A CORRELATION BETWEEN STUDENTS' ABILITY IN UNDERSTANDING IDIOMATIC EXPRESSIONS AND THEIR READING COMPREHENSION AT THE SECOND YEAR OF SMA N 2 DUMAI

A Thesis

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CHAPTER I
INTRODUCTION

A. The Background

English is an international language. All countries regard it as a means of communication for international relationship. It is used in many aspects of life; economy, politic, diplomacy, technology, and education. Brown (1988) says that, "English has become a tool for international communication, banking, tourism, technology, diplomacy, and scientific research.

Indonesia is one of developing countries. In this country, English has been taught from elementary school as the lowest level of education until university as the highest one. The primary goal of teaching English is to provide one with the knowledge of English and capability to use it actively. Because of that reasons, English has put as the first priority as it is put in national curriculum and one of the national examination subjects.

In learning English, one of the language skills that the students need to acquire is reading. Reading is very important, as it is a means of seeking knowledge. It is one of main skills in learning English.

Reading is a useful activity in which students should have this skill. Understanding reading is not an easy thing. The more words you know the better and faster you can understand what you read. It means that when we are reading something, there are many words that must we have.

Brown (1994:283) states that the aim of teaching reading is to enable students comprehend and react to what is written. In the newest curriculum, KTSP (Kurikulum Tingkat Satuan Pendidikan), one of the indicators of reading is identifying the meaning of the text. Based on sylabus of SMAN 2 Dumai, the students are expected to master some simple English words. Learning the words is very important because knowing the words in the text that the students reading help them to understand the meaning.

Kirn and Pamela (1994: 108) divided reading into two main parts in reading, namely: pre-reading and post reading. In pre reading, we can prepare to read by answer some questions, skimming the main ideas. Then, in post reading, we can get the main idea and understanding idioms. One way to understand the meaning of the text, we must know all components in reading especially in building vocabulary in reading such as part of speech, related words, compound noun, adjective/noun phrase, idiom and so on.

Haris in Bulut (1999; in Sari Desita, 2006:2) argues that approximately 6.7% of sentences in reading materials use idioms. An idiomatic expression is one of language aspects in learning English. Lane and Lang (1993:238) says that idiomatic expression are set words or phrases that are commonly used and that can be found in a dictionary of idioms or a text that focuses on idiom. To understand idioms is difficult because the words in idioms cannot be figured out from the individual words. So, to avoid mistakes and understand the reading well, a reader should be able to develop his or her knowledge of idiomatic expression.

Idiom are very important. Normal american speech is full of idioms. Most Americans do not realize that you did not learn idioms in school. They will use idioms constantly when they talk to you. If you want to speak and understand English, not just read it, you must learn idioms (E.J.Hoge, 2007, Effortless English Club Blog_idiom.mht).

For example: Many countries in Eastern Europe, Asia, and Africa had been *under the wing* of the Soviet Union during the Cold War. Then the Cold War ended, and without the Soviet influence, some of these countries became battlegrounds.

From the context and knowledge of the word wing, it can guess that under the wings means "protected by and influenced by".

Idiom has high frequency in many reading texts and also in daily conversation. Big misunderstanding can appear if students are not taught idiom early. Finally, the students translate literally whereas the meaning of idiom itself is so far with its literal meaning.

SMAN 2 Dumai is one of Senior High Schools where English becomes a compulsory lesson. It is also as a favorite school in this town because the location is so strategic. English is taught twice a week for five hours in this school. Even though the students have been studying reading for three years at Junior high school and two year in Senior High School, they also have been studying about grammar in reading, but some students do not comprehend better a reading text.

From the background, the writer can find phenomena which can be seen as follows:

1. Some students are not able to comprehend the text which contains idiomatic expression.

2. Some students tend to translate the word literally.

3. Some students are not able to differentiate an idiom and non idiom words in reading text.

4. Some students do not realize that there is an idioms in reading comprehension.

5. Some students are not able to get the general and specific information in a reading text.

Based on the phenomena above, in the light of the important of reading skills for the students, the writer feels interesting to do a research for this problem entitled: A Correlation Between Students' Ability in Understanding Idiomatic Expressions and Their Reading Comprehension at the Second Year of SMA N 2 Dumai.

B. The Problem

Based on the background and some phenomena mentioned before, it is clear that some of students at second year of SMAN 2 Dumai feel difficult in comprehending reading texts. Those difficulties may come from the students or reading subject. The identification of the problems as follows:

1. **The Identification of the Problem**

  Based on the background above, the problems are identified as follows:

a. Why are some students not able to comprehend the text which contains idiomatic expression?

b. Why do some students tend to translate the text literally?

c. Does understanding of idiomatic expression help the students in comprehending reading text?

d. Is there any significant correlation between student's ability in understanding idiomatic expressions and their reading comprehension?

e. Why are some students not able to get the general and spesific information in a reading text?

2. **The Limitation of the Problem**

  In this research, it is necessary to limit the problems into the correlation between students' ability in understanding idiomatic expression and their reading comprehension at the second year of SMA N 2 Dumai.

3. **The Formulation of the Problem**

  Based on the limitation of the problem above, the writer would like to formulate the problems as follows:

1. How is students' ability in understanding idiomatic expression and their reading comprehension?

2. Is there a significant correlation between students' ability in understanding idiomatic expression and their reading comprehension at the second year of SMAN 2 Dumai?

C. The Reasons of Choosing the Title

The writer is interested in carrying out the problems above because:

a. The title is interesting to be researched since it relates to the problems that is faced by students and needs the solution, so that they can be successful in learning English.

b. The research is relevant to the students in teaching and learning process of English.

c. The research can be conducted because the time and the place of the research are favorable for the writer.

d. As far as the writer knows that this topic has not been research yet.

D. The Objectives and Significance of the Study

1. The Objective of the Research

In doing this research, it is important to state the purpose clearly. Otherwise, the writer fully hopes to gain the objectives that have been planed:

1. To find out students' ability in understanding idiomatic expression and their reading comprehension.

2. To find out whether there is or no correlation between students' ability in understanding idiomatic expression and their reading comprehension at the second year of SMA N 2 Dumai.

