why the researcher chooses the topic, research question, objective of the research, and significance of the research for certain agents like students, teachers and researchers. This chapter describes the important subject which is the scope of the research and definition of key terms:

### **A. Background of the Research**

An idiom is something that cannot be separated from English. Wherever English is, idioms will still be used. Eliana Edith Roberto states English is language that is very rich in idioms with various modes of expression in the language (or dialect) which often oppose logical rules and grammar. Without idioms, English would lose much of its variety and humor both in speech and writing. The background and the etymological origins of most idioms are unclear. This is the reason why a study of differences between the idioms of American and British English is difficult, but nobody knows exactly when the idiom appeared for the first time. Although people do not know when the idiom first appeared,



they are believed if learning idioms will affect English skills.<sup>1</sup> If we learn English, it is impossible to ignore something called idioms. However, we cannot avoid them. When we learn idioms, we certainly get many benefits, and those benefits will affect the change of knowledge that we have. This is reinforced by the arguments in the written *Al-Tarbiyah Walturuqu Al-Tadris* book :

أَنَّ اتَّعَلَّمَ هُوَ تَغْيِيرٌ فِي ذِهْنِ الْمُتَعَلِّمِ يَطْرَأُ عَلَى خَبْرَةٍ سَابِقَةٍ فَيَحْدُثُ فِيهَا تَغْيِيرًا جَدِيدًا

“*Learning is an instant change in the heart person based on the knowledge they already have towards new change*”.<sup>2</sup> This ayah showed that the learning and knowledge gained will surely make us lead to better change. According to this ayah, if we learn idioms, of course, it will bring good changes especially in the world of English language education.

English language learning is generally divided into four, they are speaking, listening, writing, and reading. Ma’rifathul fadhilah additionally states that it is better for English learners to master all the skills mentioned earlier, but the reality is different. Many

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<sup>1</sup> Eliana Edith Roberto, “The Advantages and Importance of Learning and Using Idioms in English”, *International Journal of Pedagogy and Teacher Education (IJPTE)*, (Volume 1 Issue 2, 2017), Page.124.

<sup>2</sup> Sholeh Abdul Aziz dan Abdul Aziz Abdul Majid, *at Tarbiyah wa Thuruq at Tadris*, Juz 1, (Mesir: Darul Ma'arif, 1999), Page. 169.

english learners do not master all of the skills. For example, some students are good in speaking, but they are poor in writing<sup>3</sup>

Writing skill is the ability to put our thought into written form. William in Irfan Effendi and Ahdi Riyono states writing skill is an ability to express and organize the ideas, opinions, and feelings in the written form that requires content, organization, grammar, vocabulary, and mechanical aspects.<sup>4</sup> Sometimes many students write something using Idioms in the vocabulary used. But they don't realize that what they wrote is an idiom.

The notions of speaking and writing are of course different, but there are almost similarities. Harmer in Lilies additionally states that writing is producing or creating a piece of text. Such as, speaking, writing requires someone to produce language that has a relationship with Idiom.<sup>5</sup> From this case, the writer wants to find out how is the influences idiom in writing skills of descriptive essay. Especially for the students at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the academic year of 2018/2019. After the students got the material of

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<sup>3</sup> Ma'rifathul Fadhillah, "The effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skill", *Vision Journal for Language and Foreign Language Learning*, (Vol 6, No 1, 2017), Page. 63.

<sup>4</sup> Irfan Effendi and Ahdi Riyono, "The Effects of TV Newcast Use in Teaching Writing for the Vo-cational School" ,*Vision Journal for Language and Foreign Language Learning* ,(Vol 6, No 2, 2017), Page. 152.

<sup>5</sup> Lilies Youlia Friatin, "Students' Perception on Teaching Writing Through Facebook Group in EFL Class", *Vision Journal for Language and Foreign Language Learning*, (Vol 7, No 1, 2018), Page. 46.

basic lexical of idiom, automatically influenced by on their writing skill of descriptive essay.

Based on the background of the research above the researcher conducted research entitled “The Influence of Students’Mastery of Idiom on their Writing Skill of Descriptive essay (A Study at the Fourth Semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the Academic Year of 2018/2019)”

## **B. Reasoning Choosing the Topic**

English is a language that cannot be separated from idioms. The use of idioms is very much, especially in English. Both in conversations and English-language writing are almost always found in both cases. Sometimes students write something using idioms, but many of them didn't realize when writing they use idioms. If we viewed from the other side, there are many benefits from the knowledge we get from an idiom in writing. But students are not aware of this. From this statement, the researcher was interested in finding out about “ The influence of students’ mastery of idiom on their writing skills of descriptive essay (A Study at the Fourth Semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the Academic Year of 2018/2019)”.

### **C. Research Question**

1. How is the students' mastery of idiom at the fourth semester of UIN Walisongo Semarang ?
2. How is the students' writing skill of descriptive essay at the fourth semester of UIN Walisongo Semarang ?
3. Is there any significant influence of students' mastery of idiom on their writing skill of descriptive essay at the fourth semester of UIN Walisongo Semarang ?

### **D. Objective of the Study**

1. To measure the students' mastery of idiom at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang.
2. To measure the students' writing skill of descriptive essay at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang.
3. To explain the influences of students' mastery of idiom on their writing skill of descriptive essay at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang.

### **E. Significance of the Research**

The result of the study is expected to be useful for the teachers, students and the next researcher to give an illustration of how is the influence of students' mastery of idiom, especially on their writing skills

### 1. For Teacher

The writer hopes the result of this research will be useful in teaching and learning English, especially in teaching idiom and writing skill of students. Through this research, the teacher can encourage students to practice more.

### 2. For Students

The result of this research is the influence of students' mastery of idiom on their writing skills that can make the students understand that idioms can be applied in writing. The students can use this research as a reference to improve students' idiom abilities through writing.

### 3. For Next Researcher

The researcher expects the result of this research can give a valuable contribution to the future researchers who are interested in finding out the influence of students' mastering of idiom on their writing skill. The next researchers are suggested to develop this research to get more understanding about the idiom and how it is applied in writing.

## **F. Scope and Limitation of the study**

The scopes of the study are limited to the subject and object investigated

1. Subject

The subject is the Students at the Fourth Semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the Academic Year of 2018/2019.

2. Object

The object is Students' Mastery of Idiom is influence on their Writing Skill of Descriptive essay.

## **G. Definition of Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward.

1. Idiom

McCarthy and O'Dell states that idioms are expressions which have a meaning that is not obvious from the individual words, it means that the meaning of idioms is not only literal meanings, but they have also non literal meanings.<sup>6</sup> While according to Longman dictionary additionally states idiom is a group of words that has a completely different meaning from the meaning of each word on its own. Another definition of Idioms is fixed combinations of words whose meaning is often difficult to guess from the meaning of each word. The terms of Idiom is defined simply as an expression which functions as a

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<sup>6</sup> Michael McCarthy and Felicity O'Dell, *English Idioms in Use*, (Cambridge : Cambridge University Press, 2002), Page. 6.

single unit and whose meaning cannot be worked out from its separate parts.<sup>7</sup> It means that if you want to understand about idiom, first you should know the context as well.

## 2. Writing

According to Harmer (2007) writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.<sup>8</sup> In additionally Brown (2001) states that writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas down on paper to transform thoughts into words.<sup>9</sup> It means that the process of writing is more valuable than the end of the product.

## 3. Writing Skill

Writing skill is an ability about how someone can write a text. Chastain in Mirlohi define, writing skills are basic communication skills and unique assests in the process of learning a second language. However, writing skill helps to provide a change to our thinking patterns in processing a form

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<sup>7</sup> <https://www.ldoceonline.com/dictionary/idiom> (accessed on February 05, 2019, at 21.44).

<sup>8</sup> Jeremy Harmer, *The practice of English Language teaching – 4<sup>th</sup> Edition*, (London : Longman, 2007), Page. 265.

<sup>9</sup> Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy -2<sup>th</sup> Edition*, (New York : Longman), p. 336.

of writing. To improve writing skill, we need a deep knowledge grammar system. Grammar functions as a medium to fix language forms. Naturally, we must have the opportunity to practice our writing skills by individual exercise. To measure how far our writing skills, we need supervision from people who mastering writing skills to monitor and guide us whether our writing is correct or not.<sup>10</sup> Based on the definition above, we can conclude that writing skills are a person's ability and knowledge about how to write and how people make a sentence or an arrangement word that he/she will write.

#### 4. Descriptive Essays

Descriptive essays are written text to provide a clear picture of a place, a person, or an object. The role of a descriptive essay is to disclose the meaning of a subject in comprehensive, sensory observation. For bringing the subject to life for the readers, descriptive essays use all the human senses. When a reader tries to read and understand a descriptive essay with the feeling that he has found the subject of discussion or visited a certain place, the author has completed his task. Descriptive essays are comprised of three main parts, which are

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<sup>10</sup> Mehdi Mirlohi, "The Effect of Instruction on Writing Performance of Intermediate EFL Persian Students" , *International Journal of Linguistics MacroThink Institute* (Vol.4 No.4, 2017), p. 327



the introduction, the body paragraphs, and the conclusion.<sup>11</sup>  
Based on the definition above, we can take the conclusion about a descriptive essay is a text that is made to describe an object and use expressions as if the story were alive.

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<sup>11</sup> Zemach and Rumisek, *Academic Writing from Paragraph to Essays*, (British : Macmillan Publisher,2005), p.25.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses some theories related to the research. They are previous research, literature review, theoretical framework and hypotheses.

#### **A. Previous Research**

There are some studies that have been done related to the title. They are :

First, Gadis Rizky Kurnia (2016) conducted her research entitled “The Students Ability to use Idiomatic Expression in Speaking Skills” (A Descriptive Qualitative Study at SMP Negeri 87 Jakarta). The objectives of this research to find out the ability of basic two-word verb idiomatic expressions mastery on the seventh-grade students of SMP Negeri 87 Jakarta on their speaking skill. This study is of the qualitative research type and it is categorized as descriptive evaluative because it is aimed at describing the objective or real condition of the idiomatic expression mastery effect on the speaking skill of the seventh-grade students of SMPN Negeri 87 Jakarta in the academic year of 2014/2015. The data of this study was validated by applying the percentage formula. They were analyzed based on observation and a multiple-choice

questionnaire.<sup>1</sup> The weaknesses of this study are data sources based on the use of questionnaires. Indeed, the questionnaire was used to describe how much the idiom ability of students in the English speaking method, but sometimes the questionnaire results were not following the actual abilities of students, because we as researchers did not measure the idiom ability of students to speak English directly. We only know through questionnaires without seeing their abilities. The strength of this research is the text and data of researcher easily understood. The use of questionnaires and observations make it easier for researchers to get data in a practical and fast way. In this study, it is better if the researcher provides more references about idioms. This previous study has similarities and differences with my current study. The differences from this previous study focused on the students' ability to use an idiomatic expression in speaking skills, use a qualitative method, observation, and questionnaire. Meanwhile, my research focused on the students' mastery of Idiom Influence on their writing skill of descriptive essays and use quantitative methods. Nevertheless, both my current study and the previous study have a similarity. The similarity of this study is an idiom abilities as an independent variable.

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<sup>1</sup> Gadis, Rizky Kurnia, "The Student's Ability of Using Idiomatic Expression in Speaking Skill" , *Thesis*, (Jakarta : UIN Syarif Hidayatullah Jakarta , 2016)

Second, Elbushari Abdoun Elbushra Mousa (2017) conducted his research entitled “Investigating Difficulties that Face Sudanese Students in Understanding English Idiomatic Expressions”, *International Journal of Science and Research (IJSR)*, (Volume 6, Issue 6). Africa: International University of Africa/University of Majmaah. His study was aimed to investigate the difficulties of understanding English idiomatic expressions that encounter Sudanese students. This study adopted the quantitative method of research. The researcher designed questionnaires on idiomatic expressions for ELT teachers at different universities.<sup>2</sup> The weakness of this research is from this study only examines what causes students difficulties when facing English idioms but does not explain what students must do. The strength of this study is the results of this study can be said to be very good and the text is easy to understand. This study has succeeded in revealing what affects students when learning English idioms. From this study, the researcher found that students did not use specific strategies when dealing with unknown idioms. This is what causes students difficulties in learning idioms. Based on this research the researcher proposes to research the effect of context on the teaching of idiomatic expressions. It is good if the researcher use a measuring instrument in the form of a test to find out how far

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<sup>2</sup> Elbushari Abdoun Elbushra Mousa, “Investigating Difficulties that Face Sudanese Students in Understanding English Idiomatic Expressions”, *International Journal of Science and Research (IJSR)*, (Volume 6, Issue 6, 2017), Page.105.

students understand about Idioms. This previous research is similar to my research which discusses the Knowledge of English Idiom has an effect on the process of learning English. However, it has some differences. This previous research focuses on investigating difficulties that face Sudanese Students in Understanding English Idiomatic Expressions language features, while my research focuses on the influences of students' mastery of idiom on their writing skill of descriptive essays. This previous research used questionnaire while my research uses a test for the instrument.

