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**CORRELATION BETWEEN IDIOMS MASTERY AND READING
COMPREHENSION IN THE FIFTH SEMESTER OF THE
DEPARTMENT OF ENGLISH EDUCATION
OF UIN SUSKA RIAU**



UIN SUSKA RIAU

BY

HABIB APWANNAZIR
SIN. 11710414395

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1445 H / 2024 M**



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SIN. 11710414395

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd)

UIN SUSKA RIAU

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

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SUPERVISOR APPROVAL

The thesis entitled *An Correlation Between Mastering Idioms and Student's Reading Comprehension At Fifth-Semester Student's Of Department Of English Education Uin Suska Riau* that is written by Habib Apwannazir, SIN. 17110414395. It has been approved and accepted to be examined in the final examination by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for the Award of Undergraduate Degree (S.Pd.) in Department of English Education.

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The researcher realizes this thesis is still far from being perfect; therefore, constructive criticisms and suggestions are needed to improve the paper.

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Eventually, the perfection only belongs to Allah. Criticisms, comments and suggestions are really appreciated to improve the thesis. May Allah Almighty, the lord of universe bless us.

Pekanbaru, December, 26th 2022

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ABSTRACT

Habib Apwannazir (2023): Correlation between Idioms Mastery and Reading Comprehension in the Fifth-Semester' of the Department English Education of UIN SUSKA RIAU

The purpose of this research is to describe the correlation between students' idioms mastery and their reading comprehension in fifth semester students' of Department of English Education UIN SUSKA RIAU. This research is quantitative research with correlational method. The sample of this research consist of 55 students at fifth-semester of Department of English Education. To determine the sample, the researcher uses simple random sampling approach with Slovin Formula. In collecting the data, the researcher distributed test to the respondents. The test was used as instruments to measure the level of students' idioms mastery and reading comprehension. While, in analyzing the data, to find out if there are correlation between idioms mastery and their reading comprehension, the researcher exerts *Pearson Product Moment* formula that was applied using SPSS 23. The result of the computation showed that the coefficient of correlation between students' mastering idioms (X) and reading comprehension (Y) was 0.388. Then the significant was 0.003 less than 0.05 (sig. 2 tailed 0.003 < 0.05). Therefore, it can be concluded there is correlation between students' idioms mastery and reading Comprehension. In conclusion, the better idiom mastery the students' have, the better ability they will have in reading comprehension.



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ABSTRAK

Habib Apwannazir (2023): Hubungan Penguasaan Idiom dengan Pemahaman Membaca Mahasiswa Semester Lima di jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU

Tujuan dari penelitian ini adalah untuk mendeskripsikan hubungan antara penguasaan idiom dan pemahaman bacaan mahasiswa Semester Lima Jurusan Pendidikan Bahasa Inggris UIN SUSKA. Penelitian ini bersifat kuantitatif. Terdapat 55 siswa sebagai sampel yang dipilih dengan menggunakan teknik simple random sampling dengan pendekatan slovin formula. Dalam mengumpulkan data, Tes digunakan sebagai instrument untuk mengukur tingkat penguasaan idiom dan pemahaman bacaan siswa. Sedangkan dalam menganalisis data, untuk mengetahui apakah ada korelasi antara penguasaan idiom dan pemahaman membaca mereka, peneliti menggunakan rumus Pearson Product Moment yang diterapkan dengan menggunakan SPSS 23. Hasil perhitungan menunjukkan bahwa koefisien korelasi antara kemampuan belajar siswa penguasaan idiom (X) dan pemahaman bacaan (Y) adalah 0,388. Kemudian signifikan adalah 0,003 kurang dari 0,05 (sig. 2 tailed 0,003 < 0,05), dapat disimpulkan ada korelasi antara penguasaan idiom siswa dan Pemahaman membaca. Kesimpulan, semakin baik penguasaan idiom yang dimiliki siswa, semakin baik pula kemampuan mereka dalam memahami bacaan.

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ملخص

حبيب أفوانازير، (٢٠٢٣): علاقة بين إتقان المصطلح وفهم المقروء لدى طلاب المرحلة الخامسة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

الهدف من هذا البحث وصف علاقة بين إتقان المصطلح وفهم المقروء لدى طلاب المرحلة الخامسة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. وهذا البحث هو بحث كمي. وعدد عينات البحث ٥٥ طالباً، تم اختيارهم من خلال استخدام تقنية أخذ العينات العشوائية البسيطة مع مدخل سلووين. وفي جمع البيانات، تم استخدام النص كأداة لقياس مستوى إتقان المصطلح لدى الطلاب وفهمهم للمقروء. وفي تحليل البيانات، تم استخدام صيغة ضرب العزوم لبيرسون من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٣ لمعرفة ما إذا كان هناك علاقة بين إتقان المصطلح وفهم المقروء لدى الطلاب. ونتيجة الحساب دلت على أن معامل الارتباط بين إتقان المصطلح (X) وفهم المقروء (Y) لدى الطلاب هو ٠.٣٨٨. فاستنتاج يكون المعنوي ٠.٠٠٣ أقل من ٠.٠٠٥ (العلامة ٢ الدليل ٠.٠٠٣ > ٠.٠٠٥)، فاستنتاج بأن هناك علاقة إتقان المصطلح وفهم المقروء لدى طلاب. في الختام، كلما كان إتقان الطلاب للمصطلح أفضل، كانت قدرتهم على فهم المقروء أفضل.

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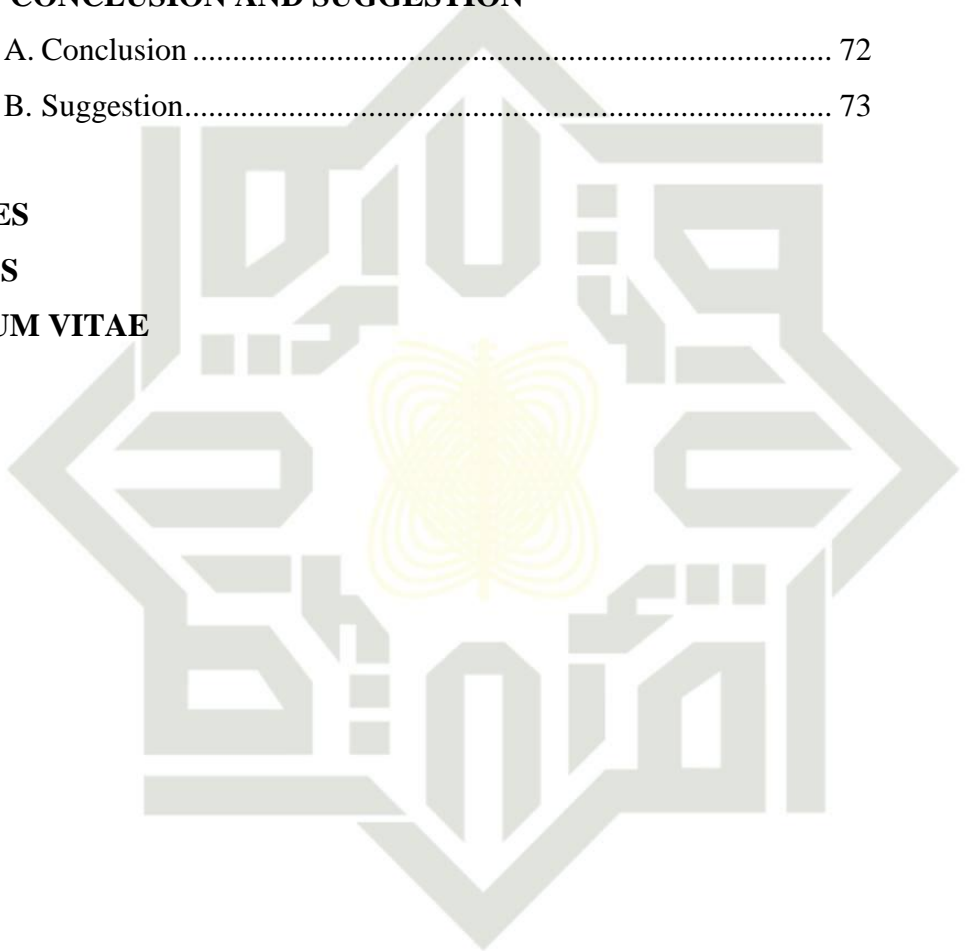
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CURRICULUM VITAE



UIN SUSKA RIAU

CHAPTER I INTRODUCTION

Background of the Problem

English is one of the international language that many people use for communication activity. According to Grabe and Stoller (2002), English language teaching is one of the important factors of international communication activities. So, students must be learned for use language in different skills such as reading, writing, speaking, and listening. According to Jeremy Harmer (1989) state that Listening and reading skills are regarded as receptive skills while speaking and writing are considered to be productive skills.

Furthermore, According William Grabe and Fredrica L. stoler (2011, p. 3) reading is the ability to draw meaning from the printed page and interpret this information appropriately. In addition, assist by Wixson, Peters, Weber, and Roeber (1987) in Gilakjani (2016, p. 230) reading is the process of creating meaning that involves: (a) the reader's existing knowledge, (b) the text information, and (c) the reading context. The student's can read English texts in a lot of media: the instance English books, magazines, newspapers, novels, films, advertisements, and things on social media like Facebook, Instagram, Twitter, etc. Through reading, students can get new information to enrich their knowledge.

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Reading comprehension is important, not only for understanding the text, but for broader learning, success in education, and work. According to Oakhill, et al. (2015, p. 1), reading comprehension is a very complex task, which requires the orchestration of many different cognitive skills and abilities. In addition, Kintsch (1998) in Gilakjani (2016, p. 230) defined reading comprehension as the process of creating meaning from text. Besides, William Grabe and Fredrica L. stoler (2011, p. 11) give statements reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Eventually, the essential of reading comprehension is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the text meaning that is combined with the readers' previous knowledge.

In short, idioms is very important and crucial there is part of material and components for improving English language skills, all the aspects such as reading, writing, listening and speaking skills. Besides, idioms is representation of vocabulary knowledge and related with reading comprehension. According to Stahl at al. (1990) in Zamanian (2014, p. 90) idioms and reading comprehension are closely related, and this relationship is not one-directional, since idioms in vocabulary knowledge can help the learner to comprehend written texts and reading can contribute to vocabulary growth.