2. The Significance of the Study

In conducting this research, it is very necessary to state the use of study. The writer hopes that the result of this study might be useful to the teachers and the students at the SMA N 2 Dumai. The teachers can improve their teaching in reading and they know what the students' need in learning reading.

E. The Definition of the Term

To avoid misunderstanding about the meaning of the term which is used in this study, the key terms within this research topic are defined as follows:

1. Ability

Ability means capacity or power to do something physical or mental (Hornby, 1984:2)

2. Idiomatic Expressions

Idiomatic expressions are a group of words or phrase with the meaning that is different from the individual words and often difficult to understand from the individual words (Redman, 2001:40)

3. Reading comprehension

Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension (Kalayo and Ansyari, 2007:114-115). However, a reader has to produce comprehension after reading the text because reading is a complex activity by doing observation, understanding, and thinking. In this study, reading comprehension deals with answering questions based on text.

CHAPTER II

THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. The Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of the four language skills that should be mastered by English students, especially for those who are learning or studying English as second and foreign language. Reading as one of the language skills has an important function in educational English teaching. In term of teaching, we can gather some information, which can increase our knowledge. Because of reading, we demonstrate our understanding and interpretation of concepts and theories studied for many weeks or months.

Reading is enjoyable if we can get the points of our reading text, the more we get knowledge and experience. Furthermore, it makes reading become one of the important things in English skills. Understanding reading is not an easy thing. We need to have techniques in order to make us easier to comprehend reading text.

The aim of teaching reading is to help students develop their ability, so that they can read English text effectively and efficiently, and also enable them to interpret what they read. Students who read for specified reason are much more likely to be thinking as they read than if they read without an awareness of purpose (Karlin, 1984:7). Effective reading is always purposeful.

Reading is a process, which is complex between authors with writer, and the messages that conveyed between authors to the reader. In addition, good readers are able to predict what they will read on the basis of their knowledge. Here are some factors in reading process;

a. Internal factors

These factors come from students that include all personal factors. In addition, these factors can also be classified into; intelligent (IQ), motivation, attitude and the purpose of reading.

1. Intelligent, reading as thinking and reading as reasoning. It means that it is reading process the writer will be remembering understands, difference, compare analyze.
2. Motivations, it is needed by the writer because if the writer does not have motivation in reading, the readers will not understand what reading is about.
3. Attitude, it means that how the attitude of the readers in purpose of their reading.
4. The purpose of reading, the readers have to know what purpose of reading is, and what the readers get from reading process.

b. External factors

External factors are the factors that come from out side of the students, such as; environment, social economic, background, reading facilities, and reading habits.

There are some problems that influence toward the reading;

1. Low of speed of reading

2. The purpose of reading

3. The students do not have motivation in reading

4. The students cannot find to read speed and effective in reading.

Dealing with the opinion above, the writer concludes there are some factors that influence reading process: first, internal factors are all factor that come from the reader itself. These factors can be classified into; intelligent (IQ), motivation, attitude, and the purpose of reading. Second, external factors are the factors that come from out side the reader, such as; environment, social economic, background, reading facilities, and reading habits.

to help the students to develop their ability in comprehending reading texts; these are phases that can be involved; pre-reading, whilst-reading, and post-reading activities. According to McWhorter (1992: 23), here is a list of those skills.

THE PHASES IN COMPREHENDING READING TEXT

The phase	Activities
Before reading:	1. Determining the subject of the material 2. Determining how the material is organized 3. Deciding what you need to remember from the material 4. Defining your purpose for reading
During reading:	1. Identifying what is important 2. Determining how key ideas are supported 3. Identifying patterns of thought 4. Drawing connection among ideas 5. Anticipating what is to come next 6. Relating ideas to what you are already know
After reading:	1. Identifying the author's purpose for writing 2. Analyzing the writer's technique and language 3. Evaluating the writer's competence or authority 4. Asking critical question 5. Evaluating the nature and type of supporting evidence.

Besides, by reading we will get science, experience, insight, and many others that we do not know before and we can also enlarge our knowledge of idiomatic expressions.

2. The process of Reading

Tony buzan in Hernowo (2004: 19) states that there are seven processes in reading activity, they are:

a. Introduction

When we read the material, we should know what the materials that we read are. It will make us more comfortable and faster in comprehending the texts.

b. Melting

After we know the material that we read, we should melt the material. It is like selling and buying between the information that is conveyed by the materials with the information that we have.

c. Intra-integration

In this level, we are invited to make connection between one material to the other materials, between one sentence to other sentences, and one paragraph to other paragraphs. We try to integrate the materials with our experience that we have.

d. Extra-integration

Here, we are invited to make analysis, appreciation, selection, criticsm, and whether we want to accept the material that are conveyed with us or not.

e. Saving

in this level, we should save information we get from the materials that we read in our brain. Then, we should use it to develop our skill. Remember that saving cannot be instant. It needs some process or long time.

1. The Nature of Reading

Hornby (1984:174) says that reading is to reproduce the words of author's book. It is clear that reading is an interactive process. It means that a process in which the reader engages of ideas with an author via text. Reading as one of the

language skills has an important function in educational English teaching. Because by reading, we demonstrate our understanding and interpretation of concepts and theories are studied for many weeks and months. More over, Shaw (1998:107) states that reading can get pleasure, general and specific information.

Ghani Johan (2006: 1-11) classified reading skill into five basic skills, namely:

a. Deducing the meaning of words from context.

Deducing the meaning of words from context is by looking the words or phrases that precede the words. So, you can know the function, type of words, and finally find the appropriate meaning of the word.

b. Understanding the forms and meaning of non-idiomatic phrases

Different from the idiomatic phrases that its form and meaning are likely to remain that way so as rote material, the non-idiomatic phrases formed based on certain rules and unlimited number;

- Noun phrases

- Gerund phrases

- Participial phrases

- Predicative phrases

- Infinitive phrases

c. Understanding sentence meaning through syntactical structures

This skill is the application knowledge of grammar (syntax) in identifying words, phrases, or sub-clause that functions as a core element of the sentence (subject, predicate, object, adverb, or complement).

d. Recognizing and understanding rhetorical structures

Rhetorical structure is the relationship between functional significance described by the language elements in a reading text. This structure is the framework and foundation of a text closely related to the type of topics that were written, the writer and reader purpose intended by the author.