Third, Andre Lopez (2017) conducted his research "The Influence of ICT in the Development of Writing Skills through an Online Platform". *Research Gate Journal* , (Volume 3, Number 11). The purpose of his research was to determine the extent to which the support of an online educational platform benefited students' writing skill while carrying out the WPW (writing process wheel). This previous study use qualitative research which is for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>3</sup> The weakness of this previous research is in this study there maybe harms to students. Students may depend on technology, and not rely on their abilities, so the development of their writing skills will always depend on

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<sup>3</sup> Jesus Andres Lopez Henao, " The Influence of ICT in the Development of Writing Skills Through an Online Platform 1 (La influencia de las TIC en el desarrollo de las habilidades de escritura a través de una plataforma en línea)", *Research Gate Journal*, (Vol. 3 No. 11, 2017), Page. 19.

technology without developing their abilities. The strength of this previous research is the use of ICT is very useful for students especially to support their writing skills. Because today is the technological era, the use of applications for education is stinging practically. Therefore this research is an example of technological developments. Because modernization of technological developments are increasing rapidly, this research is one proof. But as researchers, it is better if students do not always depend on technology, but also their own abilities. This previous research is similar to my research is independent variable effect on dependent variable. However, it has some differences. The previous research uses qualitative research which uses the data of collection instruments of questionnaire, survey and observation, while my research used to test. The subject of this previous research has a smaller participant, this research is carried out in a course at (ILEX) at Universidad Tecnológica de Pereira, while my research has larger participants at the Fourth Semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang.

Fourth, Fatma Bolukbas Kaya and Mehmet Yalcin Yilmaz (2018) conducted their research entitled “ The frequency of using idioms in writing for the students learning Turkish as a foreign language”. *Education Research and Reviews (AJ)* , (Volume 13, Number 16 ). The aim of their study is to determine the level that Turkish as a Foreign Language students use the idioms they have learnt in the class while writing. This study use qualitative method

with the single screening model, which is a research approach targeting at describing a situation or a condition as it is. The population of this previous study consists of adult students learning Turkish at language training courses located in Turkey, whereas the sample group is comprised of 235 students learning Turkish at Istanbul University Language Center or Istanbul University School of Foreign Languages.<sup>4</sup> The weakness of this study is the use of qualitative methods is less effective if the number of research samples is large. The strength from this previous study which aims to determine the level that Turkish as a foreign language students can show the results of the data are easy to understand because the researcher divides the ability of the sample based on 3 levels, high, medium and low level. From this previous study, it is better for researchers using the quantitative method suitable for use in large samples. There are similarities and differences with my research. The similarities from the previous study are to examine the influence of idioms that affect students' writing skills. However, it has some differences. This previous study uses qualitative methods to process data, while my research uses quantitative methods.

Fifth, Fahimeh Raeisi Souzaei and Ali Akbar Jabbari (2017) conducted their research entitled “ The Effect of Context on

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<sup>4</sup> Fatma Bolukbas Kaya and Mehmet Yalcin Yilmaz, “The frequency of using idioms in writing for the students learning Turkish as a foreign language”, *Education Research and Reviews (AJ)* , (Volume.13, Number.16, 2018), Page.603.

Learning Idioms By Iranian EFL Learners ”. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, (Volume 22, Issue 4). The purpose of their study is to investigate the effect of context on teaching Idioms and using contextual-clues by the EFL learners for getting the meaning of Idioms. This previous study uses a quantitative method, the collected data using a test from the experimental and group control.<sup>5</sup> The weakness of their research is the researchers only use the instrument in the form of a test to find out how is the influence of the context toward teaching idioms. The strength of this research is the use of measuring instruments in the form of a test is very appropriate. An explanation of the research results is easy to understand so that the reader has no difficulty in knowing the results of the researchers only use the instrument in the form of a test to find out how much influence the context of teaching idioms. in this study, It is better to provide additional instruments in the form of questionnaires to complete research. This previous research is similar to my research which discusses the knowledge of Idiom in learners using quantitative methods and instruments in the form of a test. However, it has some differences. My research did not use experimental and group control to obtain data, but using test only, whereas from previous studies using experimental and group control to collect the data.

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<sup>5</sup> Fahimeh Raeisi Souzaei and Ali Akbar Jabbari, “The Effect of Context on Learning Idioms By Iranian EFL Learners”, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, (Volume 22, Issue 4, 2017), Page.29.



## **B. Literature Review**

### **1. The Concept of Idiom**

#### **a. Definition of Idiom**

According to Shelley, Anna and Frank (2010) in their book 'In the Loop' define an idiom is a group of words that means something different than the individual words. Idioms can be assumed as images that convey meaning beyond words in general.<sup>6</sup> It means that idioms consist of many words. It is impossible if we learn English without idiom, especially when we speak or write something in English.

McCarthy and O'Dell in their book 'English Idiom in Use' stated that Idioms are expressions which have a meaning that is not obvious from the individual words. Idioms are fixed combinations of words whose meaning is often difficult to guess from the meaning of each word.<sup>7</sup> Brenner (2003) in Zorana additionally states, idiomatic expressions are an intrinsic feature of all-natural languages. It is estimated that the English language contains over 10,000 idioms. Idioms have an important stylistic and pragmatic function as they

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<sup>6</sup> Shelley Vance Laflin, Anna Maria Malkoc, Frank Smolinski, *In The loop*, (Washington : Office of English Language Programs United States Department of State Washington, 2010), Page.5

<sup>7</sup> Michael McCarthy and Felicity O'Dell, *English Idioms in Use*, (Cambridge : Cambridge University Press, 2010), Page. 7.

make the language more colorful, subtle and precise.<sup>8</sup> Based on the definition raised by Brenner, McCarthy and O'Dell, it means that idioms cannot be understood by defining separate word. Idioms also carrying meanings beyond their constituent parts and when they are used in speaking or writing. A great impression will be made on the listeners or readers.

### **b. The Importance of Idiom**

English is a language that cannot be separated from idioms. According to Martirosyan (2017) she states, idioms are always to be something special about English language, they build several distinctive features that differ from one language to another.<sup>9</sup> It means idiom is something special for English. Idioms have very broad understanding and are always something important, therefore idioms make English to be flexible compared to other languages because these two things are interrelated.

Idioms are an important element in the English language especially in language communication both speaking and writing. Idioms in English have different meanings but can be

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<sup>8</sup> Zorana Vasiljevic, "Teaching and Learning Idioms in L2: From Theory to Practice", *MEXTESOL Journal*, (Vol. 39, No. 4, 2017), Page. 12

<sup>9</sup> Armenuhi Martirosyan, " The Importance of Idiom for English Language Learners ", *Journal Arts and Sciences (IJAS)* , (Vol. 2, No. 4, 2017), Page. 219-220.

analyzed from the components forming the idiom.<sup>10</sup> It means idioms is a communication tools in English which are very important. Jones (2010) in his book ‘Test Your Idioms’ additionally states, idioms are used very often in English and occur in almost all types of texts, especially english as a language for communication and trade. Everything related to the definition of an idiom, it cannot be classified perfectly either more or less for understanding idioms in general.<sup>11</sup>

Based on the definition above, it can be concluded that idioms are not only important for communication but also in the profession. One important thing about this idiom is something that can be used in different ways for different purposes.

## **2. The Concept of Writing**

### **a. Definition of Writing**

Writing is the process of describing a language in written form. According to Wikipedia states that writing is an important element in English, especially in language communication. It is very different from speaking that uses oral communication to interact, writing is to use indirect techniques to interact. Writing is a medium of human

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<sup>10</sup> Peter Watcyn-Jones, *Test Your Idioms* , (Edinburg : Pinguin English England, 2010), Page.14.

<sup>11</sup> Peter Watcyn-Jones, *Test Your Idioms* , (Edinburg : Pinguin English England, 2010), Page.15-16.

interaction that represents language and emotions with signs and symbols. In most languages, writing is a complement to the spoken language. In a language system, writing depends on many structures that are similar to speech, such as vocabulary, grammar, and semantics, in addition to be a system of signs or symbols. The results of writing are called text, and the recipient of the text is called the reader.<sup>12</sup> It means writing can be interpreted as a complementary tool that has a structure similar to speech.

According to Heaton (1990) in Wahyuni define writing is to explain or give information about something in writing form. Moreover, Writing is not just about mastering grammatical and rhetorical devices but also of conceptual and judgemental elements. Furthermore, Basturkmen (2006) mentions that writing is a way to express ideas, emotions, feels, and opinions in written form.<sup>13</sup> Based on the definition raised by, Heaton, and Basturkmen, it can be assumed that writing is a process of expressing ideas, thoughts, feeling to communicate with other people in written form. We have to pay attention to grammatical sentences and our way of writing

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<sup>12</sup> <https://en.wikipedia.org/wiki/Writing> (accessed on 21 March 2019, at 20.20).

<sup>13</sup> Irna Wahyuni, Mukhaiyar, Jufrizal, “ The effect collaborative writing and reading habits toward the students’ writing of recount text at the grade eight of mtsn kamang”, *Thesis*,( Padang : Universitas Negeri Padang, 2016), Page.17.

when we want to write something. We should be careful because even the slightest mistake in writing will change its meaning.

## **b. Writing as a Language Skill**

Langan states there are four stages of language skills, they were (listening, speaking, reading and writing). The stages is a way to how to obtain and develop language. Writing skills are the most recent language skills mastered by children after listening, speaking and reading skills. Compared to the three language skills, writing skills are the most difficult to master. Writing require mastery of various linguistic elements, namely linguistic elements that are prerequisites and also are human development that was previously possessed, namely listening skills, speaking skills, reading skills and also elements outside the language itself such as cognitive abilities and creativity that a person has.<sup>14</sup>

According to Tarigan (2008) in Wati, Atmazaki and Tressyalina state that writing is a language skill that is used to communicate indirectly. Writing is a productive skill and expressive activity in the form of symbol and written form.<sup>15</sup>

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<sup>14</sup> John Langan, *College Writing Skills*, (New York : Mc Graw Hill, 2005), p.12.

<sup>15</sup> Ria Wati, Atmazaki and Tressyalina, “ Contribution of Reading Comprehension Ability and Learning Motivation to Writing”, *International on Education, Social Sciences and Technology (ICESST)*, 2018 , Page. 990.

Based on the statement above we know that writing is the most difficult skill among the 3 other skills.

Some people believe that writing is a “natural gift” rather than a learned skill. People have an attitude think that they have the difficulty of writing. People feel that everyone else findings writing easy or at least tolerable. Such people typically say, “I’m not good in writing” or “English was not one of my good subjects”. The result of this attitude is that people try to avoid writing. A realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking and like any skill, it can be learned.<sup>16</sup> Based on the conclusion above writing is not something difficult if we want to learn and try, of course, writing requires a long and difficult process. If we can do that, we will feel the benefits. There are many benefits that we can get from writing. The point is everyone can write if they want to learn.

### **3. The Concept of Descriptive Essay**

#### **a. Definition of Descriptive Essay**

The descriptive essay is a genre of essay that asks the student to describe something-object, person, place, experience, emotion, situation, etc. This genre encourages the

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<sup>16</sup> John Langan, *College Writing Skills*, (New York: Mc Graw Hill, 2005), p. 13-14.

student's ability to create a written text of a particular experience. Even more, this genre allows for a great deal of artistic freedom. A good descriptive essay makes the reader feel as if he or she is present in the scene. The descriptive essay is a written text that describes a situation in the story it is used to tell the reader what the author feels. The most important thing from a descriptive essay is how far the writer can draw the attention of the reader to feel what the writer feels. Usually in descriptive essays, several things involve the five senses such as from sight, sounds, smells, tastes, touch, or even feelings.<sup>17</sup> It means if we want to write a descriptive essay we can use our life experiences to be made into an interesting story into written text. We can use our experiences to make other people interested in our stories in the form of writing. We can describe the story where the situation as if it happened because we made the story based on our own experience.

#### **b. Kinds of Descriptive Essay**

There are two kinds of description essay:

##### **1. Objective Description**

Objective descriptions focus on the object or fact rather than on feelings and thoughts about it. It should be free from any interference of feelings and thoughts. You

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<sup>17</sup> <https://owl.purdue.edu/> (accessed on 28 June 2019, at 18.44).

should describe the object as it is. The description should be as precise and detailed as what we see, feel, taste, smell, or look. The purpose is to visualize the object vividly through carefully chosen words for the reader. For example, literal descriptions of a classroom should visualize the dimensions, the color, the number of windows, what are inside it, etc. The objective description should represent camera-like objectivity.