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Redman and Gairns (1986 p. 35) argued, idioms are a sequence of words that operates as a single semantic unit, and like many multi-word verbs, the meaning of the whole cannot be deduced from an understanding of the parts. Moreover, Larson (1984) in Adelnia (2011, p. 879) defined an idiom is a string of words whose meaning is different from the meaning conveyed by the individual words. The meaning readers should not translate or divide the words into a single part of the semantic unit to understand the meaning of idioms since the meaning of the idioms can be understood by the interrelation of their meanings.

According to Merriam-Webster in Dictionary Oxfords (2018), “Idioms have distinctive meaning from its lexical meaning. It usually consists of two words or more than create new meaning”. Eventually, the purpose of learning an idiom is to understand and get a complete comprehension of what the idiom means based on the context. The idioms are different from its individual word so the readers cannot translate it word by word, but students sometimes translate the text word by word, and this is why it is difficult for some students to grasp the text of idioms well since many students lack prior knowledge of idioms.

Besides, idioms mastery is like vocabulary mastery. Vocabulary cannot be mastered if students do not know its meaning, and this is especially true for idioms. There is a variety of idiom dictionaries for those who wish to learn more about idioms. Such as reading English fiction, newspapers, and magazines. Exist on social media, television shows, and films are also sources

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of idioms. Roleplaying, writing, and interactive activities such as matching the parts of idioms are some activities that can help non-native speaker expand their knowledge and use of idioms.

The curriculum of Department of English Education is designed to create graduates who will later become English language educators, researchers, developers of teaching materials, and become translators or interpreters. Related with this research to students' of Department of English Education by learning objective vocabulary in context courses, students' are expected to be able to present their ideas by using vocabularies idioms context.

The researcher found several studies related to the researcher's study, (Cain, Oakhill, and Lemmon, 2005, Miswak, 2020, Anisa Arlia Nasution, 2018, Andi Nindar Emisana, 2010, Tias Atma Andriani , 2014), it can be concluded that it has similarities and differences to this research: the differences are participants of the research, place of the research. Moreover, the similarities between fifth previous study and this research are in the variable X idioms and the variable Y reading comprehension. In addition, similarities with this research are data collection there are using idioms test and reading comprehension test. Furthermore, majority the results of previous study is positive or there is correlation between two variable.

Based on a preliminary research at Department of English Education UIN SUSKA RIAU doing interviews with several students' in fifth-semester from 10 to 20 April 2022, long story short students' argued that learning

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idioms are a fun activity. But, it is difficult for students' to remember so many idioms to interpret in their heads. Some of students' hard to focus on reading English text activities when finding idioms context. Some of students' difficulties to understand the meaning of idioms when reading English texts. Some of students' perceive confused about the meaning of the words sometimes the meanings of the words have different meanings in different parts of the stomach and different content in reading texts, there is English fiction, novel, *etc.* Especially with today's technological advances, student's easily give up reading English articles. They translate it into Indonesian using gadgets. This attitude makes them lose interest in increasing their vocabulary and misunderstanding interpret of idioms context.

Discussing those, it is interesting in observing and analyzing the correlation between both variables, because idioms is not a new thing in the English language. Idioms are very common in written, reader, listener, and spoken language. Idioms commonly appear in magazines, novels, newspapers, English fiction, *etc.* Even though, when comes to academics, idioms context are often related to the TOEFL test.

Therefore, it requires the students to be able to master the idioms to comprehend the text. It can be said that students who master idioms well, get better in reading comprehension. Then, students who lack idioms knowledge, they are also lack-reading comprehension because when students read a text and find idioms, they must know the meaning of idioms themselves, at least they guess the meaning of idioms by the context, to get a complete

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comprehension. Eventually, the researcher is aimed at student's as respondents who have passed and studied idioms material on vocabulary in context the previously semester.

Based on the explanation above, the researcher conducted a research entitled **“CORRELATION BETWEEN IDIOMS MASTERY AND READING COMPREHENSION IN THE FIFTH SEMESTER OF THE DEPARTMENT ENGLISH EDUCATION OF UIN SUSKA RIAU”**.

Problem of the Research

1. Identification of the problem

Based on the background of the problem, the researcher identified the problem as follow:

- a. Students with good idiom mastery do well in reading comprehension.
- b. Students with good idiom mastery do less in reading comprehension.
- c. Students with poor idiom mastery do well in reading comprehension.
- d. Students with poor idiom mastery do less reading comprehension.

2. Limitation of the problem

Based on identifying the problems stated above, thus, the researcher is necessary to limit and focus the problems of this research on correlation between students' idioms mastery and students' reading comprehension in fifth-semester of students' of Department of English Education.

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3. Formulation of the Problem

The problems of research are formulate in the following research questions:

- a. How is the students' idioms mastery in fifth-semester of the Department English Education of UIN SUSKA RIAU?
- b. How is the students' reading comprehension in the fifth-semester of the Department English Education of UIN SUSKA RIAU?
- c. Is there any significant correlation between students' idioms mastery and their reading comprehension in the fifth-semester of the Department English Education of UIN SUSKA RIAU?

C. Objectives and Significances of the Research

1. Objectives of the research

- a. To know how is students' idioms mastery in the fifth-semester of the Department English Education of UIN SUSKA RIAU.
- b. To know how is students' their reading comprehension in the fifth-semester of the Department English Education of UIN SUSKA RIAU.
- c. To know whether there is a significant correlation between students' idioms mastery and their reading comprehension in the fifth-semester of the Department English Education of UIN SUSKA RIAU.

2. Significance of the Research

The researcher expects that the study will give benefits to English students in reading comprehension when read English texts. The more students know and improve about idioms material especially on

vocabulary in context courses, students be able to better their comprehension of reading. Students can learn and master idioms to give them benefit of learning and comprehending. In addition, English leachers, they can give and improve their knowledge about idioms and train, their students to idiom masters.

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Definition of Term

1. According to Swinney and Cutler (1979) in S. Kweon (2011, p.64) an idioms mastery defined as “a string of two or more words for which meaning ids not derived from the meaning of the individual words comprising the strings”.
2. According to Kintsch (1998) in Gilakjani (2016, p. 230) defined “reading comprehension as the process of creating meaning from text”. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge.

CHAPTER II

LITERATURE REVIEW

Theoretical Framework

1. Reading Comprehension

a. Definition of Reading

Reading is not only the process in which the reading the words, sentences, or text but also by reading the reader intends to get something from the reading materials. By having good skills in reading, we can enlarge our knowledge and get a lot of advantages from it. Therefore, According to Anderson et al. (1985) in Gilakjani (2016, p. 230) defined reading as the process of making meaning from written texts. It needs the harmony of many related sources of information.

Moreover, Bretnitz in Grabe (2009) also defines reading as an interaction between the reader and the writer. Reading is an interactive process in two ways. It means that reading is not acquired with finality in the primary grades, and how we are exposed to various texts throughout our lives. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime. In addition, according to William Grabe and Fredrica L. stoler (2011, p. 3) reading is the ability to draw meaning from the printed page and interpret this information appropriately.

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

b. Types of Reading

Most reading skills are trained by studying short texts to get detail information. According to Nation (2009), there are two kinds of reading: intensive and extensive reading.

1. Intensive Reading

Nation (2009, p. 25) stated intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. Such intensive reading usually involves translation and thus comprehension of the text. In addition, Patel and Jain (2008) in zatalini (2019, p. 3) state intensive reading as passage reading to gain detailed information. Moreover, Nation (2009, p. 27) Intensive work on a reading text can focus on the following aspects. There are:

- a. Comprehension
- b. Vocabulary
- c. Grammar

- d. Cohesion
- e. Regular and irregular sound-spelling relations
- f. Information structure
- g. Genre features
- h. Strategies

In reading, the students also learn phonics, spelling rules, and reading aloud. Reading is one of the language skills that is often used by foreign language students because they can read anytime and anywhere. Certain texts contain certain kinds of information and students be able to help identify these different kinds of information.

Based on the definition above Intensive reading can focus on how the text achieves its communicative purpose through these features and what this communicative purpose is. The more students read, the more they understand their learning style. Intensive reading can be used to help students develop useful reading strategies. They can use the most effective way that they think can improve their learning achievement.

2. Extensive Reading

In extensive reading, students can choose reading material to be read on their own. They can provide reading materials by themselves or the teacher can provide it.

According to Nation (2009, P. 50), Extensive reading is a form of learning from meaning-focused input. During extensive reading, learners should be interested in what they are reading and should be

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reading with their attention on the meaning of the text rather than on learning the language features of the text

In addition, Carrell and Carson (1997) argue extensive reading generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language.

Extensive reading can be source of enjoyment and a way of gaining knowledge of the world. Extensive reading is focused on the story not on items to learn. It can be said that the aim of extensive reading is to read for pleasure and get the general idea of the story or texts.

Based on the definition above Extensive reading as an approach to learning is based on the principle that people become good readers through actually reading.

c. Purpose of reading

When students start to read, they may have some purposes in their heads. For example, when students read the newspaper, they usually read the head line of the news and search for what they are interested. According to van den Broek (2001) in Spring (2006, p. 71) when reading for entertainment purposes, readers' verbal protocols indicated that they generated more free associations, which are associations loosely based on text ideas that become transiently activated during reading, and generated more evaluative comments on the writing or interest value of the text. In other words, these readers

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processed texts at a rather shallow level. In contrast, readers generated more coherence-building inferences and paraphrased more often when they were asked to imagine themselves reading for study purposes.

In addition, Knutson (1997) in Hyun ma (2014 p.55) explained the reading purpose activities in the classroom were introduced with a communicative task such as drawing a picture based on a text, reconstructing a text, reading slightly different versions of the same story and discovering the differences and doing an information gap activity using brochures, timetables, or maps. He argued that reading texts with a particular reason or perspective plays an important role in the reader's motivation, interest, and comprehension.

Furthermore, According to Grabe and Stoller (2011, p. 6) there are some purposes in reading:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to get some information
5. Reading to write (or search for information needed for Writing)
6. Reading to critique texts
7. Reading for general comprehension

Based on the definition above, the writer assumes some experts have their point of view in dividing the purpose of reading. They have the same general purposes for reading, such as reading to get general

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information, reading to get specific information, and reading for pleasure and interest.

d. Definition of Reading Comprehension

Reading comprehension is the reader's ability to comprehend the text that they read. To comprehend the text, the reader needs a lot of effort because every people have different background knowledge. In addition According to Snow (2002, p. 11) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.

In addition, Kintsch and Van Dijk (1983) in Gilakjani (2016, p. 230) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. Assist by Olson et al. (2008) in Gilakjani (2016, p. 230) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.