This skill includes an understanding of the meaning and function of words, phrases, punctuation, and certain structures that are used to illustrate the ideas of writers.

e. Critical reading skills

-   understand the purpose, perspective, and the tone of the author

-   making inferences, generalizations, and conclusions

-   assessing the author references

-   assessing grammar and language of writers

Jordan E. Aryan in Hernowo (2004: 36) states that reading will develop our intelegancy, namely:

a. Reading can give more vocabulary and knowledge about the grammar and syntax. Besides, reading will introduce us about the variation of idiomatic

expression, and exacerbate the sensitivity of linguistics and ability to convey our feeling.

b. There are many books and articles which invite us to make introspecting and asking about the values of life, feeling, and our relationship to the other people.

c. Reading can develop our imagination. Good books and good articles will invite us to imagine the world and the contents with its creation, location, and the characteristics completely. In learning reading, there are two kinds of reading should be distinction:

a. Intensive reading: where the students is expected to read short passage and understand everything.

b. Extensive reading: where the students reads to understand the main idea of passage, but is not concerned with understanding every word. (Haycraft, 1986; 119)

Based on definition above, the writer conclude that this research refer to intensive reading where the student need to understand all component of reading text such as idiomatic expression.

4. Idiomatic Expression

An idiom is a combination of word with a special meaning that cannot be inferred from separate parts, while idiomatic expression are those words groupings that are known generally known to local speakers, for example **what's up**.

Example:

He failed his test; *it served him right* because he had not studied.

Meaning that: to serve one right

The prisoner still *at large.* Meaning that: still free

From the example above, we get the conclusions that;

1. The formed of idiom cannot be understood by taking word by word but whole.
2. The positions of idioms are strange, unthinkable, and always ungrammatical.

Mc Charty and O' Dell (2000: 194) assert that idioms are fixed expression with meaning that are not clear or obvious which the individual words often give us no help in deciding the meaning.

Christine Nuttal (1982) states that when we use the term idiom to mean a lexical item consisting of several words, with a meaning that cannot be deduced from the meaning of the individual words. The problems idioms are the ones composed of simple words, each of which the student believes he understand. He may not realize that he does not understand the sentence unless the teacher asks the student a question, which he cannot answer.

So, as students, they need to know more about idiomatic expressions. They have to posses as many as possible the knowledge about idiomatic in order to make themselves easier to understand information in the texts.

McCharthy and O'dell state how idioms is formed:

Form	Example	Meaning
Verb + object/complement (and/or adverbial)	Kill two birds with one stone	Produce two useful results by just doing one action
Prepositional phrase	In the blink of an eye	In an extremely short time
Compound	A bone of contention	Something which people argue and disagree over
Simile (as + adjective + as, or like + noun)	As dry as a bone	Very dry indeed
Binomial (word + and + word)	Rough and ready	Crude and lacking sophistication
Trinomial (word + word + and + word)	Cool, calm and collected	Relaxed, in control, not nervous
Whole clause or sentence	To cut a long story short	To tell the main points, but not all the fine details

5. Types of Idiomatic Expressions

There are various types of idiomatic expressions. Some of them are based on:

a. Pairs of words

e.g. - safe and sound (undamaged, safe)

- sick and tired(enough of something)

b. Nationalities

e.g. - to go Dutch (share the cost of the meal, tickets etc)

- Indian summer (the period of warm weather towards the end of the summer or in the autumn)

c. Numbers

e.g. - to have second thoughts (to form an opinion after reconsidering sth)

- a four-letter word (a taboo word)

d. Names

e.g. - Jack of all trades (somebody who has an ability to do a lot of different jobs)

- every Tom, Dick or Harry (everyone and anyone, an ordinary person)

e. Food

e.g. - a piece of cake (something that very easy)

- full of beans (full of life and energy)

f. Color

e.g. - out of the blue (unexpectedly)

- to see red (to be extremely angry)

g. Parts of the body

e.g. - to be two-faced (to be a hypocrite)

- to see eye to eye with somebody (to agree)

h. Animals

e.g. - a bookworm (somebody who spends plenty of time reading)

- a rat-race (a competition for success)

i. Clothes

e.g. - a blue-collar worker (somebody who does hard, dirty work)

- to pull one's socks up (to mobilize and improve one's work)

j. Weather

e.g. - to feel under the weather (to feel unwell)

- come rain or shine (always)

k. Instruments

e.g. - as fit as a fiddle (in perfect health)

- to blow one's own trumpet (to praise oneself)

l. Compound Adjectives

e.g. - broad-minded (willing to accept opinions of other people)

- single-handed (alone, without anyone's help

m. Alliteration (the repeated use of the same letter or sound)

e.g. - wishy-washy (thin, watery coffee, tea)

    - sing-song (a repeated rising and falling of the voice in speaking)

n. Irregular Verbs

e.g. - to beat about the bush (to avoid saying directly what one wants to say)

    - to make up one's mind (to take a decision)

o. Similes (an expression which describes one thing by comparing it with another)

e.g. - as drunk as a lord (very drunk)

    - as alike as two peas in a pod (very alike)

p. Prepositions

e.g. - down the drain (wasted)

    - out of date (no longer in use or fashion)

6. **Some Meanings of idioms**

If we try to get the meaning of idiomatic expressions, we should know that idiomatic expressions could describe something. They are as follows:

1. Idioms describing people

a. Negative qualities

- She's as *hard as nails* [No sympathy for others]

- He's rather as a *cold fish* [Distant, unfriendly]

b. Positive qualities

- She has *a heart of gold* [Very kind]

- He is as good as *gold* [Helpful]

2. Idioms describing feeling or mood

a. Positive feeling, moods and states.

- Jo is as happy as *the day is long* [Extremely content]

- Every one seemed to be *in high spirits* [Enjoying things]

b. Negatives feelings, mood and states

- He had *a face as long as a fiddle* [Looked very depressed]

- Mark was *like a bear with a sore head* [Extremely irritable]

c. Physical feeling states.