## 2. Subjective Description

In contrast to objective description is subjective description. The purpose of this subjective description is to share what you see, feel, or think with the readers. You can achieve this directly through a straightforward statement or indirectly through careful choice of words and phrases. You can describe a chosen person you have observed for a time or someone of special meaning to you. You could convey your feelings and thoughts about the person by selecting and emphasizing details that show your impression of the person. For example, you have observed and approached an old beggar and you think you know well about him. Then, you want to write a description of the old beggar. It is not enough to describe only her physical appearance, what and how he does for a living. To do this, you may focus one of your paragraphs on describing his wrinkled face, his facial expressions,



roughness of his skin, his changing complexion, resulting how he lives throughout his life – moving from one place to another - begging, you can add your description by portraying his patient and faith.<sup>18</sup>

### **c. The Organization of Descriptive Essay**

In the essay there are steps that must be considering before writing text, especially if we write write descriptive essays . A descriptive essay has a writing outline/descriptive organization is the distinctive beginning - middle - end structure of a genre. In simple, descriptive essay has a structure such as introduction, body paragraph, and conclusion.

#### **1. Introduction**

The purpose of introduction is to give your reader a clear idea of what your essay will cover. It should provide hook, background, and thesis statements. The hook is to introduce the object or event of description. The background information is the specific problem or issues you are addressing. The thesis statement tells why the object or event of description is important to the writer.

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<sup>18</sup> Acep Unang and Joko Prayitno, *How to Make an Academic Essay Writing*, (Bandung : Penerbit Alfabeta, 2016), p.28 – 29.

## 2. Body Paragraph

A body paragraph is a group of related sentences about a particular topic or idea directly relating to the thesis. Most of the description is in the body paragraph. The term body paragraph refers to any paragraph that follows the introduction and comes before the conclusion. The majority of any essay consists of multiple body paragraphs, and it is in these paragraphs where the main information is presented. The longer an essay is, the more body paragraphs there will be. Because the body paragraphs present the important facts and information from an essay, having well-written body paragraphs is essential in writing a successful essay.

## 3. Conclusion

The last is a conclusion. A conclusion is the last part of the paper that will be read. The purpose of a conclusion gives the writer a final opinion about the description for all of the text.<sup>19</sup>

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<sup>19</sup> Zemach and Rumisek, *Academic Writing from Paragraph to Essays*, (British : Macmillan Publisher,2005), p.26-27.

#### **d. Language Focus of Descriptive Essay**

There are several language that focus on descriptive essay

##### 1. Prepositional phrases

Prepositional phrases are important in descriptive writing. They show the position location or direction of object in space and time. We can also use prepositional phrases to show manner or attitude. For examples :

- a. Prepositional phrase that shows position and location  
( The boat slowly sank *with the water level* until rested *on the bay floor*)
- b. Prepositional phrase that shows the direction  
( We took the boat out *to his underwater oyster park*)
- c. Prepositional phrase that shows the time  
( *At six in the morning, on sunday*)
- d. Prepositional phrase that shows manner or attitude  
( I stood up *in defiance*, he pulled back *in horror*)

##### 2. Adding Details to Sentences

The writers can use noun, adjective, adverb to add details. The more spesifik details are more effective and interesting the writing will be clear. Spesific details allow the readers to create a picture his or her mind what is being described.<sup>20</sup>

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<sup>20</sup> Alice Savage Mayer, *Effective Academic Writing* (New york : Oxford University Press, 2006), Page. 38-39.

**Table 2.1**

**Specific Details in Sentences**

General Sentences	Sentences with specific details
The crabs were good	The crabs were tender and sweet with a salty taste
He bought some fruit	He bought some fruit sweet juicy strawberries
She walked to the door	She walked quickly and silently to the door

3. Similes

Descriptive writing may use similes to make something seem more familiar or more creative. Similes make ideas easier to understand and they can express feelings. A Simile can use the preposition *like* + noun or noun phrase. For example, The stars looked *like diamonds*. A similes can also use as ..... as + noun or noun phrase. This kind of simile also use an adjective. For example, He is as clever *as a fox*.<sup>21</sup>

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<sup>21</sup> Alice Savage Mayer, *Effective Academic Writing* (New york :Oxford University Press, 2006), Page 40

#### 4. Using Adjectives in Descriptive Writing

Adjectives are words that describe nouns, people, places and things. Adjectives appear in different positions in the sentence. Adjectives usually come after an article and before a noun. For example, We sat in the *roaring* sun. Some adjectives ending in *-ed* and *-ing* can be used to talk about feelings and emotions. For example, interesting, interested, boring, bored, confusing, confused. The order of adjectives appears in a particular order according to their function as shown below :

**Table 2.2**

#### **Example of Adjectives**

Adjectives	Examples
Quality/ Opinion	Interesting, Boring
Size	Huge, Small
Age	Old, New
Shape	Round, Square
Colour	Blue, Red
Origin	Mexican, European
Material	Wooden, Iron

Examples of sentences :

- a. We put *huge* plates of *Mexican* food on the *wooden picnic* table.
- b. Rosa and Paolo bought *gold wedding* rings.<sup>22</sup>

**e. Example of Descriptive Essay**

Summer Escape

*(Title)*

Introduction Paragraph :

My family has always looked forward to leaving Florida during the torrid summer months.

*(The Hook is to introduce the object or event about your description).*

It is a tremendous relief to get out of the heated hustle and bustle of summer living in Florida. Each summer, we follow the yellow brick road to our hometown in upstate New York.

*( Background of Information is to inform the readers perlinent information about where is the place, time and when. For examples: Each summer, New York, Yellow Brick Road, etc.)*

*(Thesis Statement is a sentence that express the main idea of the essay. It makes a claim directly answering question or the direct*

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<sup>22</sup> Alice Savage Mayer, *Effective Academic Writing* (New york :Oxford University Press, 2006), Page 43

*statement from the writer. For example: Each summer, we follow the yellow brick road to our hometown in upstate New York.*

First body paragraph :

As we drive through state after state, it becomes apparent that the world around us is changing. In South Carolina, we already begin to notice changes. The trees appear to be touchable, offering soft, plush leaves which sway in the breeze, and the grass actually invites us to share its place rather than scaring us away. We are walking with mounds of intruding fire ants. As each state brings new surroundings, our anticipation builds, and home seems closer all the time.

*(First Body Paragraph is how writer provides details, translating an experience into written words that permit the reader to visualize the situation)*

Second body paragraph : Leaving the flatlands and entering an area where we are suddenly surrounded by hills of purple and blue are by far the most awakening moments. Virginia and Pennsylvania offer brilliant scenery. With majestic hills and checkerboard impressive farmlands . As we descend through the curves and winds of the northern region of the United States, home is now very close: we are almost there. Suddenly, we have driven from wide-open flatlands to a narrow, winding road surrounded by hillsides of stone and trees. Around every curve, orange and black tiger lilies claim

their place in the world as they push themselves out toward the car, waving hello and flashing their mysterious black spots toward us as we drive by car.

*(Second Body Paragraph, The writer used figurative language of personification. For examples : Waving hello, Push themselves out toward the car, flashing their mysterious black spots)*

Third body paragraph : The journey home is almost complete. As we begin our final descent through the state of Pennsylvania into upstate New York, the surroundings become comfortably familiar. Before long, we are welcomed by a sign that reads “Waverly, 18 miles” and the familiar fields of grazing cattle. Through the last stretch of Pennsylvania, the bursting foliage seems to envelop us and carry us over the hills like a carriage created by nature.

*(Third Body Paragraph, The writer continues to appeal to readers' senses with visually descriptive words. Figurative language is again used with the simile. For example : The hill like a carriage created by nature)*

Conclusion : It is at this point that our family, even the youngest member, knows that our vacation in New York is about to begin. Our eldest son has joked for years that he can “smell” Grandma’s apple pie already. Approximately fifteen minutes pass and as our vehicle takes us over the final crest,



we see the smoke stack from the local factory as we cross the border of Pennsylvania and New York and are aware of our surroundings. A couple of turns later, we are there. We have reached our destination; we are home.<sup>23</sup>

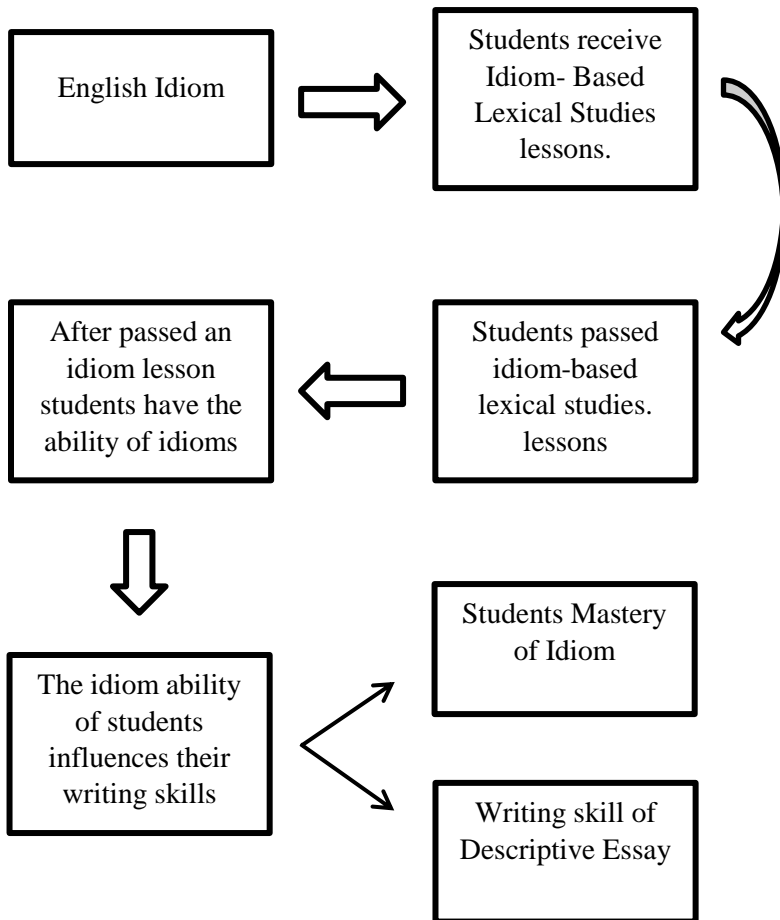
*(Conclusion is the last part of the paper that will be read. The purpose of conclusion gives the writer a final opinion about the description for all of the text. The writer also alludes to another sense (smell) and uses words to indicate closing ("final crest"). Essay ends with strong concluding sentence. For example : We have reached our destination; we are home)*

-Arin B. Terwilliger-

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<sup>23</sup> <https://academichelp.net/> (accessed on 28 June 2019, at 23.15).

### C. Conceptual Framework



#### **D. Hypothesis of the Study**

According to Sugiyono (2017), hypotheses are temporary answers to the formulation of research problems, where the formulation of research problems is expressed in the form of statement sentences. It is said temporarily because the answers given are only based on relevant theories, not based on empirical facts obtained through data collection.<sup>24</sup>

Hypothesis alternative (Ha):

There is a significant influence of students' mastery of idiom on their writing skill of descriptive essay at the fourth semester students of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the Academic Year of 2018/2019. According to Ali and Abdurrahman (2017) hypothesis alternative can be accepted if the results of the regression statistics show number less than 0.05 ( $<0.05$ ).<sup>25</sup> Which means there is significant influence of the independent variable on the dependent variable.

Because of statistical computation, the alternative hypothesis needs to be changed into the null hypothesis (Ho) as follow:

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<sup>24</sup> Sugiyono, *Metode Penelitian Pendidikan*, ( Bandung : Alfabeta, 2017), Page 96

<sup>25</sup> Sambas Ali Muhidin and Maman Abdurrahman, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*, (Bandung : Pustaka Setia, 2017),p.198.

Hypothesis null (Ho) :

There is no significant influence of students' mastery of idiom on their writing skill of descriptive essay at the fourth semester students of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the Academic Year of 2018/2019. According to Ali and Maman (2017) the null hypothesis is acceptable if the results of the regression statistics show a number greater than 0.05 ( $>0.05$ ).<sup>26</sup> Which means there is no significant influence of the independent variable on the dependent variable.

Based on the statements of the two hypotheses above, the researcher was testing how much the results of the alternative hypotheses (Ha):

There is a significant influence of students' mastery of idioms on their writing skill of descriptive essay.

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<sup>26</sup> Sambas Ali Muhidin and Maman Abdurahman, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*, (Bandung : Pustaka Setia, 2017),p.198.

## CHAPTER III

### RESEARCH METHOD

This chapter discusses the source of data, research design, research setting, population and sample technique of research, variable of research, data collection technique, validity, reliability of the test and data analysis technique.

#### **A. Research Design**

This study conducted through a quantitative method with regression analysis. Quantitative research is the research based on positivism philosophy which used to observe certain populations or sampling.<sup>1</sup> There were two instruments from this research. First, the idiom test was to measure students' mastery of idiom. Second, the writing test was to measure students' writing skills in descriptive essays. This research examines the influence between Independent variable (X) and dependent variable (Y). The Independent variable in this research was students' mastery of idiom (X) and the dependent variable was writing skills of descriptive essays (Y).

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<sup>1</sup> Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 2001), p. 238

## **B. Research Setting and Time**

This research was undertaken on 18<sup>th</sup>, 24<sup>th</sup> and 25<sup>th</sup> of June 2019 at UIN Walisongo Semarang, which located on Ngaliyan street, Semarang. This research conducted on students' mastery of idiom and their skills in writing descriptive essay.