Based on the statement above, the researcher assumes that to achieve reading comprehension the students have to know the reading skills such as determining the main idea, finding the specific information, finding the reference, finding inference, and understanding

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

e. Assessment in reading Comprehension

The most common reading comprehension assessment involves asking a student to read a passage of text that is leveled appropriately for the student, and then asking some explicit, detailed questions about the content of the text. There is some definition assessment in reading comprehension by experts. Moreover, according to Settiawan (2013) the important aspect in reading comprehension, there are:

1. Determine the general idea of what a reading passage is about.
2. Identify the point of view of the author.
3. Making general prediction about meaning of words from context.
4. Identify the supporting details.
5. Make inference.
6. Identify the exceptions.
7. Locate the reference word of phrase in the passage.

Furthermore, According to Black and William (1998) in Habib (2016 p. 126) Defines assessment is seen as the practice of detecting and defining the student's knowledge, understandings, abilities, and skills. It is a classroom activity used to stimulate learning by collecting data and offering constructive feedback. In other words, assessment is

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the process of knowing about how students are progressing in their learning to make the right decision in designing and planning classroom instruction.

Moreover, According to Carlisle and Rice (2004) in Snyder et al. (2005 p. 34) the assessment of reading comprehension in education settings has at least four essential purposes:

1. State and district evaluation and accountability of programs and curricula.
2. Identification of children at risk for problems.
3. Differential diagnosis of children with reading problems and
4. Measurement of student progress/outcomes during the course of intervention.

Therefore, Klinger, Vaughn, Boardman (2007) in Aprizani (2019 p. 580) said there are three purposes of reading comprehension assessment. First, it compares student's comprehension level to that student's in a norming sample. The second is to find out if students have met pre-established criteria for their grade level. Thirdly, the purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

Based on the explanation above, teachers have to consider the procedure to assess the student's reading comprehension. Reading

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comprehension tests focused on the reader's ability to understand the intended meaning of the text.

2. Vocabulary Knowledge

According to Nations (2001) in Khaswaneh (2019, p. 24) Vocabulary knowledge and reading comprehension are highly related since lexical knowledge can assist foreign language learners in grasping the meaning of written texts. In addition, reading may help in developing learners' lexicons. In addition, According to cooper (1984) in Khaswaneh (2019, p. 24) depicts vocabulary knowledge as the key component for successfully reading English paragraphs and texts, while Laufer (1997, p. 20)) in Khaswaneh (2019, p. 24) points out that "no text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary". He also indicates that the low possibility of comprehending a text relates heavily to the high percentage of obscure vocabulary. Vocabulary knowledge plays an important role in predicting reading performance.

a. Definition of Vocabulary

According to Richards (2002, p. 255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Addition, according to Read (2000, p.16), vocabulary knowledge is knowing the meanings of words. Hebert & Kamil (2005, p.3), defined vocabulary is the knowledge of meanings of words.

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Furthermore, According to Cremer at al. (2011) claimed that vocabulary knowledge does not only involve knowing a multitude of words, but also necessitates acquiring various types of knowledge regarding each word and creating semantic networks among multiple lexical items. Therefore, it can be asserted that vocabulary knowledge is not a unitary competency; rather, it can be broken down into separate competencies or masses of cognition.

Then, it can be concluded that vocabulary knowledge is more than knowing a word. It required using the word appropriately based upon a given context.

b. Types of Vocabulary Knowledge

According to Hiebert & Kamil (2005, p. 3), propose word has two forms. First oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary 10 consists of those words for which the meaning is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

1. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

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2. Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly

3. Idioms

a. Idioms Mastery

According to Morris (1976) in Pali (2017, p. 18) said, mastery is full command or control, as of a subjects or any situations. Researchers such as Fernando (1996), Wray (1999) and Schmitt (2000) in Dushyanthi Mendis (2003, p. 419) defines idioms mastery is successful language learning and native speaker fluency a perception that many language learners share and that often translates into a desire to acquire as many idioms as possible.

Saleh & Zakaria (2013) in Apriyanto et al. idioms mastery is considered as a sign of proficiency, fluency and comprehension. Therefore According Nippold (1991) in Aljabri (2013, p. 662) claimed that idiom acquisition is a continuous process with no specific developmental point when idioms are completely mastered.

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Based on the definitions above, the researcher defines idioms mastery as the ability to understand the meaning of an idioms expression although the meaning is different from the literal meaning and use the idioms expression correctly. This is useful for the reading requirements. Therefore, when they read something, they should understand why the author writes something or they should be able to grasp the main idea of some text.

b. Definition of idioms

Idioms is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. In other words, idioms do not mean exactly the words' literal meaning. Idioms is a meaning that is fixed and cannot be translated by its word. Idioms are quite difficult to understand because some of them are ambiguous meanings. In this below some definitions of idioms by experts.

According to Gairns and Redman (1986, p. 35), the idiom is a sequence of words which operates as a single semantic unit, and like many multi-word verbs the meaning of the whole cannot be deduced from an understanding of the words parts. In addition, Rodman, & Hyams (2011) in Aggraini et al. (2018, p. 332) defines idioms is an expression which means it is not related to the principle of composition, which may not be connected with the meaning of its parts.

However, O'Dell & McCarthy (2017, p. 6) also state that idioms are fixed combinations of words whose meaning is often difficult to

guess from the meaning of each individual word. Furthermore, Larson (1984) in Adelnia (2011, p. 879) defined idiom is a string of words whose meaning is different from the meaning conveyed by the individual words.

Some definitions of idioms by experts mentioned above, can be concluded that idioms is an expression, phrase, sentence, or group of words that have a different meaning from the individual word as part of it. It is unable to be translated word by word, but the meaning of the idiom is the meaning of a whole word. Idioms are sometimes irrational and ungrammatically, but other idioms are rational and fixed grammatical. It is able understood by guessing from the context. In other words, the meaning of an idioms is not the sum of the individual words. Therefore, to understand the meaning of idioms, the reader cannot translate or separate the words into a single part of a semantic unit because the meaning of the idiom could be interpreted by interrelating its words.

c. Types of Idioms

According to Seidl (1998) has been publish at Cambridge Advanced Learner's Dictionary in sarage (2011, p. 6) there are two definitions of type. Both of them are countable noun. Firstly, type is “a particular group of people or things which shares similar characteristics and forms a smaller division of a larger set”. Secondly, type is “a

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person who seems to represent a particular group of people, having all the qualities that usually connect with that group”.

In addition, according McCarthy and O’Dell (2017, p. 24) given classified types if Idioms:

1) Binomials

Binomials are the type of idiom in which two words are joined by a conjunction (linking word), usually, moreover, furthermore, *etc.* The order of two words is fixed. For example:

- *After the match the player’s legs were black and blue*

In black and blue is an idiom. It is a quite difficult idiom to translate. After the match the player’s legs were black and blue is not talking about the legs are colored 7 ore the color of the skin but the meaning of black and blue is dark marks on the skin caused by being hit or having an accident. Black and blue are formed by “black” as an adjective, “and” as a conjunction, and “blue” as an adjective.

2) Proverbs

Proverbs are short sentences that refer to something most people experience which gives advice and warnings. Therefore, idiom has appeared a long time ago and still exists. Culture and tradition influence the idiom itself. For example:

- *A: We all want to solve this problem, and I’m sure we’ll find a solution.*
- *B: Yes. Where there’s a will there’s a way*

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In where there's a will there's a way is a popular idiom expression. It is quite easy to translate. Where there's a will there's a way is an old idiom so that makes interesting to use. It is always use to encourage someone. The meaning where there's a will there's a way is if we are determined enough, we can find a way to achieve what we want, even if it is very difficult.

3) Euphemisms

Euphemisms are type of idiom used to avoid saying words which may offend or be considered unpleasant. Idioms make language more colorful and idioms have many advantages in conversation, one of them is euphemism. Euphemism or indirect word or expression used for saying something to harsh or blunt, example:

- *I'm just going to powder my nose*

In powder my nose. Euphemism is a type of idiom used to avoid saying word that consider unpleasant so that powder my nose. It is an idiom that is not easy to translate. I'm just going to powder my nose is not polish a nose by some powder but the meaning of that is use the toilet, it is a polite way to say than go to the toilet.

4) Clichés

A cliché is a comment that is often used in certain common, everyday situations. So cliché is an expression that is commonly used in daily life. It is also frequently played with in advertising slogans and

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newspaper headlines. Cliché is an expression that most of them are informal, so it is best not uses cliché in formal writing. Example:

- *There are plenty more fish in the sea / pebbles on the beach*

In there are plenty more fish in the sea is an idiom express it is frequently uses to state about telling someone whose relationship has ended that there are many others people that they could have a relationship. it is belonging to Cliché. Moreover, such an expression means opportunity.

5) Fixed Statements

Fixed statements are expressions that you can often hear and use fixed statements in everyday conversation. Example:

- *Get your skates on!*

In get your skates on! It is an idiom express belong to fix statement. It cannot be translated word by word. Get your skates on! It is not asking someone to take the skate. It means hurry up.

Besides, According to Makkai (1972) in Maburoh (2015, p. 3) there are two types of idioms, lexemic and the semantic idioms.

1. Lexemic Idioms

The lexemic idioms are idioms which collate with the familiar part of speech (verbs, nouns, adjective and preposition) and they are composed of more than one minimal free form and each lexon of which can occur in other environments as the

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realization of a monolexemic lexeme. The lexemic idioms are divided into six types. There are:

a. Phrasal Verb Idioms

A phrasal verb is a verb that contains of two kind of words. The first word is a verb, and the second word is a particle. The particle can be an article (a, an, the), preposition/adverb (up, in, out), and or affix (un-, in-, -ness, -ly); for example ‘take off’ means leave the ground.

b. Tournure Idioms

Tournures idioms are the largest lexemic idioms, usually containing at least three words and are mostly verbs. A tournures idiom mostly falls into sentences.

c. Irreversible Binomial idioms

Irreversible binomial idioms consist of two words, which are separated by the conjunction. The word orders in this structure are fixed, for example ‘high and dry’ (without resources), and ‘Romeo and Juliet’ (institutionalized symbols of ideal love or symbol of true love).

d. Phrasal Compound Idioms

Phrasal compound idiom contains primarily nominal made up of adjective plus noun, noun plus noun, or adverb plus preposition. For example ‘black mail’ means any payment forced

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by intimidation and 'bookworm' means a person committed to reading or studying

e. Incorporating Verb Idioms

Incorporating Verb Idioms Incorporating verb idioms have four forms. Those are noun-verb, adjective-noun, noun-noun, and adjective-noun. Incorporating verb idioms are separated by (-).

