STUDENTS' UNDERSTANDING ON IDIOM
AT SECOND GRADE OF SMAN 13 BANDAR LAMPUNG

(Undergraduate Thesis)

By

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ABSTRACT

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

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

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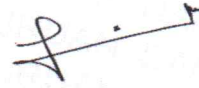NIP 19740607 200003 2 001   NIP 19930723 201903 1 017

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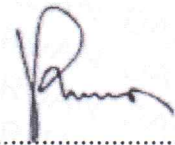NIP 19640106 198803 1 001

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Menyatakan bahwa skrpsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, Karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung,   Agustus 2021

Ani Lestari

CURRICULUM VITAE

The researcher's name is Ani Lestari. She was born on February 2, 1996 in Surabaya. She is the second child of Herman Rudolf Gaelagoy and Nanik Sri Mulyani. She has two siblings namely Hana Wahyuni and Muhammad Risky.

Her educational background started at SDI Miftahul Ulum Surabaya and graduated in 2008. Then, she spent three years studying at SMPN 3 Kotabumi Lampung Utara. In 2011 she went to SMK Swadhipa Natar Lampung Selatan for her senior high school education finished in 2014.

In 2016, she succeeded to pass the PMPAP test, and she was accepted in English Education Study Program at the Faculty of Teacher Training and Education in Lampung University. In July to August 2019, she precisely carried out a Field Experience Program (PPL) in SMPN 1 Sukau, West Lampung.

DEDICATION

By offering my praise and gratitude to Allah SWT for blessing to me.

This script is proudly dedicated to :

Author's parents, Herman Rudolf Gaelagoy, Sugiono and Nanik Sri Mulyani

Author's Family

Author's great Teachers and Lecturers

English Department 2016

Author's Almamater, University of Lampung

MOTTO

Work hard! But, don't forget to pray hard too

.

.

Be kind, and helpful for people around you

-Anilesta-

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Praise is only for Allah, the Almighty God, for blessing the author with health, determination, and perseverance to finish this script. This script with respect to "Students' Understanding on Idiom at Second Grade of SMAN 13 Bandar Lampung" is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this script, therefore, the author would like to express her sincere gratitude and respect to:

1. Dr. Feni Munifatullah, M.Hum., as the first advisor and also her second mother in college who guided the writer patiently in writing the script, for her support and kindness.
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Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, August 2021

The author

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I. INTRODUCTION

This chapter presents the background of the study, research questions, objective of the research, uses of the research, scope and definition of terms.

I.1. Background of the Study

English has many ways to express an idea. One of them is by using idiomatic expressions. Idioms are described by Ammer (2003 : 1) as a set of phrases consisting of two or more words that mean something different from the literal meaning of the individual words. According to McCarthy (2003 : 8) Idioms are the only type of *multi-word* unit found in the vocabularies of languages. Idioms are part of the vocabulary in student's course books and no one can neglect teaching them, since they constitute an important part. Moreover, idioms are a part of an immense family of figurative expressions, as well as metaphors, proverbs, indirect speech acts, etc. Wyatt (2006) states that idiom is an expression where the meaning is different from the meaning of the individual words. Idioms, along with proverbs, are as old as hills and can be found in every language and every culture in the world (Zovko, 2006).

Idiom teaching and learning are often considered as a hard task in L2 learning. McPartland (1981) maintains that the main reason idioms are so difficult to learn and teach is the fact that they are not literal, i.e. they do not mean what they say. In other words, idioms are not literal expressions (ifill, 2002).

Idioms can sometimes be less problematic since they share aspects that occur widely in other languages; for example, using an animal as an object of comparison in an idiomatic phrase is very common among the languages of the world (Makkai, 1978). There are many idiomatic expressions found in written texts (novels, short stories, letters, poetry, song etc.). Moon (2006) defined idiom as a fixed sequence of words which has a meaning beyond that of the constituent parts.