## **C. Population and Sample**

### **1. Population**

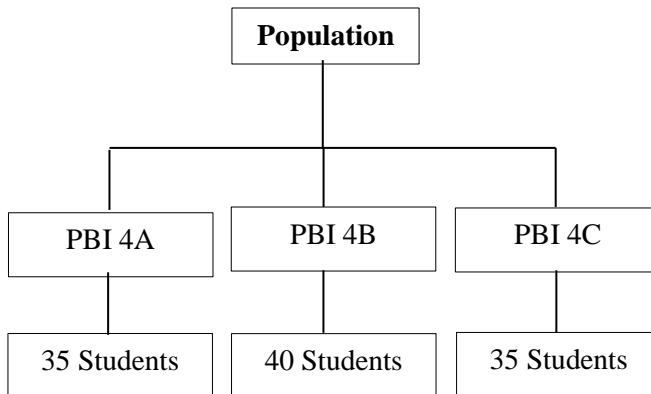
According to Suharsimi Arikunto (2013) Population is the subject of research. If someone wants to examine all the elements in the research area, the research called population.<sup>2</sup> According to Sugiyono (2017) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by the researcher to be studied and draw conclusions.<sup>3</sup> So the population was not only people but also objects and other natural objects. In my research, the population was the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the academic year of 2018/2019 which consists of three classes. Three classes were included PBI 4A, PBI 4B, and PBI 4C. The total of students was 110.

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<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian*, ( Jakarta : PT Rineka Cipta, 2013), p. 173

<sup>3</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung : Penerbit Alfabeta, 2017), p. 118.

**Table 3.1**  
**Total Research Population**



## 2. Sample

Sample is part or representative of the population studied. It includes total and characteristics of the population.<sup>4</sup> According to Suharsimi Arikunto (2006) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it can be taken between 10-15% or 20-25% or more.<sup>5</sup> From the statements above, the researcher took 30% of students from the total population and used *random sampling*. The number of samples from the fourth semester students of Pendidikan

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<sup>4</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung : PT Remaja Rosdakarya, 2017), p.250.

<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian suatu Praktik*, (Jakarta: PT RinekaCipta, 2006), page. 20

Bahasa Inggris at UIN Walisongo Semarang in the academic year of 2018/2019 was 33 students. While the population was 110 students.

**Table 3.2**  
**Total Research Respodent**

No	Class	Total
1	PBI 4A	16
2	PBI 4C	17
<b>Total</b>		33

#### **D. Research Variable**

There are two types of variables in this research, there are as follow :

##### **1. Independent Variable**

The independent variable (X) is the variable that influences because of the change or emergence of the dependent variable.<sup>6</sup>

The independent variable from this research was students' mastery of idiom, the indicators are :

- 1) Students can identify each idiom from a text.

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<sup>6</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung : Penerbit Alfabeta, 2017), p. 61.



- 2) Students can write the definitions of each idiom.
- 3) Students can use each idiom in a sentence.

## **2. Dependent Variable**

The Dependent variable (Y) is variable affected or becoming the result because of the existence of the independent variable.<sup>7</sup>

Dependent variable in this research was Writing skill of descriptive essays, the indicators are :

- 1) Students can create the title of a story according to the topic given
- 2) Students can write the introductory paragraph according to the topic given.
- 3) Students are able to focus on one topic throughout the story.
- 4) Students give the readers important information that allows the reader to picture, smell, feel, hear or imagine the taste of thing described.
- 5) Students can write the sentence structure without using repetitive ideas.
- 6) Students can write the conclusion according to their topic.
- 7) Students can write a story without errors in grammar, punctuation, spelling, and idioms.
- 8) Students can reach 20 sentences without errors in grammar, punctuation, spelling, and idioms.

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<sup>7</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung : Penerbit Alfabeta, 2017), p. 61.

## **E. Method of Data Collection**

The method of collecting data for this research used a test. A test is a group of questions, tasks or exercises for measuring individual or group skills. First, the test used to collect data on the students' mastery of idiom (X). Second, test used to collect data on students' writing skills (Y). Both of these tests were achievement tests because the sample had already received the material. For idiom tests, the researcher gave some questions about idioms. The students should identify each idiom from a text, write and interpreted the definitions of idioms in the form of sentences. The total questions for the idiom test are 5. For the writing test, the students made descriptive essay text according to the topics that have been given.

## **F. Validity and Reliability of The Research**

### **1. Validity of Idiom Test**

The valid nature is shown by the high validity of the result. An invaliding tool will provide miss information about the subject state or individuals subject to the test. If the information is wrong, as a basis for consideration in making decision is certainly not a right decision. To determine the validity of the instrument the researcher used the product moment correlation coefficient formula.

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

Information :

- $r_{xy}$  = Correlation coefficient variable X and variable Y
- N = The number of respondents
- $\sum X$  = The number of score X
- $\sum Y$  = The number of score Y
- $\sum X^2$  = The number squares of score X
- $\sum Y^2$  = The number squares of score Y<sup>8</sup>

## 2. Reliability of Idiom Test

Reliability of the instrument is a level of consistency that measures whatever is measured. This quality is very important in all types of measurements. People who use such measurements must identify and use techniques that will help them determine the extent to which they are consistent and reliable. Reliability means the score of an instrument can be and is consistent. To check the reliability of the instrument, the researcher used alpha as the following formula.

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<sup>8</sup> Eko Putro Widyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta : Pustaka Pelajar, 2009), p. 137.

$$r_{11} = \frac{k}{k-1} \left( 1 - \frac{\sum Si}{St} \right)$$

Explanation :

$r_{11}$	: Index reliability
$\sum Si$	: total score varians/ items
$St$	: Varians total
1	: consonant numeral
$K$	: Total items. <sup>9</sup>

### 3. Writing Test

To test the students' writing skills, the researcher used a written test. In this test, the students were made a descriptive essay according to the topic provided. There are 4 kinds of topics, students can choose one of the four topics in the question. After students choosed the topic, students are asked to make a title and story of descriptive essay according to their respective topics and make the essay untill done. The scoring system of this test is based on scoring rubric. The scoring rubric is attached on appendix 5.

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<sup>9</sup> Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta : Pustaka Pelajar, 2009), p. 152.

## G. The Technique of Data Analysis

The technique of data analysis in this research used statistics. There are two kinds of statistics that were used to analyze the data, those are descriptive statistics and inferential statistics. This research used inferential statistics. Inferential statistic is a technique of statistics that used to analyze the data of the sample which is the result applied to the population.<sup>10</sup>

### 1. Normality Test

Normality test is used to find out the data that have obtained is normally distributed or not. Data that normally distributed means that the data can represent the population. All data that used for hypothesis testing need to be tested for the normality. It was used is to determine the statistical method used. If the data is normal distributed, the method that used is parametric statistical method. Meanwhile, if the data is not normal distributed the method that used is nonparametric statistical method.<sup>11</sup> The formula that was used is chi square test with following statistic.

$H_0$  : Normal data distribution

$H_a$  : Not normal data distribution

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<sup>10</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung : Penerbit Alfabeta, 2017), p. 308.

<sup>11</sup> Sugiyono, *Statistika untuk Penelitian*, (Bandung : Penerbit Alfabeta, 2010), p.73.

The Formula :

$$X^2 = \sum_{i=1}^k \frac{f_o - f_n}{f_n}$$

Information :

$X^2$  : The price of chi squared

$f_o$  : Observed frequency

$f_n$  : Expected frequency

## 2. Hypothesis Test

Hypothesis test is the temporary answer of the research question. The data analyzed by using regression. The researcher calculated the regression by using SPSS. Besides the analyzed the data, there some steps to found regression by using formula as follow :

- a. Looking for the correlation between predictor (X) and criteria (Y) by using the correlation technique of product moment formula:

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

Information :

$r_{xy}$  : Coefficient Correlation Between X and Y

N : *Total of Respondent*

$\Sigma xy$  : Total score X and score Y

$\Sigma x$  : Total score X

$\Sigma y$ : Total score Y<sup>12</sup>

After doing the product momen correlation test, the result obtained was consulted with *rtabel* at a significance level 5% and 1 % with the following assumptions.

- a) If  $r_{xy} > rtabel$  (5% and 1%) it is significant a meaning that the hyphotesis is accepted.
- b) If  $r_{xy} < rtabel$  (5% and 1%) it is significant a meaning that the hyphotesis is rejected.

b. Looking for equations of liner regression<sup>13</sup> :

$$\hat{Y} = a + bx_2$$

Information :

Y = The subject in the dependent variable predicted

X = Predictor

a = Predictor Coefficient

K = Constant

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<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian*, ( Jakarta : PT Rineka Cipta, 2013), p. 173

<sup>13</sup> Sambas Ali Muhidin and Maman Abdurahman, *Analisis Korelasi, Re-gresi, dan Jalur dalam Penelitian*, (Bandung : Pustaka Setia, 2017),p.190.

To look Y the researcher must look for coefficient a and K with the following formula :

$$b = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{n \cdot \sum X^2 - (\sum X)^2}$$

$$a = \frac{\sum Y - b \cdot \sum X}{n}$$



## CHAPTER IV

### RESEARCH RESULTS AND DISCUSSION

In this chapter, the findings of this research are presented. Firstly, the result of students' mastery of idiom are introduced. In addition, it will be tested by giving the test to the students. Secondly, the result of writing skill of descriptive essay test is shown. In the last part, the correlation and influence of these findings are presented. This chapter consists of the phases of analysis, those are data analysis technique and hypothesis testing.

#### A. Finding

##### 1. Instrumental Analysis

###### a. Validity of The Instrument

Before the test is delivered to the sample, the researcher needs to find the validity and reliability of the test. In this validity test, there were 10 question items about idiom. It was given to 31 students at the fourth semester of pendidikan bahasa inggris B or PBI 4B. The validity test of this research was done by calculating correlation between value of  $r_{\text{count}}$  from each participant answer of  $r_{\text{table}}$ . In this research, the researcher used *Ms Excel* to process the data and uses the level of significance of 5%. The respondents were 31 students, and  $r_{\text{table}} N = 31$  was 0,355. For detail table of validity is attached at appendix 1

**Tabel 4.1**  
**The Validity Test**  
**Students' Mastery of Idiom**

<b>Criteria</b>	<b>Question Items</b>	<b>Total</b>
Valid	<b>1, 3 ,5, 7, 10</b>	<b>5</b>
Invalid	<b>2, 4, 6, 8, 9</b>	<b>5</b>
Total		<b>10</b>

After conducting the idiom instrument and knowing the valid and invalid test, the researcher gave the instrument that has been tested to the sample. The sample was the fourth semester of students Pendidikan Bahasa Inggris A and C class, or PBI 4A and PBI 4C class. The score of the test is attached at appendix 9.

**b. Reliability of the Instrument**

The reliability of the instrument was taken after the instrument passed the validity test. Reliability test refers to consistency how far the reliable from the instrument is. The researcher used the formula of Cronbach Alpha with tool Ms. Excel, as follow :

**Tabel 4.2**  
**Criteria of Reliability**

<b>Coefficient of Reliability</b>	<b>Criteria</b>
0.800 – 1.000	Very High
0.600 – 0.800	High
0.400 – 0.600	Fair
0.200 – 0.400	Low
0.00 – 0.200	Very Low

$$r_{11} = \frac{k}{k-1} \left( 1 - \frac{\sum Si}{St} \right)$$

$$r_{11} = \frac{5}{5-1} \left( 1 - \frac{7,978494624}{19,79784946} \right)$$

$$r_{11} = (1,25) (0,597)$$

$$r_{11} = 0,74625$$

All test consistently high reliability, due to Alpha score is 0.600 – 0.800.

## 2. Introductory Analysis

### a. The Result of Students' Mastery of Idiom

After obtaining the result of Idiom Test, the next step was to find the frequency. The frequency is used to know how many students got a certain score. The writer using scoring rubric of idiom to calculated the score which is attached in appendix 4. Based on the calculation of using SPSS, it can be known that students who got score 6-10 was 2, students who got score 12-13 was 5, students who got 15-16 was 13, students who got score 17-18 was 13 students. The table is attached on appendix 11.

The next step is to find out the descriptive statistic, it used to know the mean, median, standart error, range and others. The researcher used SPSS to find the data. The table is attached on appendix 13.

From the table of descriptive statistics of students' mastery of idiom, it can be known that the mean, median, standart deviations, the next step is to determine the quality of the variable by changed *Raw Score* with the standart scale value; A-B-C-D-E. The formula is follow :

Mean + 1.5 SD = 15.48 + 1.5 (2.635) = 19.4 ≥ **A (Excellent)**

Mean + 0.5 SD = 15.48 + 0.5 (2.635) = 16.8 ≤ **B (Very Good)**

Mean - 0.5 SD = 15.48 - 0.5 (2.635) = 14.1 ≤ **C (Good)**

Mean - 1.5 SD = 15.48 - 1.5 (2.635) = 11.5 ≤ **D (Poor)**

Less than 11.5 =  $\longrightarrow$  = ≤ **E (Very Poor)**

After Calculating the *Raw Score* , the category of X variable is presented as follows :

**Table 4.3**  
**The Quality of Students' Mastery of Idiom**

Mean	Interval	Value	Categories
15.48	More than 19.4	A	Excellent
	16.8 – 19.3	B	Very Good
	<b>14.1 – 16.7</b>	<b>C</b>	<b>Good</b>
	11.5 – 14.0	D	Poor
	Less than 11.5	E	Very Poor

Based on the calculation above, it can be known that the mean of students' mastery of idiom was 15.48, which is the category is good. It is on the interval 14.1 – 16.7.