1) Noun-verb, 'sight-see' means 'visit the famous places in a city, country, *etc.*

2) Adjective-noun, 'blackmail' means 'the crime of demanding money from a person by treating to tell somebody else a secret about them'.

3) Noun-noun, 'bootleg' means 'made and sold illegally'.

4) Adjective – verb, 'whitewash' means 'an attempt to hide unpleasant facts about somebody/something'

f. Pseudo-Idioms

Pseudo-idioms can mislead or misinform an unwary listener. For example cranberry, cranberry according to oxford dictionary is bright red acid berry produced by any plant of genus oxycoccus. In the phrase 'make a cranberry face' means 'the face become red'.

2. Sememic Idioms

Makkai said, 'Sememic idioms usually convey pragmatic meanings related to a particular culture'. They Include:

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- a. Proverbs: e.g., ‘a bird in hand is worth two in the bush’.
- b. Familiar quotations: e.g., ‘not a mouse stirring’.
- c. First base idioms: associated with a national game like baseball, e.g., ‘have two strikes against one’, ‘never to get to first base’.
- d. Idioms of institutionalized politeness: such as ‘may I?’
- e. Idioms of institutionalized greeting: e.g., ‘How do you do?, So long’.
- f. Idioms of institutionalized understatement: e.g., ‘I wasn’t too crazy about him’.
- g. Idioms of institutionalized hyperbole: e.g., ‘He won’t even lift a finger’.

d. Importance of Learning English Idioms

Learning English language has become a necessity in many aspects so has become teaching it. Understanding the lexicon of English demands more than knowing the denotative meaning of words. It requires its speakers to have connotative word comprehension and more-an understanding of figurative language. Idioms fall into the latter category. Learning idioms is certainly not a piece of cake (very easy), can be a lot of fun, and anyway, because English people use idioms nonstop you will be all at sea (totally confused) in most conversations until you learn the ropes (understand how things work).

Gail Brenner, Webster's New World American Idioms Handbook. Webster's New World, (2003) in Aboulalae says people use

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idioms to make their language richer and more colorful and to convey subtle shades of meaning or intention. Idioms are used often to replace a literal word or expression, and many times the idiom better describes the full nuance of meaning. Idioms and idiomatic expressions can be more precise than the literal words, often using fewer words but saying more. For example, the expression it runs in the family is shorter and more succinct than saying that a physical or personality trait is fairly common throughout one's extended family and over a number of generations.

In the English language, idiomatic expressions are spontaneously used by native speakers daily. Moreover, According to Laflin (1996) in Umar Altaf (2019, p. 2) idioms, are numerous and repeatedly occur in the English language. It is estimated that the English language contains at least 25,000 idiomatic expressions. English idioms expressions are used in both formal and informal communications.

Furthermore, According to Lundblom and Woods (2012) in Linh (2021, p. 39) emphasized the significance of understanding idioms. They were inclined to believe that idioms are clearly given in academic contexts and that inability to grasp idioms might have an impact on academic achievement, written composition, reading comprehension, and vocabulary, especially as student's ages and grades progress. Besides, according to Buckingham (2006) and Burke (1988)

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in Tran Linh (2021, p. 39) Like other language competencies, Figurative competence refers to the ability to communicate successfully using and interpreting idioms.

Based on this statements above of idioms, it can be said that learning idioms is vital to learning English language be it for communication or else for writing, speaking, reading in an EFL classroom or outside of it

4. Correlation between Idioms Mastery and Reading Comprehension

According to Dixon (1994) in Alshony (2017, p.71) stated that idioms are essential to successful communication, whether in listening, speaking, reading, or writing. Moreover, According to Lundblom and Woods (2012) in Linh (2021, p. 39) emphasized the significance of understanding idioms. They were inclined to believe that idioms are clearly given in academic contexts and that inability to grasp idioms might have an impact on academic achievement, written composition, reading comprehension, and vocabulary, especially as student's ages and grades progress.

Furthermore, idioms are often found in many kinds of reading materials. Most native speakers frequently use this unit in their daily lives, consequently, idioms form a very important part of any language. According to allio et al. in Cooper (1999, p. 233) In order to figure out the rate of idiom use, worked on political debates, psychological texts, novels and psychotherapy sessions and found that “most English Speaker utter

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about two million novel metaphors per lifetime and 20 million idioms per lifetime. This works out to about 3000 novel metaphors per week and 7000 idioms per week. In other hand, Lennon (1998,) Idioms, the colorful side of language, are one of the symbols used while we are communicating our thoughts and feelings. They are used to give life and richness to the language by taking the existing words, combining them in a new sense, and creating new meanings, just like of work at art.

Based statements above, there are correlation between idioms mastery and reading comprehension that place formal and informal speech on every day and always exist to use as communication. If idioms comprehension is related to general abilities in processing linguistic information, skilled text comprehends should also be better at comprehending an idiomatic. The aim of idiom mastery must be directly proportional with the aim of reading comprehension. It can be said that students who master idioms well, they get better in reading comprehension. Because when students read a text and find idioms, they must know what the meaning of idioms itself, at least they guess the meaning of idioms by the context, to get a complete comprehension.

Relevant Research

First, related similar investigated by Cain, Oakhill, and Lemmon (2005) investigated The Correlation between Children's Reading Comprehension Level and Their Comprehension of Idioms. Based on the

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findings, there were 56 idioms used in this study namely, 14 for each type namely “real-transparent”, “real-opaque”, “novel-transparent”, and “novel-opaque”. The findings revealed that children are slightly more likely to recognize “real-transparent” idioms than “real-opaque” idioms. In context, the real idioms were more likely to be interpreted more correctly than the novel expression.

Second, related study by Miswak (2020) “Mastery Idiom and its Relationship with Reading Comprehension of Fifth Semester Students of English Department at Unisma”. The purpose of this research to finding score relationship between two variable. Then, result Pearson-Product Moment Correlation indicates that the correlation coefficient table of df at 5% significance is considered to be .374. It shows that it is lower than the correlation coefficient table score, which is $.303 < .374$, based on the correlation coefficient of the measurement, which was .303. This means that H0 is accepted and H1 is rejected. Namely, there is significant relationship between students who have good ability in mastery idioms and students comprehension of reading skill.

The third similar investigate by Anisa Arlia Nasution(2018) “The Correlation Between Student’s Mastering Of Idioms Expression and Their Achievement in Reading Comprehension at Ma Lab Uin-Su Medan” The aim of this study was to find out whether there is correlation between students mastering of idiomatic expression and their achievement in reading comprehension. In collecting data, the writer used test as the instrument. The

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data were in the form of students' scores of both tests. The result of coefficient correlation (r_o) was 0.699. Then, the result of „ r_o “ was compared with r table, in which the value of r table was 0.329 of significance 5%. These mean the alternative hypothesis was accepted and null hypothesis was rejected. Since those results were computed, it indicated that idiom has medium contribution to reading comprehension.

The fourth similar investigated by Andi Nindar Emisana (2010) the title is “The Students' Mastery of Idioms and Its Relationship with Their Ability in Reading Comprehension at Second Year of English Education Department in State Islamic University Sunan Gunung Djati Bandung” The research purpose to know the reality of relationship between both of them. The method used in this research is descriptive correlational method. It is a kind of research by analyzing correlation between two variables to several objects. The techniques use in this research are by using observation, interview and tests. The result based of the testing hypothesis, obtained t account = 1.93 is bigger than t table 0.683. Also looking at the interpretation of coefficient correlation is 0.34, and influenced degree 7%. The coefficient correlation lies in the interval 0.21 – 0.40 of scale. It means that the hypothesis students who mastery idioms well are having good ability in reading comprehension can be proved.

The last similar investigated by Tias Atma Andriani (2014) “The Relationship between Idiom Mastery and Reading Comprehension (A Correlation Study at the 4 semester of the Department of English Education

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Students of UIN Jakarta)” The purpose of this study is to know whether there is significant relationship between idiom mastery and reading comprehension. The sample of this study is 33 students. The method used in this study was quantitative method and the technique used was a correlational technique. In collecting the data, idiom test and reading comprehension test were used. The result of this study shows that there is a positive relationship between idiom mastery and reading comprehension. It is proved by the r_o (0.446) which is bigger than r_{table} in the degree significance 1% (0.442). In conclusion, there is a positive relationship between idiom mastery and reading comprehension. It means that students with higher idiom mastery get better in reading comprehension than the lower ones. In other words, the better idiom mastery the students have, the better ability they will have in reading comprehension.

Based on the relevant research above, it can be concluded that has a similarity with this research: the similarities between both researchers and this research are in the variable X that is mastering idioms, and the variable Y that is reading comprehension. However, the differences between of three researchers and this research are the instrument, the total sample, time and location, the text focus and the technique of collecting and analyzing data. In this research, the data is collected by using idioms test and reading comprehension test.

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Operational Concept

This research consists of two variables, variable X is the students' idioms mastery, and variable Y is the students' English reading comprehension.

1. Idioms Mastery

Variable X is students' idioms mastery (dependent variable). The indicators of variable X are formed from component idioms mastery, the test of idiom was taken from Basic Idioms in American English in T. M. Andriani (2014):

1. Students are able to understand the meaning of idioms based on the context.
2. Students are able to use idioms based on the context.

2. Reading Comprehension

Variable Y is students' Reading Comprehension (independent variable). The indicators of variable Y referring to the aims of reading comprehension. The tests of reading comprehension was taken from EPT Preparation Comprehension in T. M. Andriani (2014):

1. Students are able to finding main idea of the text.
2. Students are able to identifying supporting detail or information.
3. Students are able to identifying the topic of the text.
4. Students are able to finding reference word in the text.
5. Students are able to identifying similar word in the text.
6. Students are able to finding the conclusion of the text.

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Assumption and Hypothesis

1. Assumption

Based on the theories and explanations above, the researcher assumes would like to offer the assumption that the students' idioms mastery will influence their reading comprehension.

2. Hypothesis

Based on the assumptions above the researcher formulates two hypotheses as follows:

H_0 : There is no significant correlation between idioms mastery and reading comprehension in fifth semester students' of Department of English Education UIN SUSKA RIAU.

H_a : There is significant correlation between idioms mastery and reading comprehension students' in fifth semester at Department of English Education UIN SUSKA RIAU.

CHAPTER III RESEARCH METHOD

Research Design

This study was conducted through the quantitative method. According to Creswell (2012, p. 20), quantitative research is defined as a type of research method that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics) and can say explaining whether an intervention influences an outcome for one group as opposed to another group.