The use of idioms is unique. Idiom is one of the characteristics of English, but not all non-native speakers are aware of it. Also idioms are combinations of some words which convey a certain meaning. Advanced L2 learners have the advantage of target language learning, but they also have a disadvantage in not understanding idioms of the target language which will appear in newspapers, movies, magazines, books and daily conversations. According to Cooper (1999), idiom study presents a special language problem for all language learners because the figurative meaning is unpredictable. The most difficult idioms are those that have no equivalent in the learner's mother tongue and whose meaning cannot be obtained from the combined meanings of individual words. To the contrary, the easiest idioms are those whose equivalents are exactly the same in the learner's mother tongue. In as much as a native speaker's language is filled with usage of idiomatic expressions, apprehension of idioms proves to be unavoidable in understanding a native speaker's speech. These are just some of the reasons that demonstrate that teaching idioms to second language learners is a positive idea Hussein et al., (2000). The field of idiomaticity is considered by many researchers as an important area, especially when it comes to L2 and/ or EFL learners.

Some experts stated that idioms are difficult to learn because the meaning is not literal and idiom itself is one of figurative language which is familiar in our daily life. We can find it in novels, short stories, letters, poetry, songs, etc. So that idiom becomes one of the most important things to learn especially in school. Each research started with a problem, so I observed and did pre-research in some school. I found in one of the schools which is SMAN 13 Bandar Lampung that there was song translation material and I was curious about their idiom

understanding (song translation). In addition, the reason for choosing this study is because it's never been done before, since the study is the replication study.

I.2. Research Questions

Based on the background above, the researcher formulates the research question as follow:

1. Do idioms affect sentence comprehension?
2. Is there a gap between learners' subjective and objective understanding of idioms?

I.3. Objective of the Research

Based on the formulation mentioned above, the research is aimed to know the students' understanding of idioms.

1.4. Uses of the Research

The uses of this research study are:

1. Theoretically

The result of the study is expected to enrich the theories of idioms and references for further researchers to conduct similar studies.

2. Practically

The result of the study is expected to enrich knowledge of english teachers with respect to the ways of translating idiomatic expressions.

I.5. Scope of the Research

The analysis is focused on students' understanding of idioms by translating. There are many types of idioms, such as phrasal verbs, prepositional phrases, idioms

with verbs as keywords, idioms with nouns as keywords, idioms with adjectives as keywords, and idiomatic pairs. This research limits the study only on idioms, phrasal verbs and idioms with combinations like idioms with nouns, idioms with adjectives, idioms with adverbs in Westlife's Songs.

I.6. Definition of Terms

There are some terms used in this research defined to make them clear and in order to avoid misunderstanding. They are clarified as follows:

1. Idiom

Idiom is one of the language styles that use several terms or specific words to express. It is a combination of one word and another word which conveys a certain meaning. Wyatt (2006) states, idiom is an expression where the meaning is different from the meaning of the individual words.

2. Translation

Translation is a process of transferring the message from the source language into the target language. Catford (1965: 20) defines translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

II. LITERATURE REVIEW

This chapter presents some related topics to build comprehension of thinking in this research. It contains review of the previous studies and review of the relevant studies.

2.1. Review of the Previous Studies

There are some previous studies related to the analysis of this research:

Akbar (2011). The Analysis of Idiomatic Expression in Celine Dion's Songs. His research questions are: (1) What form of idiomatic expression is used in Celine Dion's song, (2) What is the meaning of idiomatic expressions found in Celine Dion's songs. He conducted the research because many people can sing an English song but many of them don't understand the meaning of the song they sing. For the result, he found that there are 8 form of idioms in the Celine Dion's Songs and translate it into another meaning, these are separable phrasal verb, in separable phrasal verb, idiom with adjective, idiom with adjective followed by various preposition, idiom with adjective + noun combination, verb + noun + preposition combination, and preposition noun combination. So it is found that there are many figurative speeches in this song.

Hernanto (2017). In his study entitled An analysis of idiomatic expressions in song lyrics from monsters and men's albums my head is an animal. His research questions are: What types of idiomatic expressions are found in the songs' lyrics from the album, and What are the characteristics of idiomatic expressions of the songs' lyrics from the album.

The result of this research is found there are 31 idioms from 11 songs in the album My Head is an Animal by Monster and Men. And the result from answering the first problem, there are two types of idiomatic expressions, (1) verb + noun phrase and (2) verb + particle idiomatic expressions. As a result of the second problem, there are two characteristics of idioms: non-compositional and compositional idioms.