#### **b. The Result of Students' Writing Skill**

After delivered the idiom test to the sample, the next step was testing their writing skill of descriptive essay. The students were choosed one of the topic and made their written text of descriptive essay according to the topic given. The result of writing test is attached at appendix 10. Meanwhile, in assesing the students' writing skill of descriptive essay, the writer used scoring rubric which is attached at appendix 5.

After conducting the test and got the data, the researcher found the frequency of students' score of writing skill of descriptive essay. Students who got score 10-17 was 6, students who got score 18-21 was 11, students who got score 22-25 was 5, students who got score 26-29 was 11. The table is attached on appendix 12.

Then the researcher looking for the descriptive statistics of students' writing skill of descriptive essay. It is to know the mean, median, range, standart error and others. The table is attached at appendix 14.

Based on the descriptive statistics table of writing skill of descriptive essay, it can be known that the mean of the students' writing skill of descriptive essay score was 22.06 and the standart deviation is 4.85.

The next step was determine the quality of the variable by change *Raw Score* to standart scale value; A-B-C-D-E, so, the formula is as follows :

$$\text{Mean} + 1.5 \text{ SD} = 22.06 + 1.5 (4.847) = 29.3 \geq \mathbf{A} \\ \mathbf{(Excellent)}$$

$$\text{Mean} + 0.5 \text{ SD} = 22.06 + 0.5 (4.847) = 24.5 \leq \mathbf{B} \mathbf{(Very Good)}$$

$$\text{Mean} - 0.5 \text{ SD} = 22.06 - 0.5 (4.847) = 19.7 \leq \mathbf{C} \mathbf{(Good)}$$

$$\text{Mean} - 1.5 \text{ SD} = 22.06 - 1.5 (4.847) = 14.8 \leq \mathbf{D} \mathbf{(Poor)}$$

$$\text{Less than } 14.8. = \longrightarrow = \leq \mathbf{E} \mathbf{(Very Poor)}$$

After calculating the *Raw Score*, the category of Variable Y is presented as follows :

**Table 4.4**  
**The Quality of Students' Writing Skill of Descriptive**  
**Essay**

<b>Mean</b>	<b>Interval</b>	<b>Value</b>	<b>Categories</b>
22.06	More than 29.3	A	Excellent
	24.5 – 29.2	B	Very Good
	<b>19.7 – 24.4</b>	<b>C</b>	<b>Good</b>
	14.8 – 19.6	D	Poor
	Less than 14.8	E	Very Poor

Based on the calculation of *Raw Score* and the table above, it can be known that the mean of students' writing skill was 22.06, which is category is good. It is on the interval 19.7 – 24.4.



### **3. Technique of Data Analysis**

#### **a. Normality Test**

Normality test is used to find out the data that have obtained is normally distributed or not. Normally data distributed means that the data can represent the population. All data that used for hypothesis testing need to be tested for the normality. Data that used in this normality test is students' mastery of idiom (X) and writing skill of descriptive essay (Y). The technique of normality test used *Kolmogorov-Smirnov*. The result of normality test calculated by SPSS and got the result that attached on appendix 15.

The data is said to be normal if the significancy of the normality test is greater than 0.05. Based on the table on appendix 15, the significancy of normality test was 0.687. It is greater than 0.05 ( $0.687 > 0.05$ ). It means that the data is normal.

#### **b. Hypothesis Testing**

Hypothesis test is the temporary answer of the research question. The technique for testing the hypothesis was through regression. The steps are as follows :

- 1) Looking for the correlation between predictors (X) and criteria (Y) by using the correlation technique of *Pearson*

*Product Moment*. The table of the data is attached on appendix 16.

From the correlation of using *Pearson Product Moment* , it can be seen that the pearson correlation was 0.519. This result can be interpreted by using table below :

**Tabel 4.5**  
**The Degree of Correlation**

<b>Interval</b>	<b>The Degree</b>
0.00 – 0.20	Very Low
0.21 – 0.40	Low
<b>0.41 – 0.60</b>	<b>Medium</b>
0.61 – 0.80	High
0.81 – 1.00	Very High

Based on the correlation table, it can be seen that the coefficient is medium, which is on the range score 0.519 (0.41 – 0.60).

2) Looking for equations of line regression

To find out the equations of line regression, the researcher got the result of the score on appendix 17.

Based on the linear regression table, it obtained the score of constant was 7.287 and score of (X) variable was 0.954. The score of significancy was 0.002 ( $0.002 < 0.05$ ). It means that  $H_a$  is accepted and  $H_o$  is rejected, it can be concluded from the constant that there is an influence between students' mastery of idiom (X) toward writing skill of descriptive essay (Y).

The next step is to find out the basis of decision making by using SPSS program. The table is attached on appendix 18.

Based on the table of ANOVA, it is known that the calculated F value = 11.410 with a significance level of 0.002. It can be said to be influenced when ( $F_{\text{count}} > F_{\text{table}}$ ). Based on the coefficient table, the  $F_{\text{count}} = 3.378$  and  $F_{\text{table}} = 2.040$  ( $3.378 > 2.040$ ), it means that  $H_a$  is accepted and  $H_o$  is rejected. So, there is a significant influence of students' mastery of idiom toward writing abilities of descriptive essay.

## **B. Discussion**

This study was titled " The Influence of Students' Mastery of Idiom on Their Writing Skill of Descriptive Essay". The researcher used a test to measure the students' mastery of idioms and students' writing skills of descriptive essays that had been completed. For the idiom test, 3 aspects are tested, first students must identify each idiom in a text, second, students define each idiom that has been found, third interpreted idioms in the form of sentences. To measure the writing skills of descriptive essays from the students, the researcher has given 4 different topics to each student, then students choose one of these topics and then made descriptive essay text in the written form according to the topic chosen. This research was conducted on 18 June, 24 and 25 June 2019 at the Fourth Semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the Academic Year of 2018/2019.

English is a language that cannot be separated from idioms. According to Martirosyan, she states, idioms are always to be something special about the English language, they build several distinctive features that differ from one language to another. Shelley, Anna, and Frank additionally state an idiom is a group of words that means something different than the individual words. Generally, the English language is full of idioms, especially when spoken and written. So it is impossible when we learn English without knowing idioms.

According to the statements above, it can be concluded that idioms influence aspects that exist in English, especially in speaking and writing . The statement has been proven through from this research which has concluded that “there is a significant influence of students' mastery of idioms on their writing skills of descriptive essay”.

Based on the data from the finding, it is found that the students' mastery of idiom at the fourth semester students of Pendidikan Bahasa Inggris UIN Walisongo Semarang averagely good. It is indicated by the average score (Mean) of students' mastery of idiom was 15.48. The students' writing skill of descriptive essay in average is good as well. The mean score of students' writing skill of descriptive essay was 22.06. meanwhile, based on the calculation of *Pearson Product Moment Correlation* was 0.519, which is Medium category. The result of coefficient regression analysis obtained the score of  $F_{table} = 2.040$  with the score of significancy 0.002. It said to be influence when ( $F_{count} > F_{table}$  ). Based on the calculation of regression, it obtained the  $F_{count} = 3.378$  and  $F_{table} = 2.040$  ( $3.378 > 2.040$ ), it means  $H_a$  is accepted and  $H_o$  is rejected. So, there is a significant influence of students' mastery of idiom on their writing skill of descriptive essay.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher discussed the conclusion of the research and suggestions.

#### A. Conclusion

Based on the result of research that had been done in this thesis with the title "The Influence of Students' Mastery of Idiom on Their Writing Skills of Descriptive Essay (A Study at the Fourth Semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the Academic Year of 2018/2019)", the researcher can draw some conclusions as follows :

The students' mastery of idioms is quite good. Students complete a test/question related to idiom. Based on the abilities possessed by students, they could identify idioms from a text, wrote and interpreted the definitions of idiom in the form of sentences. The highest score of the idiom test was 18. Conversely, the lowest score of the idiom test obtained was 6. The Mean score of the idiom test from the sample was 15.48. The results of the students' mastery of idiom test at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the academic year of 2018/2019 are included in the "Good" category, which is in the intervals of 14.1 - 16.7.

The students' writing skill of descriptive essay is quite good. Students complete the writing test. Based on the abilities possessed by students, they could make a descriptive essays according to the various topic that have been given. The highest score for the writing test was 29. Conversely, the lowest score for the writing test was 10. The Mean score from the sample was 22.06. The results of the students' writing test at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the academic year of 2018/2019 are included in the category of "Good" which is in the interval 19.7 - 24.4.

There is a significant influence of students' mastery of idiom on their writing skill of descriptive essay at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the academic year of 2018/2019. It can be shown in the result of regression analysis obtained the score  $F_{\text{count}} = 3.378$  with the significance of 0.002. Based on the calculation of regression, it obtained the  $F_{\text{count}} = 3,378$  and  $F_{\text{table}} = 2,040$  ( $3,378 > 2,040$ ), which means ( $H_a$ ) is accepted and ( $H_o$ ) is rejected. So, there is a significant influence of students' mastery of idiom on their writing skill of descriptive essay at the fourth semester of Pendidikan Bahasa Inggris UIN Walisongo Semarang in the academic year of 2018/2019. Thus, the better mastery of idioms owned by students, the better of the ability to write descriptive student essays, on the other hand, the lower the ability to master idioms of students, the

lower the ability to write descriptive essays of students. It can be proven from the equation of the regression line  $Y = 7,287 + 0.954Y$ .

## **B. Suggestion**

Based on the conclusion above, the researcher gave some suggestions as follow:

### a. The Teacher

In this research, the researcher found out that *Students' Mastery of Idiom* is influenced on their writing skill of descriptive essay. English teacher could help students increase their writing ability in write something by using *Idiom* or other effective techniques. It can be done among others by providing certain based on the techniques. It means that the students can increase their writing skill of descriptive essay appropriately.

### b. The Teacher

The result of this research is the influence of students' mastery of idiom on their writing skills can make the students understand that idioms can applied in writing. The students can use this research as a reference to improve students' idiom abilities through writing.



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## Appendix 1

### The Validity of Students' Mastery of Idiom Test

No	Item	$R_{\text{count}}$	$R_{\text{table}}$	Criteria
1	Q1	0.567	0.355	Valid
2	Q2	0.348		Invalid
3	Q3	0.723		Valid
4	Q4	0.230		Invalid
5	Q5	0.706		Valid
6	Q6	0.094		Invalid
7	Q7	0.622		Valid
8	Q8	0.340		Invalid
9	Q9	0.303		Invalid
10	Q10	0.668		Valid

## Appendix 2

### The Respondents List of Idiom Test

Class : PBI 4B

No	Name	No	Name
1	Yuniar Chrismonia C	17	Bayu Septi Pratiwi
2	Davi Hidayat	18	Ani Priani
3	Intania Sifa	19	Rahmita Utami
4	Yonanda Diandra F	20	Nurul Wahidah
5	Fitria Lutfiana	21	Nur Umi Liyana Fadlah
6	Lola Haolastuti	22	Dwi Sura Aprilia
7	Siti Robiah	23	Mohamad Izza
8	Ainin Sofiya S	24	Farih Alfinia Sarinastiti
9	Agus Suprpto	25	Kharisma Ainun Q
10	Dewi Sofiyantiz Z	26	Dian Islamiati
11	Muthia Ninda W	27	Hesti R.A
12	Indah Rif'ah Dianti	28	Sabiq Ainun
13	Mely Safitri	29	Agung Setyawan
14	Adie Wahyu Nugroho	30	Rahmat Akbar
15	Husna Amalia	31	M Fajar Kurniawan
16	Anna Muhimah		

### Appendix 3

The Respondents List of The Research

Class : PBI 4A

No	Name	Code
1	Nida Aya Sofia	A- 01
2	Anjar Widayanti	A- 02
3	Lilis	A- 03
4	Rewang Febri Pangestuti	A- 04
5	Naila Izzati Zoelvi	A- 05
6	Sofiatun Nisa Arfianti	A- 06
7	Nafilatun Nafi'ah	A- 07
8	Indah Mutya Lestari	A- 08
9	Indah Darmawati	A- 09
10	Achmad Agung Prayoga	A- 10
11	Sofi Mislah Khusnik	A- 11
12	Nur Wahidzatun Nafisah	A- 12
13	Nuvika Nastiti Wulandari	A- 13
14	Yunita Widyastuti	A- 14
15	Mila Andiliya	A- 15
16	Rizka Dwi Kurniawati	A- 16