Moreover, Aliaga and Gunderson (2002) in Apuke (2017, p. 41) describe quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics. On the other hand, (Leedy & Ormrod 2001; Williams, 2011). State quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment to support or refute alternative knowledge claims.

After the definition above by experts can be concluded, quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

In this research, the design was using correlational research. According to Creswell (2012, p. 338) Correlation is a statistical test to

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determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Also, describe that correlational research looks for the relationship or correlation between variables in positive correlation or negative correlation, and the level of correlation is determined by the coefficient of correlation. Co-vary means that we can predict a score on one variable with knowledge about the individual's score on another variable. A simple example might illustrate this point.

In Addition, According to Ketner, Smith, & Parnell, (1997) in Creswell (2012, p. 338) Using correlational research when seeking to relate two or more variables to see if they influence each other, such as the relationship between teachers who endorse developmentally appropriate practices and their use of the whole-language approach to reading instruction.

Based on definitions above it can be stated that correlational design is one which have two or more quantitative variables from the same group of subjects and which shows the relationship between the two variable. It is mean, the bivariate correlation was used to describe the relationship between two variables. Two variables were independent and dependent variables. In this study, the independent variable or the variable that explained and affected another variable was “idioms” or usually known as X variable. For the dependent variable that is affected by to independent variable, one was “reading comprehension”.

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Time and Location of the Research

The study was conducted from May 2022 to October 2022. The place of this study was conducted at Department of English Education UIN SUSKA RIAU.

Subject and Object of the Research

1. Subject

The subject of this research in Fifth-Semester Students' of Department of English Education UIN SUSKA RIAU.

2. Object

The object of this research is students' idioms mastery.

D. Population and Sample of the Research

1. Population

According to Winarno (2018, p. 80) explained that "population was any collection of entities, of whatever kind, that was the object of investigation". It means that all of the individuals, which are the object of the research, are the population. So, the population relates to the data, not the people. If each human provides one data, then the number or size of the population will be equal to the number of peoples. The population of this research was the whole at fifth-semester students' of Department of English Education UIN SUSKA RIAU.

The total population consisted of 122 students with five classes. It was divided depending on the class. The A class wereof 25 students, the B class were of 24 students, the C class wereof 26 students, the D class

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were of 24 students and E were 23 students The total numbers of the students as follow:

Table III.1
The Population at Fifth-Semester Student's at Department of English Education UIN SUSKA RIAU

No	Class	Population
1	A	25
2	B	24
3	C	26
4	D	24
5	E	23
Total		122

2. Sample

This research used simple random sampling. According to Gay et al. (2012, p. 131) Simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. In other words, every individual has the same probability of being selected and selection of one individual in no way affects selection of another individual.

Moreover, support by Creswell (2012, p. 143) sample random sampling is Individuals have the same probability of being chosen from the population. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Simple random sampling intends to choose individuals to be sampled who will be representative of the population.

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Stand by definition above it can be concluded is the technique to collect data by selecting there are objects from the population. The advantage of this sampling method is easy to sample selection, the sample selection unit is only one kind, and misclassification can be avoided simply by picture outline of the population and sample design the most simple and easy.

The researcher selected Slovin formula to determined sample much. According to Fajri Ismail (2017, p. 47) if sample is taken from a population, a formula must be used to take into account confidence levels and margins of error. When taking statistical samples, sometimes a lot is known about a population, sometimes a little and nothing at all.

Following the formula:

$$n = \frac{N}{1 + N \times e^2}$$

n : number of sample

N : number of population

e : error tolerance

1 : number of constant

$$n = \frac{122}{1 + 122 \times 0.010^2}$$

From the calculation above, the population is 122 using the Slovin formula, with an error rate of 10%, the total sample size are 55 students.

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Table III.2
The Sample at Fifth-Semester Student's at Department of English Education UIN SUSKA RIAU

No	Class	Sample
1	A	11
2	B	11
3	C	11
4	D	11
5	E	11
Total		55

Technique of Data Collection

In order to get the data for this research, the researcher used idioms test as variable X and reading comprehension test as variable Y.

According to Arikunto (2010 p. 193) test is the number of questions or exercises or other tool to measure one's skills, intelligence, ability or talent. It means that test is one of the ways to collecting data which is conducted by questions to measure something.

1. Idioms Test

In this research used idioms test as instrument adopted from Basic Idioms in American English. Idiom test consisted of twenty multiple-choice questions to measure students' idioms mastery.

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Table III.3
The Blue Print of Idioms Test

Indicator	Item Indicator	Kind of Item
To understand the meaning of idioms based on the context	Phrasal Verb	1, 2, 3
	Tourneur Idioms	8, 9, 11, 12, 14, 15
	Irreversible Binominal Idioms	10, 18, 19
To use idioms based on the context	Phrasal Compound Idioms	20
	Incorporating verb idioms	7, 13, 16, 17
	Phrasal Verb	4, 5, 6

2. Reading Comprehension Test

This method is used to find out the students' scores in reading comprehension. Reading comprehension test consisted of four passages and each passage contained five multiple-choice questions and was used to measure students' reading comprehension. Below were the blueprint Reading Comprehension Test:

Table III.4
The Blue Print of Reading Comprehension Test

Indicator	Kind of Item
Finding main idea of the text	1, 11, 13
Identifying supporting detail or information	2, 7, 8, 12, 19
Identifying the topic of the text	6
Finding reference word in the text	4, 10, 14, 18
Identifying similar word in the text	3, 9, 13, 17
Finding the conclusion of the text	5, 15, 20

3. Validity of Instrument

According to Cohen *et al.* (2018, p. 245) Validity is an important key to effective research. If a piece of research is invalid then it is

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worthless. Addressing validity concerns the nature of what is valid, what validity means, how to know if one has achieved an acceptable level of validity, how to address validity in research terms, and how validity enters design, inferences, and conclusions.

In addition, Winter (2000) in Cohen *et al.* (2018, p. 245) argue validity regard it as essentially a demonstration that a particular instrument in fact measures what it intends, purports or claims to measure, that an account accurately represents ‘those features that it is intended to describe, explain or theories.

Furthermore, according to Shadish *et al.* (2002) in Cohen *et al.* (2018, p. 246) identify four main kinds of validity: construct validity, statistical conclusion validity, internal validity and external validity. Moreover, this research used construct validity. According to Gay *et al.* (2012, p. 163) construct validity reflects the degree to which a test measures an intended hypothetical construct. All variables derive from constructs, and constructs are non-observable traits, such as intelligence, mastery idioms, “invented” to explain behavior.

To analyze the validity of the instrument, the researcher conducted a try out by handing 28 students who were not included in the research sample. Furthermore, distributed test related to idioms mastery and reading comprehension in fifth-semester student’s Department of English Education. For test as instrument both variable, the researcher used Excel

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Program to analyze the data. The researcher compared R_{observed} to R_{table} at the significant level of 5% of 30 is 0.374 ($df = N-2=28$).

The R_{observed} of each item should be higher than the R_{table} to be considered as a valid question. If the observed of the analysis of less than R_{table} , it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

a. The Validity of Idioms Test

Table III.5
Items Validity of Idioms Test

No Items	R Observed	R Table	Result
Item 1	0.598	0.374	Valid
Item 2	0.506	0.374	Valid
Item 3	0.447	0.374	Valid
Item 4	0.447	0.374	Valid
Item 5	0.594	0.374	Valid
Item 6	0.670	0.374	Valid
Item 7	0.471	0.374	Valid
Item 8	0.538	0.374	Valid
Item 9	0.389	0.374	Valid
Item 10	0.674	0.374	Valid
Item 11	0.507	0.374	Valid
Item 12	0.554	0.374	Valid
Item 13	0.725	0.374	Valid
Item 14	0.564	0.374	Valid
Item 15	0.571	0.374	Valid
Item 16	0.447	0.374	Valid
Item 17	0.571	0.374	Valid
Item 18	0.388	0.374	Valid
Item 19	0.605	0.374	Valid
Item 20	0.564	0.374	Valid

The table showed that there are all items is valid. Therefore, the researcher used all items of the test as instrument.

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b. The Validity of Reading Comprehension Test

Table III.6
Items Validity of Reading Comprehension Test

No Items	R Observed	R Table	Result
Item 1	0.551	0.374	Valid
Item 2	0.635	0.374	Valid
Item 3	0.473	0.374	Valid
Item 4	0.412	0.374	Valid
Item 5	0.551	0.374	Valid
Item 6	0.633	0.374	Valid
Item 7	0.403	0.374	Valid
Item 8	0.499	0.374	Valid
Item 9	0.381	0.374	Valid
Item 10	0.664	0.374	Valid
Item 11	0.500	0.374	Valid
Item 12	0.588	0.374	Valid
Item 13	0.406	0.374	Valid
Item 14	0.528	0.374	Valid
Item 15	0.522	0.374	Valid
Item 16	0.435	0.374	Valid
Item 17	0.467	0.374	Valid
Item 18	0.370	0.374	Invalid
Item 19	0.499	0.374	Valid
Item 20	0.394	0.374	Valid

The table showed that there are one invalid items. Therefore, the researcher erased those one items from the test.

4. Reliability of Instrument

Reliability has to do with the accuracy of measurement. According to Cohen et al. (2018, p. 268) Reliability is essentially an umbrella term for dependability, consistency, and replicability over time, over instruments and over groups of respondents. The table below is the categories of reliability test used in determining the level of reliability of the test.

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Table III.7
The level of Acceptable Reliability

No	Reliable	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion & Marison, 2018: 774)

The researcher also used the SPSS 22 program to find out whether the Instrument was reliable or not.

a. Reliability of idioms mastery test

Table III.8
Reliability Statistics of Idioms Test

Cronbach's Alpha	N of Items
0.854	20

From the table above, it can be seen the value of Cronbach's Alpha is 0.854. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded that the test is reliable, and the level of reliability is high.

b. Reliability of Reading comprehension test

Table III.9
Reliability Statistics of Reading Comprehension Test

Cronbach's Alpha	N of Items
0.817	20

From the table above, it can be seen the value of Cronbach's Alpha is 0.817. The value is higher than the standard Cronbach's alpha

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which is 0.60. Therefore, it can be concluded that the test is reliable, and the level of reliability is high.

Technique of Analyzing the Data

To know about there was a significant correlation between students' idioms mastery and their reading comprehension, the data analyzed statistically by used person product moment correlation coefficient using SPSS 23. In order to find out the categories of score, the following are classification of the score.