Li and Lewis (2019) in their study entitled 'Understanding Metaphors: Problems for Chinese Readers' using a descriptive statistical method, it was analyzed by quantitative approach. The research questions in this study are: (1) Do metaphors affect sentence comprehension, (2) Is there a gap between learners' subjective and objective understanding of metaphors, (3) How do learners tend to understand and translate metaphors? The results show metaphors affect L2 learners' sentence comprehension, which is consistent with Littlemore et al. (2011, p. 418) finding that learners "were not able fully to benefit" from the use of metaphors. The second finding is that what learners believe they understand is different from what they do understand. For the third research question, learners' translations summarized three categories, namely, using another metaphor to interpret a metaphor, failing to translate the tense and motion related to metaphors, and comprehending metaphors with the influence of L1 and culture.

There are some other studies conducted in order to analyze idiomatic expressions (figurative language) in song lyrics or another. Most of those studies only showed the finding of the idiom of the text and the types of idiom itself.

However, there is no previous study conducted to find out (1) Do idioms affect sentence comprehension? (2) Is there a gap between learners' subjective and objective understanding of idioms? directly in the school. Moreover, this research is replication research from Li & Lewis (2019) entitled 'Understanding Metaphors: Problems for Chinese Readers'. The researcher makes the research in a more simple form by adopting some references. Therefore, the researcher decided to conduct research at the second grade of SMAN 13 Bandar Lampung by using Westlife's Songs.

2.2. Review of the Relevant Studies

In this part, some principal theories are explained as follows:

2.2.1. Idiom

1. The definition of idiom

Idioms are a kind of figurative language, which means they are not always meant to be taken literally. Idioms express a particular sentiment, but they do not literally mean what the individual words themselves mean. According to Palmer (1996)**,** Idiom is semantically like a single word, it does not function like one. A large number of an idioms contain a verb and a noun, but although the verb may be placed in the past tense, the number of the noun can never be changed, for example, the expressions kick the bucket and kicked the bucket (someone who dies) are largely used in English, in contrast to kick the buckets which never occurs. An idiom allows no variation in form under normal circumstances, unless the speaker is consciously making a joke or attempting a play on words. Baker (1992), identifies the grammatical and syntactic restrictions of idioms. A speaker or writer cannot normally do any of the following with an idiom.

1) Addition: adding any word to an idiomatic expression would alter its meaning, or remove its idiomatic sense. Thus, adding the adverb very to the adjective red in red herring (very red herring) affects the figurativeness of its meaning completely.

2) Deletion: deleting the adjective 'sweet' and the article 'the' from the expressions 'have a sweet tooth' and 'spill the beans' would totally change their meanings. Hence, (have a tooth) and (spill beans) have no idiomatic sense.

3) Substitution: idioms accept no replacement of words even if those words are synonyms. For example, the long and short of it means the basic facts of a situation. The adjective long cannot be substituted by another adjective, like tall, despite having nearly the same meaning.

4) Changing the word order: any change in the order of the words of an idiom leads to the destruction of the idiom's meaning. For instance, the order of the words in the expression the long and the short of it cannot be changed into the short and the long of it. Changing the grammatical structure: the passive form 'some beans were spilled' has different meaning from its active form 'they spilled the beans'.

5) Meaning they reveal a secret. Translating idioms is one of the most difficult tasks for translators. It involves far more than the replacement of lexical and grammatical items between languages, and it may involve discarding the basic linguistic elements of the SL text.

According to Baker (1992), the first difficulty that a translator comes across, while translating idioms, is the ability to recognize and distinguish idiomatic from non-idiomatic usage. Recognition is difficult, and sometimes impossible, since many idioms can be slightly modified, while others can be discontinuously spread over a clause. As a rule, the more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom. From the definitions above it can be concluded that an idiomatic expression or an idiom is an expression (i.e. term or phrase) whose meaning cannot be deduced from the literal definition and the arrangement of its parts. An idiom can be in the form of a phrase, clause or sentence. In addition, the source and the target cultures have a great influence on the comprehensibility as well as the translatability of idioms.

Hence, better understanding and using idioms needs both knowing their historical background and familiarity with both the source and the target cultures, and having a clear idea about their different situational context. It should be quite clear by now that the concept of idiom has been interpreted differently by different people.

The scope of idiomatic and the view of different types of idioms are quite extensive. Since idioms differ greatly both in their character and composition, it is indeed important to provide categorization or different types of idioms.

2. Types of idioms

According to Lim (2004) idioms consist of the following six types:

1. **Phrasal Verb**

    Brown (2002) stated that Phrasal Verb is a phrase which contains a verb and other elements such as adverb or preposition and the 12 meaning itself cannot be derived from the literal meaning of its part (the original meaning of the elements), but its meaning retract a statement. Phrasal Verbs are mostly used in formal and informal; spoken and written language. The examples of phrasal verbs can be found in back up, go ahead, hang on.