## The Respondents List of The Research

Class : PBI 4C

<b>No</b>	<b>Name</b>	<b>Code</b>
1	Fina Sanaya Burhan	C- 01
2	Jakori	C- 02
3	Yulia Wijaya	C- 03
4	Azimatun Nisa	C- 04
5	Habib Salim Alkhoir	C- 05
6	Yulianti Safitri	C- 06
7	Zumala Fajriyyatul Husna	C- 07
8	Nurma Zuhri Ana Ad'hani	C- 08
9	Gilang Muhammad Pahalawan	C- 09
10	Sabrina Azka Amalina	C- 10
11	Siti Mustianingrum	C- 11
12	Nafisah Nur Shofianida	C- 12
13	Viryal Lulu Fakhira	C- 13
14	Anna Pertiwi	C- 14
15	Lutfian Muhammad Qori	C- 15
16	Nur Saidah	C- 16
17	Luluk	C- 17



## Appendix 4

### The scoring rubric of idiom

<b>Categories</b>	<b>Score</b>
Students can identify each idiom from the text	1
Students can write definitions from each idiom correctly	1
Students can apply idiom in a sentence	2
Total Score 4	

## Appendix 5

### The Rubric Form of Writing

Category	4	3	2	1
<b>1. Title</b>	Title is creative and related to the topic	Title is related to the topic, but needs to be more creative	Title is present	No title present
<b>2. Introduction (Organization)</b>	The introduction states the hook, background of information and thesis statement	The introduction states the hook, background of information but there is no thesis statement from the paragraph	The introduction only states 1 of the 3 compositions of the structure	The introduction paragraph is present
<b>3. Focus on Topic (Content)</b>	There is one clear, well - focused topic and main idea stands out of each paragraph	The main idea is clear, topic sentences are used in most paragraph	The main idea is somewhat clear, topic sentences are used in most paragraph	The main idea is not clear. There is a seemingly random collection of

				information, topic sentences appear in few or none of the paragraphs
<b>4. Supporting Information/Details</b>	Several relevant, telling, quality details give the reader important information that allow the reader to picture, smell, feel, hear or imagine tasting things described.	Supporting details and information are relevant, but one key issue or part of the description is unsupported. There are a few vivid details in the essay.	Supporting details and information are relevant, but several key issues or are unsupported. There are details but they do not help the reader imagine they are involved.	Supporting details and information are typically unclear or not related to the topic. There are no or barely any vivid details in the essay.

<p><b>5. Sentence Structure</b></p>	<p>All sentences are well-constructed without using repetitive ideas throughout.</p>	<p>Most sentences are well-constructed with complete thoughts.</p>	<p>Most sentences are well-constructed but some are run-ons or are not descriptive.</p>	<p>Sentences do not have structure and are incomplete or rambling.</p>
<p><b>6. Conclusion</b></p>	<p>The conclusion is strong and leaves the reader with a feeling that he/she understands the writer's point of view.</p>	<p>The conclusion is recognizable and ties up almost all the loose ends.</p>	<p>The conclusion is recognizable, but does not tie up several loose ends.</p>	<p>There is no clear conclusion, the paper just ends.</p>
<p><b>7. Grammar &amp; Spelling</b></p>	<p>Writer makes no errors in grammar, punctuation, spelling or mastering the words</p>	<p>Writer makes 5-10 errors in grammar, punctuation or spelling word</p>	<p>Writer makes 11-20 errors in grammar, punctuation or spelling word</p>	<p>Writer makes more than 20 errors in grammar, punctuation or spelling word</p>

<b>8. Overall Sentence</b>	The overall sentence reaches 20 or more	The overall sentence only reaches 15 or more but does not reach 20 sentences	The overall sentence only reaches 10 or more but does not reach 15 sentences	The overall sentence is fewer than 10 sentences
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## Appendix 6

### The Idiom Test

90 Minutes

NAME : .....  
NIM : .....  
CLASS : .....

### IDIOM TEST

#### Part A

#### Instruction

- Read the following text, then identify 10 Idioms from the text!
- Write down the 10 Idioms that you have to identify and give the definition of each Idiom on the answer sheet!
- Then use each idiom to make a sentence on the answer sheet!
- if you have questions during the test, please ask the researcher

#### Changing the Itinerary

Alessandro hated his apartment. His neighbors were noisy, there was never enough hot water, and the cars and buses outside were always honking their horns loudly. He was in the mood to moves, but he felt paying more rent was out of the question. He decides to read the Sunday newspaper about the “For Rent” advertisement. Alessandro believes that these ads come in handy. He arranged for four appointments back-to-back to see each other's apartments.

The first apartment Alessandro visited is too small. The second one was next to a busy bus action. The third one was on a very

high floor. He felt dizzy when he entered the apartment. Alessandro felt desperate, to say the least. He had to move, but where?

After not finding the solution, finally Alessandro decided to contact Masayuki. Masayuki is a young man from Japan who was ready to return home. Masayuki is a best friend of Alessandro. Masayuki has an apartment but, It is cost an arm and a leg. As they spoke, Alessandro learned that Masayuki's friend, Fumiho, was also returning to Japan. Fumiho was working as an advisor to the international students at university. He was living in a dormitory suite for free! Alessandro was interested and asked Masayuki to arrange with Fumiho. Alessandro looks happy when he meets Fumiho. Fumiho was all decked out. After the meeting, they finally went to a restaurant. They talked about a lot of things. Alessandro is proud of Fumiho because he is a successful person.

At last, Alessandro rushed to international university of Japan with Fumiho. He learned about Fumiho's job and met with the dormitory supervisor. Two days later, the supervisor called to offer Alessandro the job. He accepted it and moved into the dormitory the following weekend. Then I met Olivia, but that is another story.<sup>1</sup>

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<sup>1</sup> Judi Kadden, *Traveling through Idioms an exercise guide to the world of American Idioms* (United States of America : The University of Michigan Press, 2000), Page. 21.

## Answer Sheet

Example :

- a) In the mood to : Want to  
Example sentence : The honeymooners were *in the mood to* watch the film at States Theatre Washington

1. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

2. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

3. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

4. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

5. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_



6. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_
7. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_
8. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_
9. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_
10. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

## Appendix 7

### The Idiom of The Research

90 Minutes

NAME : .....  
NIM : .....  
CLASS : .....

### IDIOM TEST

#### Part A

#### Instruction

- Read the following text, then identify 5 Idioms from the text!
- Write down the 5 Idioms that you have to identify and give the definition of each Idiom on the answer sheet!
- Then use each idiom to make a sentence on the answer sheet!
- if you have questions during the test, please ask the researcher

#### Changing the Itinerary

Alessandro hated his apartment. His neighbors were noisy, there was never enough hot water, and the cars and buses outside were always honking their horns loudly. He was in the mood to moves, but he felt paying more rent was out of the question. He decides to read the Sunday newspaper and answered a few “For Rent” advertisement. Alessandro believes that these ads will useful. He arranged for four appointments back-to-back to see each other's apartments.

The first apartment Alessandro visited is too small. The second one was next to a busy bus action. The third one was on a very high floor. He felt dizzy when he entered the apartment. Alessandro felt desperate, without any exaggeration. Nothing can be expected with the available options. He had to move, but where?

After not finding the solution, finally, Alessandro decided to contact Masayuki. Masayuki is a young man from Japan who was ready to return home. Masayuki is the best friend of Alessandro when in junior school. Near the Masayuki residence, there is an empty apartment but the price is very expensive. Alessandro feels that he doesn't have enough money. After that, they talked about something to help Alessandro solve the problem of finding a place to stay. As they spoke, Alessandro learned that Masayuki's friend, Fumiho, was also returning to Japan. Fumiho was working as an advisor to international students at The International University of Japan. He was living in a dormitory suite for free! Alessandro was interested and asked Masayuki to arrange with Fumiho. On Friday, Fumiho was dressed in fancy clothing when meeting with Alessandro. They start an agreement about something. Alessandro looks happy when Fumiho allowing him to stay in his place without any cost. After the meeting, they finally went to a restaurant. They talked about many things. Alessandro is proud of Fumiho because he is a successful person.

At last, Alessandro rushed to the International University of Japan with Fumiho. He learned about Fumiho's job and met with the dormitory supervisor. Two days later, the supervisor called to offer Alessandro the job. He accepted it and moved into the dormitory the following weekend. Then I met Olivia, but that is another story.<sup>2</sup>

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<sup>2</sup> Judi Kadden, *Traveling through Idioms an exercise guide to the world of American Idioms* (United States of America : The University of Michigan Press, 2000), Page. 21.

## Answer Sheet

Example :

- a) In the mood to : Want to  
Example sentence : The honeymooners were *in the mood to* watch the film at States Theatre Washington

1. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

2. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

3. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

4. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

5. \_\_\_\_\_ : \_\_\_\_\_  
Example sentence : \_\_\_\_\_

## Appendix 8

### The Form of Students' Writing Sheet

#### WRITING TEST

##### Part B.

##### Instructions

1. Write a descriptive essay at least (20 sentences) on one of the following topics :
  - a. A holiday celebration or family tradition
  - b. A favorite place or time of day
  - c. A work of art (painting, sculpture, photograph, etc.)
  - d. A piece of architecture (bridge, building, etc.)<sup>3</sup>

“GOOD LUCK “

Title

.....

.....  
.....  
.....  
.....  
.....

---

<sup>3</sup> Alice Savage Patricia Mayer, *Effective Academic Writing* (New York :Oxford University Press, 2006), Page 52

## Appendix 9

### The Score of Students' Mastery of Idiom Test

No	Code	1	2	3	4	5	Total
1	A- 01	4	4	0	4	3	15
2	A- 02	4	3	4	4	0	15
3	A- 03	4	4	3	3	4	18
4	A- 04	4	4	4	2	4	18
5	A- 05	4	4	0	4	4	16
6	A- 06	4	4	4	3	3	18
7	A- 07	2	2	3	3	3	13
8	A- 08	4	4	1	4	4	17
9	A- 09	4	4	1	3	1	13
10	A- 10	4	4	3	3	3	17
11	A- 11	3	3	1	4	4	15
12	A- 12	3	4	3	2	4	16
13	A- 13	3	1	4	4	4	16
14	A- 14	4	4	4	3	3	18
15	A- 15	4	4	4	4	2	18
16	A- 16	3	4	1	4	4	16
17	C- 01	2	2	2	2	2	10
18	C- 02	2	1	1	1	1	6
19	C- 03	4	3	4	3	4	18
20	C- 04	3	4	3	3	4	17
21	C- 05	2	1	4	4	4	15
22	C- 06	4	4	2	3	4	17
23	C- 07	3	4	4	3	2	16
24	C- 08	4	3	1	3	4	15
25	C- 09	4	4	4	4	1	17
26	C- 10	1	4	4	4	3	16
27	C- 11	3	4	1	3	1	12
28	C- 12	4	3	3	4	1	15
29	C- 13	1	3	4	1	4	13

30	C- 14	4	3	4	3	4	18
31	C- 15	4	3	2	3	1	13
32	C- 16	4	4	4	2	4	18
33	C- 17	4	4	1	3	4	16

## Appendix 10

### The Score of Writing Test

No	Code	1	2	3	4	5	6	7	8	Total
1	A- 01	3	3	3	2	2	3	2	3	21
2	A- 02	3	2	2	3	2	2	2	3	19
3	A- 03	4	4	1	3	4	4	4	4	28
4	A- 04	4	4	3	4	4	4	3	2	28
5	A- 05	1	2	2	2	2	2	2	2	15
6	A- 06	3	2	3	2	3	3	2	2	20
7	A- 07	4	3	3	3	3	4	3	4	27
8	A- 08	4	2	2	3	2	2	2	3	20
9	A- 09	4	4	3	4	3	3	3	4	28
10	A- 10	3	2	3	3	4	2	3	4	24
11	A- 11	4	2	3	2	2	2	2	3	20
12	A- 12	4	2	3	2	2	3	2	3	21
13	A- 13	4	3	2	2	3	3	2	3	22
14	A- 14	4	3	3	3	2	4	3	4	26
15	A- 15	3	4	3	3	3	4	2	4	26
16	A- 16	2	4	3	3	3	4	3	3	25
17	C- 01	2	3	2	2	2	1	2	2	16
18	C- 02	2	1	1	2	1	1	1	1	10
19	C- 03	4	4	3	4	3	4	3	4	29
20	C- 04	2	3	2	2	4	2	2	4	21
21	C- 05	2	2	2	2	1	3	1	3	16
22	C- 06	4	3	3	2	3	3	2	3	23
23	C- 07	2	2	2	3	2	2	2	3	18
24	C- 08	3	2	2	2	2	1	1	2	15
25	C- 09	2	3	3	3	3	4	3	3	24
26	C- 10	2	2	3	2	2	3	3	2	19
27	C- 11	3	2	2	2	2	1	3	2	17
28	C- 12	3	2	2	2	3	2	2	3	19
29	C- 13	3	4	3	4	3	3	3	4	27