Table III.10
The Classification of Students' Idioms Mastery and Reading Comprehension score

Score	Categories
80-100	Very good
66-79	Good
56-65	Sufficient
40-55	Less
30-39	Fail

(Syawal, Sienna. 2017)

To analyze the data of the students' idioms mastery and reading comprehension, the researcher used the formula (Sugiyono, 2010):

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Number of percentage

F: Frequency

N: Number of sample

Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 23.0 program for Windows. The product moment

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correlation coefficient was obtained by considering the degree of freedom (df) = N-nr; (N= number of sample, nr = number of variable).

In addition, the procedure of processing the data by using SPSS 23.0 program is as follows:

1. Open SPSS 23.0 program.
2. Click variable view on SPSS data editor.
 - a. On column name, for the first row is Respondent, for the second row is X, and for the third row is Y.
 - b. On column type, for the first row change row numeric to string.
 - c. On the column label, for the second row is students' reading comprehension and idioms mastery.
3. Next, click data view in the left corner on SPSS data editor. Input the respondent in column respondent, scores of prior knowledge in column X, and scores of students' learning interest in column Y.
4. Then, to find the correlation between the score; click analyze, choose correlate and then choose bivariate.
5. From bivariate correlation input X and Y to variable.
6. Click Pearson on correlation coefficient.
7. Choose two tailed on test of significance.
8. Click OK.

Statistically the Hypotheses are:

$$H_a : r_o > r_{table} \quad H_o : r_o = r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between students' idioms mastery and reading comprehension.

H_o is accepted if $r_o = r_{table}$ or there is no significant correlation between students' idioms mastery and reading comprehension.



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CHAPTER V

CONCLUSION AND SUGGESTION

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Conclusion

This research purpose was to find out whether there is a significance correlation between idioms mastery and reading comprehension in fifth-semester students' of Department of English Education UIN SUSKA RIAU. Based on the data on the previous chapter, the researcher concluded that:

1. The results of students' idioms mastery in fifth-semester of Department of English Education UIN SUSKA RIAU is categorized sufficient, with mean score 60.23.
2. The results of students' their reading comprehension in fifth-semester of Department of English Education UIN SUSKA RIAU is categorized good, with mean score 68.09.
3. There was low correlation significance between students' idioms mastery and their reading comprehension in fifth-semester of Department of English Education UIN SUSKA RIAU is categorized low correlation with Coefficient 0.388.

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Suggestion

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

1. For the lecturer

Based on the result of this research, it is suggested to give students input of idioms as much as possible because the input of idioms will be an encouragement and help students' to comprehend the text. Therefore, introducing idioms can be given by knowing the definition, and use them, and then applying them in daily activities, so the students become familiar with idiom in the text. Moreover, helping to improve their reading skills.

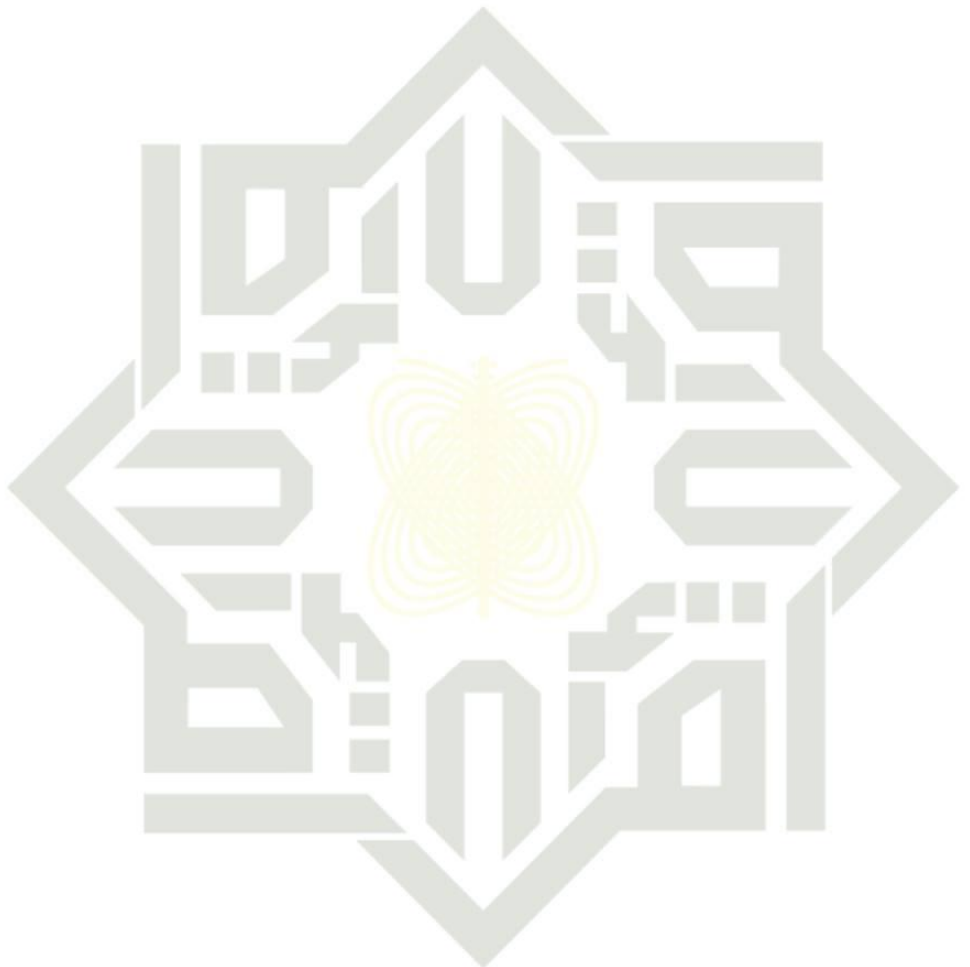
2. For the Students

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

3. For the researcher

When the researcher was conducted the research, she found some students were still unfamiliar with idioms, so she got difficulty choosing idiom that was already familiar and common to students. Moreover, it is also suggested to teach them idioms in reading or speaking. Remembering idiom also gives contribution in comprehending the text, therefore it is

suggested to the next researcher to teach idioms effectively and interestingly to increase their skill in reading comprehension. Hopefully, this suggestion can be beneficial for the next researcher.



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APPENDIX 1

LESSON PLAN

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INSTRUCTIONAL PLAN (RENCANA PEMBELAJARAN SEMESTER) FACULTY OF EDUCATION AND TEACHER TRAINING SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU								
Dept./Major (Program Studi)	: English Language Education/Pendidikan Bahasa Inggris (PBI)	Semester	: Two (2)					
Course (Mata Kuliah)	: Vocabulary in Context	Credit (Beban sks)	: Two (2)					
Code (Kode Mata Kuliah)	: PBI1	Instructor (Dosen Pengampu)	: Cut Rindhatul Miski, M. Pd.					
Pre-requisite (Prasyarat)	: None							
Course Description	: This subject discusses how language conceptually needed in the learning. It describes language related to language skill namely, Grammar, Lexis, Word Form, Phonology and Function as the first section. In the second section, it is designed to provide students with practices using language based on its use and usage.							
Learning Outcome (Capaian Pembelajaran)	: At the end of this course, it is intended that: <ol style="list-style-type: none"> 1. Students understand the concept of learning language related to some language skills namely: Grammar, Lexis, Word Form, Phonology and function. 2. Students understand and are able to use the language based on its use (context). 							
Assessment (Penilaian)	: Students' final grade consists of individual and structured tasks (15%), participation in the class (15%) mid-term examination (35%), and final examination (35%).							
Menting (Pertemuan ke)	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (Metode Pembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
Week 1	<ul style="list-style-type: none"> - Students are intended to be able recognize rules and policy in this subject including the attendance, assignment, syllabus, and evaluation. - Students are introduced the concept of language in learning. 	<ul style="list-style-type: none"> - Introduction to the course: rules and policy - Introduction to the need of learning Vocabulary and aspects should be learnt. 	Discussing and lecturing	100 minutes	<ul style="list-style-type: none"> - Retell the policy and rules - Can give definitions of vocabulary - Can analyze and synthesize the importance of vocabulary and learning - Can describe aspects needed in understanding vocabulary 	How to teach vocabulary: Scott Thornbury, 2004, Pearson, Longman.	to find out the first aspect in learning vocabulary; Grammar (part of Speech and Grammatical Structures)	2 credit

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Week 2	Students are expected to understand the aspect of Grammar in vocabulary; Parts of speech, Grammatical Structures.	<ul style="list-style-type: none"> - Parts of speech - Grammatical structures 	Discussing and lecturing	100 minutes	<ul style="list-style-type: none"> - Can determine part of speech - Can determine grammatical structure and the use of it 	1,2	Read the materials Exercises	2 credit
Week 3	Students are expected to understand about how words are formed through affixation	Affixation (Prefixes, Suffixes)	Discussing and lecturing	100 minutes	<ul style="list-style-type: none"> - Can analyze how prefixes and suffixes form new words 		Read the materials Exercises	2 credit
Week 4	Students are able to analyze affixation occurs in the text as well as able to understand vocabulary about science and Qur'an.	<ul style="list-style-type: none"> - Prefixes and suffixes 	Watching video	100 minutes	<ul style="list-style-type: none"> - Can recognizing, analyze what and how affixation occurs in the video - Can analyze the meaning and the pronunciation of the words in the video. 	https://youtu.be/ypKsqndPrYGA	Fill in the table of affixation	2 credit
Week 5	Students are expected to understand about how meaning is influenced by lexis and its structure	Lexical Knowledge	Discussing and lecturing	100 minutes	<ul style="list-style-type: none"> - Can mention how lexis contributes to a meaning of a language - Can analyze how words/phrases/sentences gives meaning(s). 		Read the materials Quizzes	2 credit
Week 6	Students are expected to understand how meanings are created through lexis.	Lexical knowledge	Practicing Exercising	100 minutes	<ul style="list-style-type: none"> - Can answer the questions about creating meaning from the lexical point of view. 		Read the material Exercises	2 credit
Week 7	Students are expected to understand how stress and intonations affects meaning of word(s).	Stress and Intonation of word(s)	Discussing and lecturing Practicing	100 minutes	<ul style="list-style-type: none"> - Can analyze how stress and intonations affect meaning. - Can pronounce 	There are 2 videos to	Read the materials	2 credit