- I could eat *a horse* [Very hungry]

- You are looking *a bit under the weather* [Not very well/ill]

d. Fear/frighten

- She was *scared stiff* [Very scared]

- We were all shaking *in our shoes* [Trembling with fear]

3. Idioms connected with problematic situations

a. Idioms related to situations based on get

- We need a proper investigation to *get to the bottom things* [Find the true explanation for the state of affair]

- It is quit difficult to get people to *sit up* and take *notice* [Make them pay attention]

b. Idioms connected with easing the situation

- The government and the unions have *buried the hatchet* [made peace]

- All the trouble last year was just *swept under the carpet* in the end [Deliberately forgotten]

4. Idioms connected with praise and criticism

a. Idioms connected with praise

- When it comes to grammar, she is *really on the ball* [Knows a lot]

- Let him do the talking, he is got *the gift of the gab* [Good at talking]

b. Idioms connected with criticism.

- She thinks she is a *cat's whisker* [Think she is wonderful]

- Mary wants to *have her cake and eat it* [Wants everything without any contribution from her side]

B. The Relevant Research

Sari Desita in her thesis entitled "The Correlation Study between Students' Mastery of Idiomatic Expressions and Their Ability in Reading Comprehension at the Third Year Students of English Study Program of FKIP-UIR" consisted on two variables: variable X, the students' mastery of idiomatic expressions, then variable Y, the students' ability in reading comprehension at English Study Program of FKIP UIR. The sample were 40 students.

She found that there is a significant correlation between variable x and variable y. It can be seen from research result that phi (ϕ) is higher than "r" table,

both in significance of 1 % and 5 %, it is 0,.304<0. 706>0.359. It can be concluded that null hipothesis (H$_o$) is rejected and H$_a$ is accepted.

Rahayu Prihartini in her thesis entitled " A Correlation Between Students' Ability in Identifying Idiom in Reading Text and Their Ability to Use Them in Speaking at The Second Year Students of MAN 1 Pekanbaru" consisted on two variables: variable X, students' ability in identifying idiom in reading text and variable Y, students' ability to use idiom in speaking at the second year student of Man 1 Pekanbaru.

She found that there is a significant correlation between students' ability in identifying idiom in reading text and their ability to use them in speaking. It can be proven that t cal > t table (2.76<7.49>2.05) where the percentage of independent variable (students' ability in identifying idiom in reading text) and dependent variable (their ability to use idiom in speaking) are mutual influential. It can be clearly deciphered that coefficient correlation of independent to dependent variable is 0.815. In other words, the influence of independent variable is 80.15 %. Meanwhile, 19.5 % (100% - 80.15 %) is influenced by others variable, except students' ability in identifying idioms in reading text.

C. The Operational Concept

It is very necessary to explain briefly the variable and sub-variable used in analyzing the problem. There are two variables; they are variable X, which is students' ability in understanding idiomatic expression, and Y, which is their reading achievement at the second year of SMA N 2 Dumai.

The students' ability in understanding idiomatic expressions can be seen in the following indicators:

a. The students are able to identify the idiomatic expressions in a text.

b. The students can determine the meaning of idiomatic expressions in a text.

c. The students can identify synonyms and antonym of idiomatic expressions.

The students' reading comprehension can be seen in the following indicators:

a. The students are able to recognize the topic of the text.

b. The students are able to find the main idea of each paragraph in reading comprehension.

c. The students are able to get the general and specific information of the reading texts.

d. The students are able to find the author's purpose writing.

e. Students are able to find the factual information in reading comprehension.

f. The students are able to find the appropriate meaning of unfamiliar words.

g. The students are able to identify the conclusion of text.

D. The Assumption and hypothesis

1. The Assumption

Based on the limitation of the problem above, the writer assumes:

- The more idiomatic expressions the student know, the more reading comprehension they get.

- The reading comprehension of the students is various.

2. The Hypothesis

Ho: There is no significant correlation between students' ability in understanding idiomatic expression and their reading comprehension at the second year of SMA N 2 Dumai.

Ha: There is a significant correlation between students' ability in understanding idiomatic expression and their reading comprehension at the second year of SMA N 2 Dumai.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The design of this research falls into correlation design. According to Brown (1988; 143), correlation studies are designed to investigate the nature and strength of functional relationship among the variables of interest to the researcher. This research also investigates the question of whether there is systematic relationship between students' ability in understanding idiomatic expression and their reading comprehension. There are two variables in this research: independent and dependent variables. According to Hartono (2004: 68), independent variable is a variable that gives influence, and dependent variable is the one that is affected by independent variable. The independent variable is students' ability in understanding idiomatic expression which is labeled as "x" and dependent variable is students' reading comprehension which is labeled as "y".

Students' ability in understanding idiomatic	⟷	Students' reading comprehension
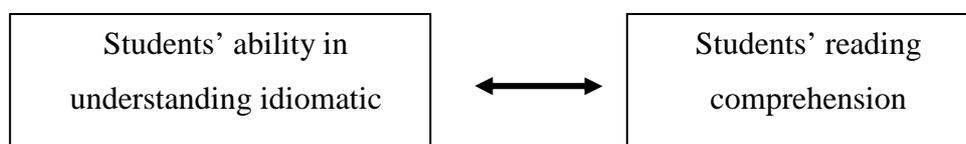
B. The Time and Location of Research

This study was carried out at SMA N 2 on Putri Tujuh Dumai where respondents of the research are learning English. The research was conducted starting from July until September 2010.

C. The Subject and Object of the Research

The subject of the study was the second year students of natural science of SMA N 2 Dumai in academic year 2010/2011. The object of this study was students' ability in understanding idiomatic expression and their reading comprehension.

D. The Population and Sample

The population in this study was the second year students of natural science of SMAN 2 Dumai. They are consisted of four classes, each class is 33 students. Suharsimi(2002:112) states that it the amount of the subject is less then 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 20%-25% or 30%-50% of the population. So, in order to save the time and energy, the writer decided that sample was only 25% from the number of the population of 159 students and it was about 43 students. The specification of the population can be seen on table below:

TABLE I.1

Number	Class	Population			Sample 25% proportional	
		Female	Male	Total	Female	Male
1	XI IA 1	27	13	30	7	3
2	XI IA 2	20	12	32	5	3
3	XI IA 3	23	8	31	6	2
4	XI IA 4	26	7	33	7	2
5	XI IA 5	21	12	33	5	3
	Total	107	52	159	30	13

E. The Technique of Data Collection

a. Test

To obtain the students' ability in understanding idiomatic expression and their comprehension in reading, the writer used a written test. First test consisted of 20 questions divided into 4 items. Second test consisted of 4 passages with 5 questions for each passage. The students were given 30 minutes to answer each test. The questions were in the form of multiple-choice items. The specification of the test can be clearly seen in the table I.2.