30	C- 14	3	4	4	3	3	4	3	4	28
31	C- 15	2	4	2	4	4	4	3	4	27
32	C- 16	4	4	3	3	3	4	3	4	28
33	C- 17	3	4	3	2	2	2	3	2	21

## Appendix 11

### The Frequency Distribution of Students' Mastery of Idiom

IDIOM					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	3.0	3.0	3.0
	10	1	3.0	3.0	6.1
	12	1	3.0	3.0	9.1
	13	4	12.1	12.1	21.2
	15	6	18.2	18.2	39.4
	16	7	21.2	21.2	60.6
	17	5	15.2	15.2	75.8
	18	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

## Appendix 12

### The Frequency Distribution of Students' Writing skill

<b>WRITING</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	3.0	3.0	3.0
	15	2	6.1	6.1	9.1
	16	2	6.1	6.1	15.2
	17	1	3.0	3.0	18.2
	18	1	3.0	3.0	21.2
	19	3	9.1	9.1	30.3
	20	3	9.1	9.1	39.4
	21	4	12.1	12.1	51.5
	22	1	3.0	3.0	54.5
	23	1	3.0	3.0	57.6
	24	2	6.1	6.1	63.6
	25	1	3.0	3.0	66.7
	26	2	6.1	6.1	72.7
	27	3	9.1	9.1	81.8
	28	5	15.2	15.2	97.0
	29	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

## Appendix 13

### Descriptive Statistic Students' Mastery of Idiom

#### Statistics

IDIOM

N	Valid	33
	Missing	0
Mean		15.48
Std. Error of Mean		.459
Median		16.00
Mode		18
Std. Deviation		2.635
Variance		6.945
Range		12
Minimum		6
Maximum		18

## Appendix 14

### Descriptive Statistic Students' Writing Skill of Descriptive Essay

#### Statistics

WRITING

N	Valid	33
	Missing	0
Mean		22.06
Std. Error of Mean		.844
Median		21.00
Mode		28
Std. Deviation		4.847
Variance		23.496
Range		19
Minimum		10
Maximum		29

## Appendix 15

### The Normality Data

		Unstandardized Residual
N		33
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	4.14424056
Most Extreme Differences	Absolute	.124
	Positive	.124
	Negative	-.082
Kolmogorov-Smirnov Z		.714
Asymp. Sig. (2-tailed)		.687
a. Test distribution is Normal.		

## Appendix 16

### The Correlation Between Two Variables

		Correlations	
		IDIOM	WRITING
IDIOM	Pearson Correlation	1	.519**
	Sig. (2-tailed)		.002
	N	33	33
WRITING	Pearson Correlation	.519**	1
	Sig. (2-tailed)	.002	
	N	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Appendix 17

### The Coefficients Table

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	7.287	4.435		1.643	.110
	IDIOM	.954	.282	.519	3.378	.002

a. Dependent Variable: WRITING



## Appendix 18

### The Table of ANOVA

ANOVA<sup>b</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	202.287	1	202.287	11.410	.002 <sup>a</sup>
Residual	549.591	31	17.729		
Total	751.879	32			

a. Predictors: (Constant), IDIOM

b. Dependent Variable:  
WRITING

## Appendix 19

### The Picture of Students' Worksheet of Idiom

90 Minutes	NAME : <u>Fumita widya astuti</u>
	NIM : <u>1703146031</u>
	CLASS : <u>PB1 9A</u>

**IDIOM TEST**

**Part A**

**Instruction**

- Read the following text, then identify 5 Idioms from the text!
- Write down the 5 Idioms that you have to identify and give the definition of each Idiom on the answer sheet!
- Then use each idiom to make a sentence on the answer sheet!
- If you have questions during the test, please ask the researcher

**Changing the Itinerary**

Alessandro hated his apartment. His neighbors were noisy, there was never enough hot water, and the cars and buses outside were always honking their horns loudly. He was in the mood to moves, but he felt paying more rent was out of the question. He decides to read the Sunday newspaper and answered a few "For Rent" advertisement. Alessandro believes that these ads will useful. He arranged for four appointments back-to-back to see each other's apartments.

The first apartment Alessandro visited is too small. The second one was next to a busy bus action. The third one was on a very high floor. He felt dizzy when he entered the apartment. Alessandro felt desperate, without any exaggeration. Nothing can be expected with the available options. He had to move, but where?

After not finding the solution, finally, Alessandro decided to contact Masayuki. Masayuki is a young man from Japan who was ready to return home. Masayuki is the best friend of Alessandro when in junior school. Near the Masayuki residence, there is an empty apartment but the price is very expensive. Alessandro feels that he doesn't have enough money. After that, they talked about something to help Alessandro solve the problem of finding a place to stay. As they spoke, Alessandro learned that Masayuki's friend, Fumiho, was also returning to Japan. Fumiho was working as an advisor to international students at The International University of Japan. He was living in a dormitory suite for free! Alessandro was interested and asked Masayuki to arrange with Fumiho. On Friday, Fumiho was dressed in fancy clothing when meeting with Alessandro. They start an agreement about something. Alessandro looks happy when Fumiho allowing him to stay in his place without any cost. After the meeting, they finally went to a restaurant. They talked about many things. Alessandro is proud of Fumiho because he is a successful person.

At last, Alessandro rushed to the International University of Japan with Fumiho. He learned about Fumiho's job and met with the dormitory supervisor. Two days later, the supervisor called to offer Alessandro the job. He accepted it and moved into the dormitory the following weekend. Then I met Olivia, but that is another story.<sup>1</sup>

<sup>1</sup> Judi Kadden, *Traveling through Idioms an exercise guide to the world of American Idioms* (United States of America : The University of Michigan Press, 2000), Page. 21.

## Answer Sheet

### Example :

- a) In the mood to : Want to  
Example sentence : The honeymooners were *in the mood to* watch the film at State Theatre Washington.

- out of the question : Impossible  
Example sentence : Deni and siti love each other, it is out of the question to separate their love.
- At last : Finally  
Example sentence : At last, I got the house that I had dreamed of now.
- Back to Back : Consecutively  
Example sentence : The person can swim back to back with the body upside down.
- Ready to : Prepared to  
Example sentence : I'm still ready to fight when I lose in the PUBG game, I never surrender
- For free : without no cost  
Example sentence : today I got a new bag for free

90 Minutes

NAME : A. A. Pragoa  
NIM : 1703046023  
CLASS : PBI 4A

## IDIOM TEST

### Part A

#### Instruction

- Read the following text, then identify 5 Idioms from the text!
- Write down the 5 Idioms that you have to identify and give the definition of each Idiom on the answer sheet!
- Then use each idiom to make a sentence on the answer sheet!
- If you have questions during the test, please ask the researcher

#### Changing the Itinerary

Alessandro hated his apartment. His neighbors were noisy, there was never enough hot water, and the cars and buses outside were always honking their horns loudly. He was in the mood to move, but he felt paying more rent was out of the question. He decides to read the Sunday newspaper and answered a few "For Rent" advertisement. Alessandro believes that these ads will be useful. He arranged for four appointments back-to-back to see each other's apartments.

The first apartment Alessandro visited is too small. The second one was next to a busy bus action. The third one was on a very high floor. He felt dizzy when he entered the apartment. Alessandro felt desperate, without any exaggeration. Nothing can be expected with the available options. He had to move, but where?

After not finding the solution, finally, Alessandro decided to contact Masayuki. Masayuki is a young man from Japan who was ready to return home. Masayuki is the best friend of Alessandro when in junior school. Near the Masayuki residence, there is an empty apartment but the price is very expensive. Alessandro feels that he doesn't have enough money. After that, they talked about something to help Alessandro solve the problem of finding a place to stay. As they spoke, Alessandro learned that Masayuki's friend, Fumiho, was also returning to Japan. Fumiho was working as an advisor to international students at The International University of Japan. He was living in a dormitory suite for free! Alessandro was interested and asked Masayuki to arrange with Fumiho. On Friday, Fumiho was dressed in fancy clothing when meeting with Alessandro. They start an agreement about something. Alessandro looks happy when Fumiho allowing him to stay in his place without any cost. After the meeting, they finally went to a restaurant. They talked about many things. Alessandro is proud of Fumiho because he is a successful person.

At last, Alessandro rushed to the International University of Japan with Fumiho. He learned about Fumiho's job and met with the dormitory supervisor. Two days later, the supervisor called to offer Alessandro the job. He accepted it and moved into the dormitory the following weekend. Then I met Olivia, but that is another story.<sup>1</sup>

<sup>1</sup> Judi Kadden. *Traveling through Idioms an exercise guide to the world of American Idioms* (United States of America: The University of Michigan Press, 2000), Page 21.

## Answer Sheet

Example :

- a) In the mood to : Want to  
Example sentence : The honeymooners were *in the mood to* watch the film at State Theatre Washington.

1. Out of the Question : Impossible  
Example sentence : In the subject of Arabic language, it is out of the question if you get a perfect score
2. Back-to-back : consecutively  
Example sentence : Andha Kanger band is a great person. He could married back-to-back in ten years.
3. Ready to : Ready for something  
Example sentence : I always survive in all of the situation and I always ready to the next phase on my life.
4. For free : Without no cost  
Example sentence : I am alway got everything for free. Because I am a king Melrodas.
5. At last : In a late activity  
Example sentence : At last, I can eat Banana in Hongkong.

90 Minutes

NAME : Virga Lulu F.  
NIM : 1702046114  
CLASS : PB1 4C

### IDIOM TEST

#### Part A

##### Instruction

- Read the following text, then identify 5 Idioms from the text!
- Write down the 5 Idioms that you have to identify and give the definition of each Idiom on the answer sheet!
- Then use each idiom to make a sentence on the answer sheet!
- If you have questions during the test, please ask the researcher

#### Changing the Itinerary

Alessandro hated his apartment. His neighbors were noisy, there was never enough hot water, and the cars and buses outside were always honking their horns loudly. He was in the mood to move, but he felt paying more rent was out of the question. He decides to read the Sunday newspaper and answered a few "For Rent" advertisement. Alessandro believes that these ads will be useful. He arranged for four appointments back-to-back to see each other's apartments.

The first apartment Alessandro visited is too small. The second one was next to a busy bus action. The third one was on a very high floor. He felt dizzy when he entered the apartment. Alessandro felt desperate, without any exaggeration. Nothing can be expected with the available options. He had to move, but where?

After not finding the solution, finally, Alessandro decided to contact Masayuki. Masayuki is a young man from Japan who was ready to return home. Masayuki is the best friend of Alessandro when in junior school. Near the Masayuki residence, there is an empty apartment but the price is very expensive. Alessandro feels that he doesn't have enough money. After that, they talked about something to help Alessandro solve the problem of finding a place to stay. As they spoke, Alessandro learned that Masayuki's friend, Fumiho, was also returning to Japan. Fumiho was working as an advisor to international students at The International University of Japan. He was living in a dormitory suite for free! Alessandro was interested and asked Masayuki to arrange with Fumiho. On Friday, Fumiho was dressed in fancy clothing when meeting with Alessandro. They start an agreement about something. Alessandro looks happy when Fumiho allowing him to stay in his place without any cost. After the meeting, they finally went to a restaurant. They talked about many things. Alessandro is proud of Fumiho because he is a successful person.

At last, Alessandro rushed to the International University of Japan with Fumiho. He learned about Fumiho's job and met with the dormitory supervisor. Two days later, the supervisor called to offer Alessandro the job. He accepted it and moved into the dormitory the following weekend. Then I met Olivia, but that is another story.<sup>1</sup>

<sup>1</sup> Judi Kadden, *Traveling through Idioms an exercise guide to the world of American Idioms* (United States of America : The University of Michigan Press, 2000), Page. 21.

## Answer Sheet

Example :

- a) In the mood to : Want to  
Example sentence : The honeymooners were in the mood to watch the film at State Theatre Washington.

- Out of the question : Impossible, Inconceivable  
Example sentence : It's out of the question if you can ride the car without studying, you have to study first
- Back to back : always come back  
Example sentence : Imam was incredible, he made 4 goals back-to-back against the opponent
- Ready to : prepared for immediate action or use  
Example sentence : Zulfaris not ready to working in the first time, she feel shame to meet with the other people
- Ready to : Do something to do  
Example sentence : I will ready to buy a new smartphone
- At Last : Finally  
Example sentence : At last, Arif and Juminten were married next month, they couldn't wait for that day

Minutes

NAME : Yulia Wijaya .....  
NIM : 1703046094 .....  
CLASS : PBI 4C .....

## IDIOM TEST

### Part A

#### Instruction

- Read the following text, then identify 5 Idioms from the text!
- Write down the 5 Idioms that you have to identify and give the definition of each Idiom on the answer sheet!
- Then use each idiom to make a sentence on the answer sheet!
- If you have questions during the test, please ask the researcher

#### Changing the Itinerary

Alessandro hated his apartment. His neighbors were noisy, there was never enough hot water, and the cars and buses outside were always honking their horns loudly. He was in the mood to moves, but he felt paying more rent was out of the question. He decides to read the Sunday newspaper and answered a few "For Rent" advertisement. Alessandro believes that these ads will useful. He arranged for four appointments back-to-back to see each other's apartments.