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						the correct stress and intonation of word (s)	watch... 1. Talks about word syllable, stress and intonation https://www.youtube.com/watch?v=Tas6Zaeu0s 2. Talks about differences between american and British accent https://www.youtube.com/watch?v=7o0AAM1U	Practicing Recording their sound pronouncing several words in videotape	
Week 8	Mid-term test	Students can review all the previous materials	Assignment	100 minutes	-	Can answer all the tasks given	Teacher's handouts	Multiple choice, Essay	
Week 9	Idiom, phrase, proverb	People	Teacher's slide Tasks	100 minutes	Understanding vocabularies on idiom, phrasal verbs and proverb		Idiom: https://www.youtube.com/watch?v=6e1qKKKQhd	Watch the video... Students write their own story in which they are using	2 credit

							Phrasal Verb: https://www.youtube.com/watch?v=8LKH0G0BA Proverb: https://www.youtube.com/watch?v=D1HG0HQ6E Teacher's handouts	idiom, proverb and phrasal verb to describe something/ events or activities in the story. Do the exercises in the tasks	
Week 10	Students are expected to be able to present their ideas by using vocabularies about healthy life, use idiom in it	Corona Disease	Oral speech	100 minutes	Can describe some related vocabularies about Covid 19	Teacher's handout from TV and news	Exercises on idiom 3 minutes video recording describing about Covid 19 and stay home stay safe		2 credit
Week 11	Students are able to practically use correct stress and intonation of vocabularies related to his/her experience, or opinion about Ramadhan this year and use phrasal verbs	Ramadhan 1441 H	Oral speech	100 minutes	Can present their ideas about topic given orally with correct stress and intonation.	Song about ramadhan this year from TV, News, Experience	Exercises on Stress and intonation 3 minutes video recording about the topic		2 credit
Week 12	Students are expected to understand homonyms and its part	Homonyms: - Sounding	Teacher's handouts	100 minutes	Students can analyze homonyms and its part of		Read the handout		2 credit



		<ul style="list-style-type: none"> - the same - Similar, but not alike - Together or a part one and two-word expressions. - Improper expression 			vocabularies		Work on related tasks	
Week 13	Students are expected to be able to make analysis on several familiar words	Natural Grammar	Written exercises	100 minutes	Students can do analysis on several familiar words from the book Natural Grammar by Scott Thornbury 2004	Pdf. Natural Grammar. Scott Thornbury. 2004. Oxford University Press.	All students read the book. Then select 25 words of their favorite to be analyzed.	2 credit
Week 14	Students are expected to be able to make analysis on several familiar words	Natural Grammar	Written exercises	100 minutes	Students can do analysis on several familiar words from the book Natural Grammar by Scott Thornbury 2004	Pdf. Natural Grammar. Scott Thornbury. 2004. Oxford University Press.	All students read the book. Then select 25 words of their favorite to be analyzed.	2 credit
Week 15	Students are expected to be able to rewrite about the topic given by using their own words.	9 shocking facts about science and Qur'an	Written expression	100 minutes	Students can express their own words about the topic given	https://idnt.uib.ac.id/india/PRYGA	Choose 3 facts out of 9, and rewrite it by using their own words.	2 credit
Week 16	Final test							

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Approved by, Head of English Education Dept.	Date : Agustus 2020	Checked by, Coordinator of course specialization	Date : February, 2017	Designed by, Lecturer	Date: Agustus 2020
Drs. Samsi, M.H.Sc				Cvt Raudhatul Miski, M.Pd.	

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APPENDIX II INSTRUMENT

UIN SUSKA RIAU

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Idioms Test

Name :

Class :

Instruction

1. Answers to all questions are to be recorded on the multiple-choice form, either in the format A-D in the option.
2. This test is required as the instrument of the research.
3. This test does not influence your school for English subject.

Table III.3
The Blue Print of Idioms Test

Indicator	Item Indicator	Kind of Item
To understand the meaning of idioms based on the context	Phrasal Verb	1, 2, 3
	Tourneur Idioms	8, 9, 11, 12, 14, 15
	Irreversible Binominal Idioms	10, 18, 19
To use idioms based on the context	Phrasal Compound Idioms	20
	Incorporating verb idioms	7, 13, 16, 17
	Phrasal Verb	4, 5, 6

IDIOM TEST

1. "We are going to put the next meeting back a bit" means:
 - a. We're going to have to cancel it.
 - b. We're going to have to hold it at a later date.**
 - c. We're not planning to have another meeting.
 - d. We're suspending all future meetings.
2. Something has come up" means:
 - a. Someone has brought up a point.
 - b. Costs have suddenly increased.

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- c. A price has gone up.
- d. **An unexpected problem has arisen.**
3. "I must pick the children up from school" means:
 - a. I must put them to school.
 - b. I must drive them to school.
 - c. **I must take them from school.**
 - d. I must leave them at school.
4. Get___the bus before it is impossible to get a seat.
 - a. up
 - b. over
 - c. **on**
 - d. off
5. This is my stop. I have to get___the bus here.
 - a. away
 - b. **off**
 - c. out
 - d. down
6. Get___and I'll give you a lift.
 - a. up
 - b. into
 - c. over
 - d. **in**
7. We are having a pot-luck dinner at Tim's house tomorrow. Everybody is invited!
 - a. I must put them to school.
 - b. I must drive them to school.
 - c. **I must take them from school.**
 - d. I must leave them at school.
8. I am so mad at my boyfriend. We were supposed to have a date last night at the park buthe *stood me up*.
 - a. **didn't come**
 - b. angry with me
 - c. took me somewhere else
 - d. he didn't know
9. She's been *down in the dumps* since they broke up.
 - a. angry
 - b. crazy
 - c. **very sad or depressed**
 - d. disappointed
10. Her new Hermes bag costs *an arm and a leg*.
 - a. Inaccessible
 - b. **very expensive**
 - c. beautiful d
 - d. ugly

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11. My grandmother can still play tennis at 76. She's really one *tough cookie*.
 - a. **strong person**
 - b. old person
 - c. young person
 - d. weak person
12. They finally *spilled the beans* about the status of their relationship.
 - a. **tell the truth**
 - b. slip of the tongue
 - c. lashed out
 - d. kept quiet
13. Being *well-heeled*, she's went to Paris and Morocco several times last year.
 - a. having beautiful feet
 - b. **wealthy**
 - c. diligent
 - d. well connected
14. Bob's mom *jumped down his throat* when she saw his bad report card from school.
 - a. was thrilled with him
 - b. **was angry with him**
 - c. was annoyed with him
 - d. was disappointed for him
15. It *turns me off* when guys don't respect my boundaries.
 - a. **makes me lose interest**
 - b. makes me sorry
 - c. makes me angry
 - d. regrets me
16. A truly *open-minded* person respects the beliefs of others.
 - a. Stubborn
 - b. Idealist
 - c. **Liberal**
 - d. Thoughtless

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17. Sally knows what she wants and she works hard for it. She is a real *go-getter*.
 - a. **Ambitious**
 - b. Diligent
 - c. Cheerful
 - d. Happy
18. *Ladies and gentlemen*, welcome to the show!
 - a. **Women and men**
 - b. young and old
 - c. boy and girl
 - d. brother and sister
19. You must look after yourself. Just look at you! Only *skin and bone*.
 - a. Very big
 - b. **Very thin**
 - c. Very short
 - d. Very small
20. Sinta is a *bookworm*. She reads many books.
 - a. A person who likes worm
 - b. **A person who loves reading**
 - c. A person collects books
 - d. A person who likes to borrow books

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Reading Comprehension Test

Name :

Class :

Instruction

1. Answers to all questions are to be recorded on the multiple-choice form, either in the format A-D in the option.
2. This test is required as the instrument of the research.
3. This test does not influence your school for English subject.

Indicator	Kind of Item
Finding main idea of the text	1, 11, 13
Identifying supporting detail or information	2, 7, 8, 12, 19
Identifying the topic of the text	6
Finding reference word in the text	4, 10, 14, 18
Identifying similar word in the text	3, 9, 13, 17
Finding the conclusion of the text	5, 15, 20

READING COMPREHENSION TEST

Passage 1

Accreditation is a system for setting national standards of quality in education. The United States is unique in the world because its accreditation system is not administered by the government, but rather by committees of educators and private agencies like the Middle States Association of Colleges and Secondary Schools and the Society of Engineers.

Before registering to study in any educational institution in the United States, A student should make certain that the institution is accredited in order to

assure that the school has a recognized standard of organization, instruction, and financial support. Foreign students should be particularly careful to check an institution's accreditation because other governments or future employers may not recognize a degree earned from a school that has not received accreditation.

If a college is accredited, catalogs and brochures will usually indicate the accreditation status. If you are not sure about a certain school, don't hesitate to check its reputation with an education officer at the nearest U.S embassy.

1. The title that best express the ideas in this passage is....
 - A. Studying in the united states
 - B. Accreditation**
 - C. How to find the best school
 - D. The middle states association of colleges and secondary schools
2. What should a student do in order to check the a accreditation of a school that may interest them?
 - A. Write to the school
 - B. Write to the U.S Ministry of Education
 - C. Consultant a U.S embassy official**
3. The word “unique” in the first paragraph most nearly means....
 - A. Unusual**
 - B. First
 - C. Standard
 - D. Large
4. The word “its” in first paragraph refers to....
 - A. School**
 - B. Status
 - C. Embassy
 - D. Reputation

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5. From this passage, it may be concluded that an unaccredited school...
- A. Does not offer a degree
 - B. May close because of financial disorganization
 - C. Is administrated by the government**
 - D. Is better than an accredited school

Text 2

Andrew Carnegie, known as the King of Steel, bulk the steel Industry in the United States, and, in the process, became one of the wealthiest men in America. His success resulted in part from his ability to sell the product and in part from his policy of expanding during periods of economic decline, when most of his competitors were reducing their investments.

Carnegie believed that individuals should progress through hard work, but he also felt strongly that the wealthy should use their fortunes for the benefit of society. He opposed charity, preferring instead to provide educational opportunities that would allow others to help themselves. "He who dies rich, dies disgraced," he often said.

Among his more noteworthy contributions to society are those that bear his name, including the Carnegie Institute of Pittsburgh, which has a library, a museum of fine arts, and a museum of national history. He also founded a school of technology that is now part of Carnegie-Mellon University. Other philanthropic gifts are the Carnegie Endowment for International Peace to promote understanding between nations, the Carnegie Institute of Washington to fund scientific research, and Carnegie Hall to provide a center for the arts.

Few Americans have been left untouched by Andrew Carnegie's generosity. His contribution of more than five million dollars established 2,500 libraries in small communities throughout the country and formed the nucleus of the public library system that we all enjoy today.