TABLE I.2

The Specification of Idiomatic Expression Test

No	Test Items	Items
1.	Identifying the idiomatic expressions in a text	1, 2, 3, 4, 10, 11, 12, 13, 14, 15
2.	Determining the meaning of idiomatic expressions in a text	5, 6, 7, 8, 9
3.	Identifying synonyms and antonym of idiomatic expressions	16, 17, 18, 19, 20
	Total	20

Before giving test to the sample, the writer did try out of the test twice to identify the reliability of the test. The writer used the sample which was different between try out and sample of this research. To identify the reliability of the test, the writer used spit-half technique. After knowing the test was reliability, the

writer gave the test to the samples which were given 30 minutes for answering the questions.

TABLE I.3

The Classification of Students' Scores

Score classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

Harris in Asni (2007:25)

b. Documentation

To find the data location history and its development until now.

F. The Technique of Data Analysis

Before the test was given to the sample, it was tried to one of the second year classes in order to prove whether the test was reliable and valid. Generally, the writer used SPSS version 17.00 in analyzing statistical data. According to Cohen L et al (2007: 506), the reliability in quantitative analysis takes two main forms, both of which are measured of internal consistency: the split-half technique and the alpha coefficient. The writer used the spit-half technique to identify the reliable of the test. For the split half coefficient, the following guidelines can be used:

> 0.90   = Very highly reliable

0.80 – 0.90   = highly reliable

0.70 – 0.79   = Reliable

0.60 – 0.69   = marginally/ minimally reliable

< 0.60   = unacceptably low reliability

According to Heaton quoted by Asni (2007:25), the item with difficulty level below 0.3 and above 0.7 were excluded from the test. In order to analyze the data, the writer used some formulas.

1. **To find out the index of difficulty, the following formula is used for the try out test:**

$$F.V = \frac{R}{N}$$

Where: F. V: Difficulty level

    R   : The number of correct answers

    N   : The number of students taking the test

       (Heaton in Asni, 2007:25)

2. **To calculate the students' score in answering the test, the following formula was used:**

$$M = \frac{Y}{N}X100$$

Where: M: individual score

    Y: correct answer

    N: Number of items

TABLE I.4

The Interpretation of Correlation

Rxy	Interpretation
0.00 – 0.200	There is negligible correlation between the two variables
0.200 – 0.400	There is a low correlation between the two variables
0.400 – 0.700	There is a moderate correlation between the two variables
0.700 – 0.900	There is a high correlation between the two variables
0.900 – 1.000	There is a very high correlation between the two variables

Hartono (2004:78)

According to Hartono (2008: 57-58), there are three ways to obtain the correlation between two variables are:

1. The r-table is employed to see whether or not there is a significant correlation between students' ability in understanding idiomatic expression and their reading comprehension. The obtained value is consulted with the value of r-table product moment correlation df = N-nr. Statistical hypothesis:

    H_a = $r_o \geq r$ table

    H_0 = $r_o < r$ table

    Criteria of Hypothesis:

a. H_a is accepted if $r_o \geq r$ table or it can be said that there is a significant correlation between students' ability in understanding idiomatic expression and their reading comprehension.

b. H_o is accepted if r_o < r table or there is no significant correlation between students' ability in understanding idiomatic expression and their reading comprehension.

2. To compare sig. (2-tailed) or probability score with 0.05 as follow:

a. Probability score > 0.05, it means that H_0 is accepted.

b. Probability score < 0.05, it means that H_a is accepted.

3. Use the explanation of sign (**/*) under table, if there is the sign means that there is a significant correlation.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

The aim of this research is to investigate the correlation between students' ability in understanding idiomatic expression and their reading comprehension at the second year of SMA N 2 Dumai. There are two variables in this research, independent variable and dependent variable. The data of this research is the scores of the test. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable and valid. The result found in the try out was 0.993. It means that the test is highly reliable

The independent variable which is symbolized by "x" is students' ability in understanding idiomatic expression; it was investigated by using test to the second year students of SMA N 2 Dumai. The test consisted of 20 items in multiple choices. The test is based on the following indicators:

a. The students are able to identify the idiomatic expressions in a text.

b. The students can determine the meaning of idiomatic expressions in a text.

c. The students can identify synonyms and antonym of idiomatic expressions.

The dependent variable which is symbolized by "y" is students' reading comprehension. It was known by conducting a test to the second year students of SMA N 2 Dumai. The test consisted of 20 items in multiple choices. The test is based on the following indicators:

a. The students are able to recognize the topic of the text.

b. The students are able to find the main idea of each paragraph in reading comprehension.

c. The students are able to get the general and specific information of the reading texts.

d. The students are able to find the author's purpose writing.

e. Students are able to find the factual information in reading comprehension.

f. The students are able to find the appropriate meaning of unfamiliar words.

g. The students are able to identify the conclusion of text.