2. **Prepositional phrases**

    Simons (2015) stated that prepositional phrase is a phrase that begins with preposition and ends with a noun, pronoun, gerund, or clause, followed by the *object* of preposition. Prepositional phrases will function as an adjective or adverb such as in a nutshell, from time to time, with a view to.

3. **Idioms with verbs as keywords**

    This type of idiom uses verbs to emphasize the idiom. Verb is a word or phrase that describes an action, condition, or experience Cambridge (2015). The examples of this type of idiom can be found in fight shy of, leave much to be desired.

4. **Idioms with nouns as keywords**

    This type of idiom uses nouns as the keyword. Noun is a word that refers to a person, place, thing, event, substance, or quality Cambridge (2015). The example of this idiom can be found in a food for thought, blessing disguise and child's play.

5. **Idioms with adjectives as keywords**

   This type of idiom uses adjectives to emphasize the idiom itself. Adjective is a word that describes a noun or pronoun Cambridge (2015). For example, the idioms in cold comfort, wishful thinking, plan sailing, well-mannered, empty headed.

6. **Idiomatic pairs**

   Wyatt (2006) mentioned that an idiomatic pair is an idiom formed by two words which contain adjectives, nouns, and adverbs that unite together to form an idiom sentence. The examples are safe and sound, sink or swim.

2.2.2. Translation

1. The definition of Translation

There are some definitions of translation and every translation expert has his/her own opinion about it. In general, translation is defined as a process of transferring the message from the source language into the target language. Catford (1965) defines translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

This translation definition has a weakness; the structure of one language is different from the structure of other languages. Consequently, textual material in source language cannot be directly replaced by textual material to keep the message and content of the Source Text to the Target Text. Just like what Newmark (1981: 7) states, translation is a craft consisting in the attempt to replace a written message and or statement in one language by the same message and/or statement in another language.

Regarding the definitions, it can be concluded that translation is the process of transferring ideas, thought, and message from the source language (SL) into the target language (TL), in the written or spoken from by considering the accuracy of

the transferring message, the acceptability, the form and also the style of the language.

2. Types of Translation

Catford makes categories of translation in terms of extent, levels, and ranks. Based on the extent, he classifies translation into *full* and *partial* translation. On the levels of translation, there are *total* and *restricted* translation and on the ranks there are *rank bound* and *unbounded* translation. In full translation, the entire text is submitted to the translation process, that is, every part of the source language text is replaced by the target language text material.

In partial translation, some parts of the source language text are left translated. They are simply transferred to the target language text. Total translation means the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology or graphology by non-equivalent TL phonology or graphology. While restricted translation means the replacement of SL textual material by equivalent TL textual material at only one level, that is translation performed only at the phonology or at graphology level, or at only one of the two levels of grammar and lexis. Rank-bound translation is translation in which the selection of TL equivalents is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to morpheme equivalence. In contrast with this, normal total translation in which equivalences shift freely up and down the rank scale is called unbounded translation.

According to Larson (1984) translation is classified into two main types, namely form-based and meaning-based translation. Form based translation attempts to follow the form of Source Language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation.

Larson says that idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. In practice, however, it is hard to consistently translate idiomatically or literally. These translations are often a mixture of literal and idiomatic forms of language. Translation has been performed as a process which begins with the source text, then the meaning of the text is analyzed, discovered, transferred, and re-expressed in the receptor language. In actual practice, however, the translator moves back and forward from the source text to the receptor text.

Sometimes he or she will analyze the source text in order to find the meaning, then restructure this meaning in the receptor language, and move back once again to look at the source text. In translation, the translators should know the types of meanings. By knowing what meaning they should produce, the messages of the source text can be transferred well. Then, the well-transferred meaning will be easier to understand for the readers.

III. METHODOLOGY

Chapter three presents the methodology and procedures used in carrying out the research objectives. It is divided into several parts. They are research design, population and sample, instrument of the research, data collecting techniques, validity and reliability, scoring system, research procedures, and data analysis.