The first apartment Alessandro visited is too small. The second one was next to a busy bus action. The third one was on a very high floor. He felt dizzy when he entered the apartment. Alessandro felt desperate, without any exaggeration. Nothing can be expected with the available options. He had to move, but where?

After not finding the solution, finally, Alessandro decided to contact Masayuki. Masayuki is a young man from Japan who was ready to return home. Masayuki is the best friend of Alessandro when in junior school. Near the Masayuki residence, there is an empty apartment but the price is very expensive. Alessandro feels that he doesn't have enough money. After that, they talked about something to help Alessandro solve the problem of finding a place to stay. As they spoke, Alessandro learned that Masayuki's friend, Fumiho, was also returning to Japan. Fumiho was working as an advisor to international students at The International University of Japan. He was living in a dormitory suite for free! Alessandro was interested and asked Masayuki to arrange with Fumiho. On Friday, Fumiho was dressed in fancy clothing when meeting with Alessandro. They start an agreement about something. Alessandro looks happy when Fumiho allowing him to stay in his place without any cost. After the meeting, they finally went to a restaurant. They talked about many things. Alessandro is proud of Fumiho because he is a successful person.

At last, Alessandro rushed to the International University of Japan with Fumiho. He learned about Fumiho's job and met with the dormitory supervisor. Two days later, the supervisor called to offer Alessandro the job. He accepted it and moved into the dormitory the following weekend. Then I met Olivia, but that is another story.<sup>1</sup>

<sup>1</sup> Judi Kadden. *Traveling through Idioms an exercise guide to the world of American Idioms* (United States of America : The University of Michigan Press, 2000). Page: 21.



## Answer Sheet

### Example :

a) In the mood to : Want to

Example sentence : The honeymooners were *in the mood to* watch the film at State Theatre Washington.

1. Out of question : Impossible, inconceivable

Example sentence : It's out of the question if you can play the guitar without studying, you have to study first.

2. Back to back : Seeing our behind

Example sentence : Andi was incredible, he made 3 goals back-to-back against the opponent.

3. Ready to : Prepared for immediate action or use

Example sentence : Zakiya is not ready to marry someone who she does not love.

4. At last : Finally

Example sentence : At last, Ahmad and Zakkiyah were married next month, they couldn't wait for that day.

5. For free : Without no payment

Example sentence : I get a new pen from my daddy for free

## Appendix 20

### The Picture of Students' Worksheet of Writing

#### WRITING TEST

##### Part B:

##### Instructions

1. Write a descriptive essay at least (20 sentences) on one of the following topics :
  - a. A holiday celebration or family tradition
  - b. A favorite place or time of day
  - c. A work of art (painting, sculpture, photograph, etc.)
  - d. A piece of architecture (bridge, building, etc.)

"GOOD LUCK "

Title

special days of Eid El -fitr

Eid el -fitr is one of great days of mosque religion which everyone miss. There are some different ways to celebrate this wanted event. firstly, there are some people celebrating the eid el-fitr with their family in regular way.

Eid el-fitr is one of mosque's day which everyone miss. There are some different style of celebration. At eid el-fitr but regularly people will prepare it long before the time is coming. And at eid el-fitr day they will go to mosque in order to sholat eid together. After that they shake hand each other to show their sorry and do apologise from their mistakes and ein before.

Talking about the different ways of celebration of eid el-fitr it depends on the environment. Tradition of each family. and need firstly, some people just go to mosque and sholat eid together. Then they shake their hands each other. After that they just go home and visit their family which is far from home. They gather with their family. There they tell every movement that they experienced.

Secondly, There are some people visiting their family's grave after coming back from the mosque. They go there in order to remember their family that has been died. They also pray to them beside the grave. Sometimes, people also tell their story when visiting the grave they also bring flowers.

Thirdly, people gather with their family in regularly way. after sharing each other, they go to somewhere. they wanna get vacation. why? after separated because of their own business. They prefer to choose having quality time with family, for example it is go vacation to share happiness.

There must be many ways to celebrate Eid el-fitr. But, the

Source :

Alice Savage Patricia Mayer, *Effective Academic Writing* (New York :Oxford University Press, 2006), Page 52

## WRITING TEST

### Part B.

#### Instructions

1. Write a descriptive essay at least (20 sentences) on one of the following topics :
  - a. A holiday celebration or family tradition
  - b. A favorite place or time of day
  - c. A work of art (painting, sculpture, photograph, etc.)
  - d. A piece of architecture (bridge, building, etc.)

"GOOD LUCK "

Title

The Fifth Avenue in New York city

Rebecca to see why New York City Avenue was so popular. She decided to take a long walk on Saturday morning. She started at the Arch in Washington square. It looked like a small replica of the Arc de Triomphe in Paris. Around the square students from nearby University were enjoying the sunshine. Musicians and jugglers were performing. A man played an accordion while his little monkey danced wildly on a small stage.

From there, Rebecca walked about twenty blocks to visit Times square. She stopped at deli for a sandwich and a glass of iced tea. Then, she continued to Fifth Avenue. As she approached St. Patrick's Cathedral, a wedding was ending. People were applauding and throwing rice as the bride and groom walked down the church steps. A horse-drawn carriage decorated with pink and white roses waited for the couple. Across the street, Rebecca noticed a huge statue of a man. This was Rockefeller Center. It is famous for its winter time ice skating rink, Radio City Music Hall, and the famous Rockettes who perform there.

Rebecca was deciding whether to walk home or take a taxi. Then she saw the red double-decker bus. Over the microphone, the driver announced loudly, "Next stop, the Empire State Building, the world famous Art Deco Building built in 1931. Find out why Hong Kong climbed its 102 stories! All aboard!" Rebecca loved the movie "King Kong" and decide to take the red bus to her next adventure.

Source :

Alice Savage Patricia Mayer, *Effective Academic Writing* (New York: Oxford University Press, 2006), Page 52

## WRITING TEST

### Part B.

#### Instructions

1. Write a descriptive essay at least (20 sentences) on one of the following topics :
  - a. A holiday celebration or family tradition
  - b. A favorite place or time of day
  - c. A work of art (painting, sculpture, photograph, etc.)
  - d. A piece of architecture (bridge, building, etc.)

“GOOD LUCK “

Title

My Memory Box

Over past the twenty one years, I have keep a very special thing. Right under my bed, a blue box. However is not just any old blue box. This box is very meaningful to me as it holds the small and precious antiquities of my life. This is very important of my own memory box.

My memory box is medium size. It not large at all. It is medium but small enough to fit under my bed. It is bright blue with small shiny sequins pinned all over the top. The box made from a silk animal. The cover of the box is metallic materials. There is a picture of swan on the edge of the box. The box is square with rounded edges. The interior of the box also blue.

The main purpose of this box is to hold my memories. The box contains a variety of small, but meaningful object. The object is such us my passport, my children birth bands, and my mother's old worker's identification card. The box also holds a collection of articles regarding people I knew and some events in my life. I also managed to pack in some small trinket's that remind me of my high school days. For example, fifteen years ago I placed my prom card in the box.

In conclusion, the blue box is not worth much in your activities. It is worth an immense amount of sentimental value. I recommend that if you do not have your own memory box, you should keep one right now. To say the least, the experience in whole life down the line you can enjoy reflecting on your past just as I am able to do today.

Source :

Alice Savage Patricia Meyer, *Effective Academic Writing* (New York :Oxford University Press, 2006). Page 52

## WRITING TEST

### Part B.

#### Instructions

1. Write a descriptive essay at least (20 sentences) on one of the following topics :
  - a. A holiday celebration or family tradition
  - b. A favorite place or time of day
  - c. A work of art (painting, sculpture, photograph, etc.)
  - d. A piece of architecture (bridge, building, etc.)

"GOOD LUCK "

Title

### My Inspiration Photography

Traditional and modern art was never my cup of tea. I feel mainly old oil paintings of the British Impressionism. The British old Impression with ~~the~~ their gaudy ornate shapes, romantic pastel colors nature or incredible juxtaposition in the modern art. It is very different with traditional art, modern art is minimalist and bold symbolic, simple shapes and daringly loud colors. They have different characteristics.

To me, modern art is too much about the hidden, it is too little about the little visible sense. But, I do realize that I might be wrong in all modern art with one cliché, thus I am always open new experiences. So, when my friend invited me to gallery exhibition by Jack Long last week. I never heard before, I was quite heard before, I was quite enthusiastic about it.

The exhibition comprised of a collection of the photography that the artist had named "Brook and Bunny". I have seen instant photography pictures before. It usually looked like sat a bright and juicy splashes of colored water. The artist (I believe it would be wrong to call him simply a photographer his Jack) Jack creates amazingly beautiful picture using water, dyes pigments, and thickeners, shaping them into flower pots of lilies. These exceptionally feisty realistic and glossy. The artist captures a single moment and does more than just preserve it. He creates the art during those mill seconds of beauty ~~the~~ flickers. One image had a particularly strong impression on me. It was bright orange flower on a background.

I could not look away from this magnificent picture with which I fall in love, and now this frail and gorgeous orange flower on a wall it feeding happiness. I cannot avoid this, because it is very hard to ignore this one. I cannot say it anymore. Thank you, Jack Long. Thank you for the inspiration and your artistic that one of your works bring me to life right now.

Source :

Alice Savage Patricia Mayer, *Effective Academic Writing* (New York :Oxford University Press, 2006), Page 52

## Appendix 21

### Research Documentation

#### PBI 4A





## PBI 4C







## Appendix 22

### Letter of Data Validation



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngolan Tambak Aji Semarang, 50815 Telp. 024-7628780 Fax. 024-7619177 email : baakatsm@yahoo.com

**PENELITI** : Adi Wahyu Pratama  
**NIM** : 1503046020  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : THE INFLUENCE OF STUDENTS' MASTERY OF IDIOM ON THEIR WRITING SKILL OF DESCRIPTIVE ESSAY (A STUDY AT THE FOURTH SEMESTER OF PENDIDIKAN BAHASA INGGRIS UIN WALISONGO SEMARANG IN THE ACADEMIC YEAR OF 2018/2019)

#### HIPOTESIS:

##### a. Hipotesis Korelasi

H<sub>0</sub>: Tidak ada hubungan yang signifikan antara idiom terhadap kemampuan menulis  
H<sub>1</sub>: Ada hubungan yang signifikan antara idiom terhadap kemampuan menulis

##### b. Hipotesis Uji F

H<sub>0</sub>: Tidak ada pengaruh yang signifikan antara idiom terhadap kemampuan menulis  
H<sub>1</sub>: ada pengaruh yang signifikan antara idiom terhadap kemampuan menulis

##### c. Hipotesis Uji t ( Parsial)

H<sub>0</sub>: Koefisien regresi tidak signifikan  
H<sub>1</sub>: koefisien regresi signifikan

#### HASIL DAN ANALISIS DATA

Correlations

		Idiom Test	Writing Test
Idiom Test	Pearson Correlation	1	.519**
	Sig. (2-tailed)		.002
	N	33	33
Writing Test	Pearson Correlation	.519**	1
	Sig. (2-tailed)	.002	
	N	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed)

#### Keterangan:

Sig. =  $0.000 \leq 0.05$ , maka H<sub>0</sub> ditolak artinya terdapat hubungan antara idiom terhadap kemampuan menulis. Nilai koefisien korelasi sebesar 0.519 artinya hubungan antara idiom terhadap kemampuan menulis **Sedang**.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519 <sup>a</sup>	.269	.245	4.21055

a. Predictors: (Constant), Idiom Test

#### Keterangan:

Kontribusi idiom terhadap kemampuan menulis adalah sebesar 26.9% dan sisanya dipengaruhi oleh faktor lain.



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	202.287	1	202.287	11.410	.002 <sup>a</sup>
	Residual	549.591	31	17.729		
	Total	751.879	32			

a. Predictors: (Constant), Idiom Test

b. Dependent Variable: Writing Test

### Keterangan:

Sig. = 0.000 ≤ 0.05, maka  $H_0$  ditolak artinya terdapat pengaruh signifikan idiom terhadap kemampuan menulis.

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.287	4.435		1.643	.110
	Idiom Test	.954	.282	.519	3.378	.002

a. Dependent Variable: Writing Test

### Keterangan:

Persamaan regresi adalah  $Y = 7.287 + 0.954X$

Uji koefisien variabel strategi promosi (0.954): sig. = 0.002 maka  $H_0$  ditolak artinya koefisien idiom Signifikan dalam mempengaruhi variabel Y (kemampuan menulis)

Semarang, 12 November 2019

Kepala Laboratorium



Deden Istiawan, S.Si., M.Kom









## CURRICULUM VITAE

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Students' Number : 1503046020  
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### Education

1. SDN Pedurungan Tengah 01 Semarang, Graduated in 2009
2. SMPN 34 Semarang, Graduated in 2012
3. SMAN 11 Semarang, Graduated in 2015
4. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Semarang, November 26<sup>th</sup> 2019  
The Researcher,

**Adi Wahyu Pratama**  
**NIM : 1503046020**