1. The presentation of students' ability in understanding idiomatic expression

TABLE I.5

The Student's Idiomatic Expression Test Result

STUDENTS	CORRECT ANSWERS	SCORE
1	15	75
2	11	55
3	12	60
4	13	65
5	9	45
6	15	75
7	11	55
8	12	60
9	13	65
10	15	75
11	11	55
12	9	45

13	12	60
14	9	45
15	8	40
16	14	70
17	12	60
18	12	60
19	17	85
20	13	65
21	9	45
22	12	60
23	11	55
24	15	75
25	13	65
26	15	75
27	9	45
28	10	50
29	14	70
30	8	40
31	13	65
32	14	70
33	7	35
34	14	70
35	11	55
36	12	60
37	11	55
38	10	50
39	9	45

40	14	70
41	14	70
42	7	35
43	18	90

The writer categorized the result of the test as follows:

a. There were 2 students who get the score good to excellent

90, and 85

b. There were 23 students who get the score average to good

75, 75, 75, 75, 75, 70, 70, 70, 70, 70, 70, 65, 65, 65, 65, 65, 60, 60, 60, 60, 60,

60, and 60

c. There were 8 students who get the score poor average

55, 55, 55, 55, 55, 55, 50, and 50

d. There were 10 students who get the score poor

45, 45, 45, 45, 45, 45, 40, 40, 35, and 35

TABLE I.6

The Frequency Distribution of Idiomatic Expression Test

students' ability in understanding idiomatic expression					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.00	2	4.7	4.7	4.7
	40.00	2	4.7	4.7	9.3
	45.00	6	14.0	14.0	23.3
	50.00	2	4.7	4.7	27.9
	55.00	6	14.0	14.0	41.9
	60.00	7	16.3	16.3	58.1
	65.00	5	11.6	11.6	69.8
	70.00	6	14.0	14.0	83.7
	75.00	5	11.6	11.6	95.3
	85.00	1	2.3	2.3	97.7
	90.00	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

To know more about the students' ability in understanding idiomatic expression, researcher displays it in the following histogram with normal curve:

students' ability in understanding idiomatic expression

Mean =59.65
Std. Dev. =13.02
N =43

students' ability in understanding idiomatic expression
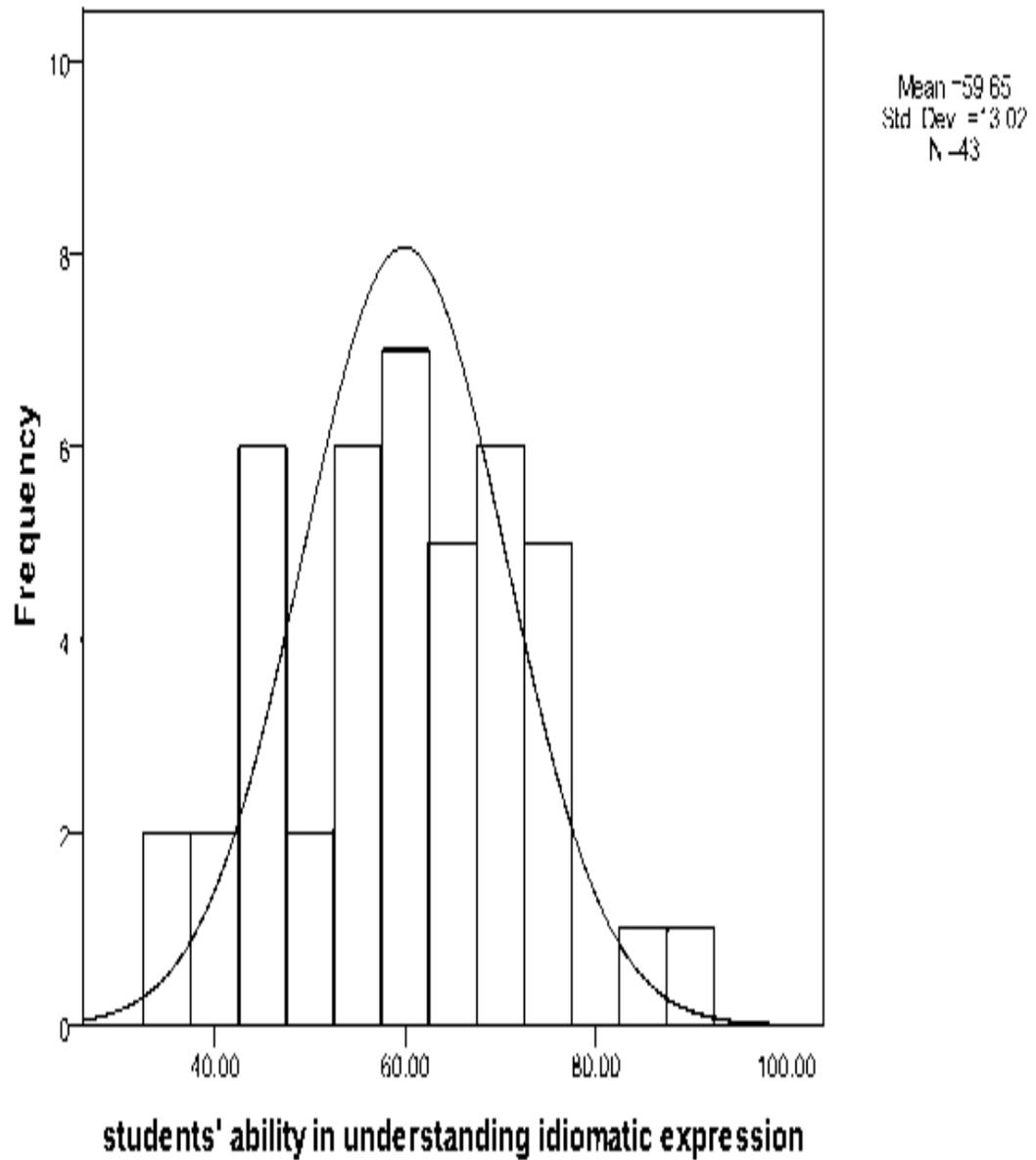
To clarify all answer in the test, the writer recapitulates all the data. There fore, it can be seen on the table of recapitulation for the score of students' ability in understanding idiomatic expression in the second year of SMA N 2 Dumai.

TABLE I.7

The Score of Idiomatic Expression Test

X	F	FX
90	1	90
85	1	85
75	5	375
70	6	420
65	5	325
60	7	420
55	6	330
50	2	100
45	6	270
40	2	80
35	2	70
	N = 43	ΣFX=2565

The table above shows that:

$\sum fx$ = 2565

N = 43

MX = $\dfrac{\sum fx}{N}$

$$= \frac{2565}{43}$$

$$= 59.65$$

To interpret in which level the students' ability in understanding idiomatic expression is. The scale bellow is used:

80 – 100   = good to excellent

60 – 79   = average to good

50 -59   = poor to average

0 – 49   = poor

So, the students' ability in understanding idiomatic expression is 59.65, it can be concluded that students' ability in understanding idiomatic expression at the second year of SMA N 2 Dumai is AVERAGE.