3.1. Research Design

The method of this research was a descriptive statistical method, using a quantitative approach. Sudijono (1987) states that a descriptive quantitative method is a method that describes the state of a phenomenon that has been done by the measuring instrument then, processed in accordance with the function. In other words, descriptive quantifiers have to organize and analyze the numeric data, in order to provide a view regularly, concise, and clear about a phenomenon or event.

This research was the replication research from Li & Lewis (2009) entitled "Understanding metaphor; problems for Chinese Readers". The goal of this research is to make the similar research in more simple form by adopting some references to it. Therefore, the researcher uses translation to assess learners' comprehension of sentences containing idioms and score with rubrics adopted from Angelelli (2009) emphasize the importance of using scoring rubrics to assess translation ability because rubrics allow for a more holistic and systematic grading. The score of the translating test is based on two components: Grammar and Semantics. To find out students understanding idioms more convincingly,

task completion was used in this research which was adopted from Saleh and Zakaria (2011).

3.2. Setting of the Research

3.2.1. Population

The population is the group which the researcher is interested in gaining information. The population of this research was students in SMAN 13 Bandar Lampung.

3.2.2. Sample

Sample is a small proportion of a population selected for observation and analysis. The sample of this research was one class of the second grade students of SMAN 13 Bandar Lampung.

3.3. Instrument of the Research

In this research, the instruments used are tests and questionnaires. The explanation about the instruments as follows :

3.3.1. Test

Test is a few questions or exercises and another instrument used to measure the skill, intelligence, ability, or talent of an individual or group Arikunto (2006). In collecting the data from the students, the researcher used the test to know students' understanding of idioms by translating. The test in this study is song lyrics translation. The chosen songs were taken from Westlife. The students were asked to translate the lyrics from source language into target language.

The test was done one time, the researcher asked the students to translate the text in 45 minutes and also completed the task which consisted of 15 questions that

should be answered by the students. It is used to know more about the students' understanding of idioms in different contexts. When the students finished their translation and the task completed, the researcher collected it and then the rater analyzed every single words, sentences, and paragraphs of the students' translation and the last the researcher scored it.

3.3.2. Questionnaire

Questionnaire is the number of written questions that should be answered or completed by the respondent (Sujino, 2003). The questionnaire instrument was used to find the percentage of students' difficulties in translating idioms of song lyrics. Each question consists of 4 (four) categories of response options by Likert scale. In order to get main specific data, the researcher used questionnaires. The questionnaires had a number of items which were 15 items. Each item of the questionnaire has four alternative answers, which are symbolized:

1= Strongly Agree
2= Agree
3= Disagree
4= Strongly Disagree

3.4. Data Collecting Techniques

The data of this research was collected from the result of students' translating test score, task completion, and also the students' questionnaire response.

3.4.1. Distributing the song translation test

The researcher gave the training session four meetings in two weeks before giving a test, after that the researcher gave the test for the students and asked them to translate it.

3.4.2. Distributing the task completing

The researcher gave a task completion after the students finished their test. The goal is to get to know more about the students' understanding of idioms in another context.

3.4.3. Distributing the questionnaire

After the test was done, the researcher gave the questionnaire that contained fifteen questions.

3.5. Validity and Reliability

In fulfilling the criteria of a good test, validity and reliability should be considered. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund, 1998, p. 226 cited in Brown, 2010). A reliable test is consistent and dependable (Brown, 2010). Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score is (Shohamy, 1985).

They will be explained as follows:

3.5.1. Validity and Reliability of the test

The content used songs as the content validity that related to the curriculum.

The construct validity of the test was obtained from scoring rubric adopted from Angelelli (2019). The reliability of the test was measured by having inter-rater. The first rater was the researcher herself, the second rater was the English teacher from SMAN 13 Bandar Lampung.

3.5.2. Validity and Reliability of the Questionnaire

The researcher measured the construct validity of the questionnaire by using number of statements: It will let the students are able to indicate their opinions about each statement by ticking the alternative (strongly agree, agree, disagree, and strongly disagree) which best indicates the extent to which the students agree or disagree with that statement (Setiyadi, 2018).

Realibility of the questionnaire was analyzed by using Cronbach's Alpha.