2. The presentation of students' reading comprehension

TABLE 1.8

The Students' Reading Comprehension Test Result

STUDENTS	CORRECT ANSWERS	SCORE
1	11	55
2	12	60
3	9	45
4	11	55
5	14	70

6	14	70
7	14	70
8	9	45
9	12	60
10	14	70
11	8	40
12	12	60
13	11	55
14	14	70
15	9	45
16	16	80
17	9	45
18	11	55
19	11	55
20	13	65
21	12	60
22	9	45
23	10	50
24	11	55
25	7	35
26	14	70
27	15	75
28	10	50
29	15	75
30	6	30
31	11	55

32	10	50
33	7	35
34	17	85
35	12	60
36	11	55
37	9	45
38	15	75
39	9	45
40	13	65
41	16	80
42	7	35
43	15	75

The writer categorized the result of the test as follows:

e. There were 3 students who get the score good to excellent

85, 85, and 80

f. There were 17 students who get the score average to good

75, 75, 75, 75, 70, 70, 70, 70, 70, 70, 65, 65, 60, 60, 60, 60, and 60

g. There were 11 students who get the score poor average

55, 55, 55, 55, 55, 55, 55, 55, 50, 50, and 50

h. There were 12 students who get the score poor

45, 45, 45, 45, 45, 45, 45, 40, 35, 35, 35, and 30

TABLE 1.9
The Frequency Distribution of Reading Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	1	2.3	2.3	2.3
	35.00	3	7.0	7.0	9.3
	40.00	1	2.3	2.3	11.6
	45.00	7	16.3	16.3	27.9
	50.00	3	7.0	7.0	34.9
	55.00	8	18.6	18.6	53.5
	60.00	5	11.6	11.6	65.1
	65.00	2	4.7	4.7	69.8
	70.00	6	14.0	14.0	83.7
	75.00	4	9.3	9.3	93.0
	80.00	2	4.7	4.7	97.7
	85.00	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

Note: The header "Students' Reading Comprehension" spans the entire table width above the column headers.

To know more about students' reading comprehension, the researcher diplays

it in the following histogram with normal curve

students' reading comprehension

Mean =57.56
Std. Dev =13.774
N =43

students' reading comprehension
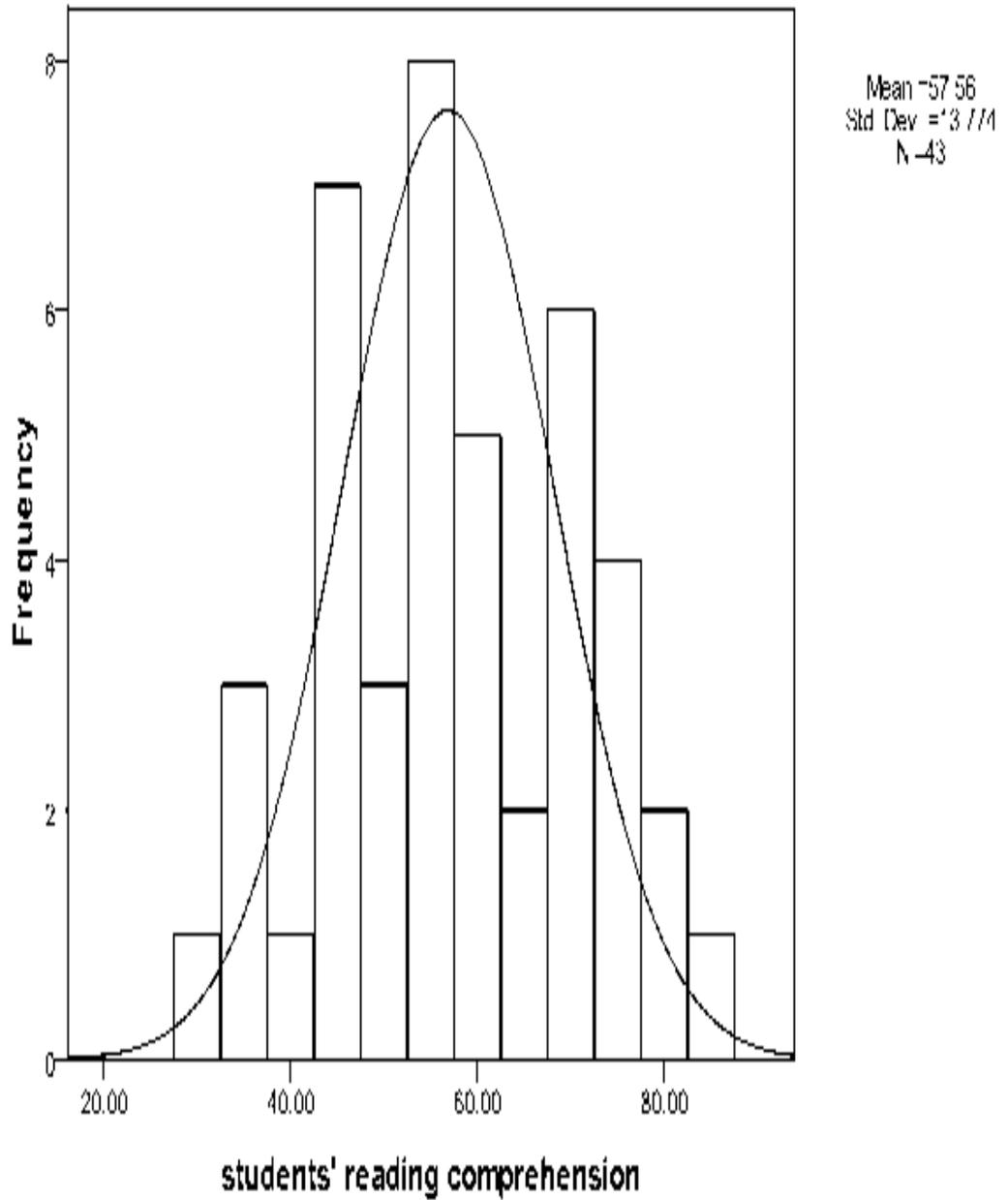
To clarify all answers in the test, the writer recapitulates all the data. There fore, it can be seen on the table of recapitulation for the score of students' reading comprehension in the second year of SMA N 2 Dumai.

TABLE I. 10

The Score of Students' Reading Comprehension

X	F	FX
85	1	85
80	2	160
75	4	300
70	6	420
65	2	130
60	5	300
55	8	440
50	3	150
45	7	315
40	1	40
35	3	105
30	1	30
	43	2475

The table above shows that:

$\sum fx$ = 2475

N = 43

$$MX \quad = \frac{\sum fx}{N}$$

$$= \frac{2475}{43}$$

$$= 57.55$$

To interpret in which level is the students' reading comprehension. The scale bellow is used:

80 – 100   = good to excellent

60 – 79   = average to good

50 -59   = poor to average

0 – 49   = poor

So, the students' reading comprehension is 57.55, it can be concluded that students' reading comprehension at the second year of SMA N 2 Dumai is AVERAGE.

B. The Data Analysis

This research is used to obtain the correlation between two variables namely: the students' ability in understanding idiomatic expression as the independent variable (X) and the students' reading comprehension as the dependent variable (Y). The writer used test to find out the students' ability in understanding idiomatic expression and students' reading comprehension.

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While, correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) is not influence high or low score of correlation coefficient, the sign only shows direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained on the following table:

TABLE II.1

Data Statistic

Statistics			
		students' ability in understanding idiomatic expression	students' reading comprehension
N	Valid	43	43
	Missing	0	0
Mean		59.6512	57.5581
Median		60.0000	55.0000
Mode		60.00	55.00
Std. Deviation		13.01992	13.77420
Variance		169.518	189.729
Range		55.00	55.00
Minimum		35.00	30.00
Maximum		90.00	85.00
Sum		2565.00	2475.00

Based on the table above, we can interpret that Mean score of students'
ability in understanding idiomatic expression is 59.6512, Median 60.0000, Mode
60.00[a], standard deviation 13.01992, variance 169.518, range 55.00, Minimum
35.00, maximum 90.00, and summation 2565.00. While, the mean in ability in
comprehending reading text is 57.5581, median 55.0000, mode 55.00, standard
deviation 13.77420, variance 189.729, range 55.00, minimum 30.00, maximum
85.00 and summation 2475.00.

TABLE II. 2

Descriptive Statistics

	N	Mean	Std. Deviation
Students' ability in understanding idiomatic expression	43	59.6512	13.01992
Students' reading comprehension	43	57.5581	13.77420
Valid N (listwise)	43		

The table above shows that mean of students' ability in understanding
idiomatic expression is 59.6512, and the std. deviation is 13.01992. Mean of
students' reading comprehension is 57.5581, and std. deviation is 13.77420.

TABLE II. 3

Correlation

		students' ability in understanding idiomatic expression	students' reading comprehension
students' ability in understanding idiomatic expression	Pearson Correlation	1	.420[**]
	Sig. (2-tailed)		.005
	N	43	43
students' reading comprehension	Pearson Correlation	.420[**]	1
	Sig. (2-tailed)	.005	
	N	43	43
**. Correlation is significant at the 0.01 level (2-tailed).			

From the table above, the variable of correlation coefficient of the students' ability in understanding idiomatic expression and their reading comprehension is 0.420, sig.(2tailed) is 0.005, the interpretation is as follows:

1. The score of correlation coefficient $0.420 \geq 0.304$ in significant standard 5% and 0.393 in significant standard 1% (see table product moment). It means that H_a is accepted which indicates that there is a moderate correlation between students' ability in understanding idiomatic expression and their reading comprehension.

2. The probability score or sig. (2- tailed) is $0.005 < 0.05$. It means that H_a is accepted. In the other words, there is significant correlation between

students' ability in understanding idiomatic expression and their reading comprehension.

3. The outputs above show that there is a sign, meaning that there is significant correlation between students' ability in understanding idiomatic expression and their reading comprehension.

The direction of correlation between two variables is positive. It means that the higher of the students' ability in understanding idiomatic expression will cause the higher of the student's reading comprehension. On the contrary, the lower of students' ability in understanding idiomatic expression will cause the lower of their reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This study was conducted in order to obtain whether there was a significant correlation between students' ability in understanding idiomatic expression and their reading comprehension. There are two variables in this study, the students' ability in understanding idiomatic expression as the independent variable (X) and the students' reading comprehension as the dependent variable (Y).

Regarding the formulation of the problem in this paper, the conclusion can be summarized as the following ones:

1. The score of the students' ability in understanding idiomatic expression are quite various, 1 student gets 90, 1 student gets 85, 5 students get 75, 6 students get 70, 5 students get 65, 7 students get 60, 6 students get 55, 2 students get 50, 6 students get 45, 2 students get 40 and 2 students get 35. So, the mean score of their ability in understanding idiomatic expression is 59.65, the score can be categorized as "average". Then, the score of the students' reading comprehension are quite various, 1 student gets 85, 2 students get 80, 4 students get 75, 6 students get 70, 2 students get 65, 5 students get 60, 8 students get 55, 3 students get 50, 7 students get 45, 1 student gets 40, 3 students get 35, and 1 students gets 30. So, the mean

score of their reading comprehension in understanding idiomatic expression is 57.55, the score can be categorized as "average".

2. The Pearson correlation level is 0.420. Therefore, it is a moderate correlation. Since the value is positive, it can be called a positive correlation where the two variables are parallel. It means that both of the variables have the same direction. The change of variable X will be followed by the change in variable Y. If the students' ability in understanding idiomatic expression is increased, the students reading comprehension will be increased too.

C. The Suggestion

Having carried out the research, it seems very important for the researcher to give suggestions concerning the result research.

The teacher

a. The teacher should give more knowledge about idiomatic expression to the students.

b. The teacher should give motivation and attention to encourage the students' interest in reading comprehension.

c. The teacher have to provide enough facility such as English books, magazines, and newspapers that they can lend them to read in their house.

d. The teacher should give the students a chance to ask the question in order to understand reading materials.

e. The teacher should make a study group such discussion, debate, and other activities to improve their reading comprehension.

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