3.6. Scoring System

In scoring students' task, the first for students' translation test result the researcher used the scoring criteria adopted from Angelelli (2009) :

Table 3.1. INTERPRETING SUB-TASKS

No	Criteria	Score	Ket.
		Grammar 40%	
1.	Target language output: overall interpretation grammatically correct	1-10	**Poor:** If the paragraph contain dominated errors of grammar
2.	Target language output: appropriate use of discourse markers	10-25	**Fair:** : If the paragraph contain few errors of grammar
3.	Analysis of source	25-40	**Good:** If the

	message,syntax and grammatical features		paragraph are all correct
		Semantics 60%	
4.	Target language output: overall interpretation semantically accurate	**1-15**	**Poor:** essentially translation- little knowledge of english vocabulary, idioms, word form.
5.	Effectively mediates culturally-laden elements of the message	**15-25**	**Fair:** limited range-frequent errors of word/idiom form, choice, usage.
6.	Conveys cultural (and other) gestures; verbal and non-verbal cues	**25-40**	**Good:** adequate range-occasional errors of word/idiom.
7.	Demonstrates awareness of the register for that given situation	**40-60**	**Excellent:** sophisticated range-effective word/idiom choice and usage

Correct answer

——————————X 100%

Number of idioms

The second, for questionnaire the researcher use scoring criteria:

Table 3.2. Likert Scale-Table of Scoring System of Questionnaire

No.	Degree of Agreement	Positive Statement	Negative Statement
1.	Strongly Agree	4	1
2.	Agree	3	2
3.	Disagree	2	3
4.	Strongly Disagree	1	4

(Sugiyono, 2010)

3.7. Research Procedures

1. Determining the population and sample

   The researcher chose the second grade at SMAN 13 Bandar Lampung as the population and one class will be the sample of this research.

2. Selecting the questionnaire and material

   The researcher used 4 English songs as the material for the test which include fifteen idioms and the title of the song is I Lay My Love on You, Season in The Sun, Queen of My Heart, and Flying Without Wings by

Westlife adopted from the study conducted by Puspasari and Saputra (2011). And the questionnaire adopted from Saleh and Zakaria (2013).

4 Conducting online meeting

The researcher gave the material and conducted it for an online meeting in four weeks.

5 Administering Idioms Test

The researcher administered a song lyric as the test and the students should translate it and asked the students to fill the task completing.

6 Questionnaire

The researcher gave the questionnaire in the last meeting.

7 Analysing the Data

The data was analyzed by scoring rubric adopted from angelelli (2009) and using SPSS.

3.8 Data Analysis

After all the documents have been collected, the researcher was able to analyze the data based on the theoretical framework in chapter II. In this study the researcher done several steps to analyze the data:

RQ1:

The researcher with the teacher read through all the data, after that analyze it using scoring rubric by Angelelli (2009) and score it. The data was analyzed by interrelating it with the theoretical framework explained in chapter II. Then distributed to SPSS. The last draw is the result.

RQ2:

The researcher organized the questionnaire, scored it then analyzed the subjective (questionnaire) and objective (song translation). The last step was draw the conclusion.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this research and the suggestions for

English teachers and other researchers who want to conduct any relevant research.

5.1. Conclusion

1. There is no influence of students' idiom understanding with their sentence comprehension in SMAN 13 Bandar Lampung based on linear regression test, the significance value is 0.941>0.05 which means there is no influence between (X) variable to (Y) variable.

2. There is a gap between students' subjective and objective answer, from 25 students there were 22 students who have a gap and from those 22 students also categorized into two categories which were 15 students who have objective lower than subjective (Questionnaire) and 7 students who have subjective higher than objective (Song Translation).

5.2 Suggestions

5.2.1 Suggestions for English Teachers

In teaching English idiomatic expressions should be used in everyday conversation which could help students become more familiar with idioms. The teacher should be creative to present idiomatic material, give students an

opportunity to share their ideas, present their idiomatic knowledge, give reinforcement and guide the student to understand the idiom.

5.2.2 Suggestions for the Students

For language learners, they should upgrade their knowledge about idioms by practicing, and using idioms in their everyday conversation so they can be familiar with idioms. as we know that idiom can be found in many English sources like books, magazines, newspaper, journals, movies, songs, advertisements, etc.

5.2.3 Suggestions for the Future Researcher

The other researcher should conduct further research then this research to form the best development in area education especially in teaching and learning of idiomatic expression as well. Also recommends further research to apply to training sessions to give students more understanding about idioms. This current study is only done in online class meetings without training. Due to pandemic conditions. The researcher realized there is still any limitation in this research which lessens students' attention to difficulty in translating idioms, moreover those idioms still should be studied so that the idiom is clear in the terms of meaning.

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