With which of the following topic is the passage primarily concern?

- A. The establishment of the public library system
- B. The work of Carnegie-Mellon University
- C. The building of the steel industry
- D. The philanthropy of Andrew Carnegie**

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How many libraries did Carnegie establish for the public library system?

- A. 25
- B. 500
- C. **2.500**
- D. Five million

The author mentions all of the following as recipients of philanthropic contributions by Carnegie, Except....

- A. The arts
- B. Technology
- C. **Economics**
- D. Science

9. The word “fortunes” in second paragraph could best be replaced by....

- A. **Assets**
- B. Talents
- C. Influence
- D. Advice

10. The word “those” in third paragraph refers to....

- A. Opportunities
- B. **Contributions**
- C. Others
- D. Themselves

Passage 3

Canada is a constitutional monarchy with a parliamentary system of government modelled after that of Great Britain. The official head of state in Canada is Queen Elizabeth II of Britain, who is also Queen of Canada. The governor-general is the queen's personal representative in Canada and the official head of the Canadian parliament, although with very limited powers.

The federal parliament in Canada consists of the House of Commons and the Senate. The actual head of government is the prime minister, who is

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responsible for choosing a cabinet. The system is referred to as responsible government, which means that cabinet members sit in the parliament and are directly responsible to it, holding power only as long as a majority of the House of Commons shows confidence by voting with them.

The Canadian Senate has 102 members, appointed by the governor-general on the advice of the prime minister. Their actual function is advisory, although they may make minor changes in bills. The actual power resides in the House of Commons, the members of which are elected directly by the voters. General election must be held at the end of every five years, but they may be held whenever issues require, and most parliaments are dissolved before the end of the five-year term. When a government loses its majority support in a general election, a change of government occurs.

(Words number 218 Source: Intermediate Reading Practice, Keith S Folse, 1993)

11. What does this paragraph mainly discuss?
 - A. The relationship between Canada and England
 - B. The Canadian election
 - C. The Canadian system of government**
 - D. The powers of parliament
12. When does a change of government occur in Canada?
 - A. When the governor-general decides to appoint a new government
 - B. When the votes do not return majority support for the government in a general election**
 - C. When the prime minister advises the governor-general to appoint a new government
 - D. When the house of commons votes for a new government
13. The word “dissolved” in third paragraph could be best replaced by....
 - A. Approved
 - B. Evaluated
 - C. Reorganized**
 - D. Dismissed

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14. The word “it” in second paragraph refers to....
 - A. Majority
 - B. Parliament
 - C. Cabinet**
 - D. System
15. It can be inferred from the passage that the voters in Canada?
 - A. Choose the prime minister and the cabinet
 - B. Do not usually vote in general elections
 - C. Allow their representative in the house of commons to vote in their behalf
 - D. Determine when a change of government should occur**

Passage 4

The first census of the American people in 1790 listed fewer than four million residents, most of whom had come from England. Ten years later, in 1800, although English were still a majority, many Irish, Dutch, German, Swedish, Scottish, and French settlers had come to make their homes in the United States. Immigrants from all of these nations, along with an undocumented number of Africans who had been brought into the country as slaves, provided labor for the rapidly growing cities and the frontier farms. They built factories, roads, and canals, pushing West to settle towns on the edges of the American territory.

By 1880, large number of central and southern Europeans began to find their way to America. Italian, Greek, Russian, Austrian, Armenian, and Slavic immigrants settled in the cities where they supplied labor for hundreds of new industries. The *census of 1910* listed almost one million immigrants.

In more recent years, hundreds of thousands of refugees have come to the United States, the largest numbers from Hungary, Cuba, Lebanon, Syria, and West Indies. With the close of the Vietnam War, thousands of Indochinese relocated in the United States.

The United States is unique in the world because, with the notable exception of Native Americans, all Americans are immigrants or the descendants of them.

(Words number 160 Source: Reading and Learning to Read, Vacca, 1991)

16. Which of the following would be the best title for this passage?
- A. **A history of American Immigrants**
 - B. A history of Immigration in the nineteenth century
 - C. A history of European Immigration to the United States
 - D. A history of urban and agricultural development in the United States
17. The word “majority” in first paragraph closest in meaning to....
- A. **The largest number**
 - B. The smallest number
 - C. The average number
 - D. The correct number
18. The word “them” in fourth paragraph refers to....
- A. **Native Americans**
 - B. Americans
 - C. Immigrants
 - D. Descendants
19. When did many Italian immigrants enter the United States?
- A. In 1790
 - B. In 1800
 - C. **In 1880**
 - D. In 1960
20. It can be inferred from the passage that the author’s attitude toward immigrants?
- A. Discourteous
 - B. **Respectful**
 - C. Prejudice
 - D. Disinterest

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APPENDIX 3

STUDENTS' ANSWER

UIN SUSKA RIAU

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Questionnaire Mastering Idioms

QUESTIONNAIRE MASTERING IDIOMS

Assalamualaikum Wt. Wb.

This Questionnaire aims to determine the data received related to the mastery of idioms at fifth semester students' of Department of English Education UIN SUSKA RIAU. The researcher will maintain the secrecy of your information.

Directions :

Participants are expected to choose based on personal background, experience and knowledge, with options 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree

*Wajib

Name *

Fajar Al Hakim

Sex (Male/Female) *

Male

Female

Class *

A

B

C

D

1. Idioms are difficult to understand because of the lack of experience dealing with idioms. *

Strongly Disagree 1 2 3 4 Strongly Agree

2. Idioms are difficult because they are not part of the courses' syllabi. *

Strongly Disagree 1 2 3 4 Strongly Agree

3. Idioms are difficult because they are not taught well in class. *

Strongly Disagree 1 2 3 4 Strongly Agree

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4. Idioms are difficult because they have unfamiliar words. *	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree
5. Idioms are difficult because they have no analogue in Bahasa. *	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree
6. Idioms are difficult when they have no context. *	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree
7. I use verbal (textual or audio) information to help activate my knowledge of idioms. *	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
8. I learn idioms through memorization. *	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree
9. I learn idioms by using key words. *	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
10. I translate the literal meaning into my L1 (first language) to understand idioms. *	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
11. I learn idioms with clear literal meaning. *	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree
12. When facing a difficult idiom, I ignore it. *	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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13. I learn only familiar idioms with familiar vocabulary. *

Strongly Disagree 1 2 3 4 Strongly Agree

14. I learn idioms that have multiword combinations. *

Strongly Disagree 1 2 3 4 Strongly Agree

15. I learn idioms that are used in different media. *

Strongly Disagree 1 2 3 4 Strongly Agree

16. I learn idioms by communicating in English outside the classroom *

Strongly Disagree 1 2 3 4 Strongly Agree

17. I learn idioms by readings from different sources. *

Strongly Disagree 1 2 3 4 Strongly Agree

18. I up look up unknown idioms in the dictionary. *

Strongly Disagree 1 2 3 4 Strongly Agree

19. I guess the meaning of idioms from the context. *

Strongly Disagree 1 2 3 4 Strongly Agree

20. I use many different strategies when learning idioms. *

Strongly Disagree 1 2 3 4 Strongly Agree

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Test Reading Comprehension

TEST READING COMPREHENSION

Assalamualaikum Wr. Wb.
This test intends to determine data at Fifth students' of Department of English Education UIN SUSKA RIAU, the researcher will maintain the secrecy of your information.

Directions :

1. Write down your name on the provided space on the answer form.
2. Read the preceding passages before answering the questions.
3. Answer the multiple-choice questions by crossing the column under the letter A, B, C, or D on the answer sheet corresponds to the correct option.

* Wajib

Name *

Aliza

Sex (Male/Female) *

- Male
 Female

Class *

- A
 B
 C
 D
 E

TEXT 1

George Washington is one of the most famous citizens of the United States. He is remembered as the "Father of His Country." For nearly twenty years, he guided his nation.

Washington was born in Westmoreland County, Virginia, on February 22, 1732. It is difficult to know much about Washington's early education. He only had seven or eight years of school in his whole life. In 1749 he became a surveyor, a person who measures land areas as a profession. He served in the army during the American Revolution. In fact, he was a lieutenant general, the highest rank in the army at that time. In 1759, he married Martha Dandridge Custis. They had several children.

Washington was elected president of the United States in 1787. He was reelected to a second term in 1792. Many people wanted him to continue as president after his second term, but Washington refused.

During Washington's presidency, many important things happened. The first national census was completed. The total number of U.S. citizens was then 3,929,214. In addition, the Bill of Rights became law on December 15, 1791. These ten laws make sure that Americans will have basic freedoms, such as freedom of speech and freedom of religion.

Washington helped to shape the beginning of the United States in three important ways. First, he commanded the Continental Army that won independence from Great Britain in the Revolutionary War. Second, he served as president of the convention that wrote the United States Constitution. Third, he was the first man elected president of the United States. No other American has been honored more than Washington. The nation's capital, Washington, D.C., was named for him. The state of Washington is the only state that was named for a president. Many counties, towns, cities, streets, bridges, lakes, parks, and schools have his name today. Washington's portrait appears on postage stamps, on the one-dollar bill, and on the quarter. His birthday is also a federal holiday.

The people of his day loved Washington very much. His army officers wanted to make him king, but he did not let them. From the time of the Revolutionary War, his birthday has been celebrated throughout the country. Today we continue to remember this famous United States citizen.

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<p>1. Washington's first job was as a.... *</p> <p><input type="radio"/> A. Lieutenant General</p> <p><input type="radio"/> B. President</p> <p><input checked="" type="radio"/> C. Surveyor</p> <p><input type="radio"/> D. Educator</p>	
<p>2. Which state is named for a president? *</p> <p><input type="radio"/> A. Washington</p> <p><input checked="" type="radio"/> B. Washington D.C.</p> <p><input type="radio"/> C. President Washington</p> <p><input type="radio"/> D. George Washington</p>	
<p>3. Which of the following happened first? *</p> <p><input checked="" type="radio"/> A. Washington married.</p> <p><input type="radio"/> B. The Bill of Rights became law.</p> <p><input type="radio"/> C. Washington was reelected.</p> <p><input type="radio"/> D. The first national census was completed.</p>	
<p>4. Which of these statements is true? *</p> <p><input type="radio"/> A. Washington was president for three terms.</p> <p><input checked="" type="radio"/> B. Washington's birthday is a holiday.</p> <p><input type="radio"/> C. Washington attended many universities.</p> <p><input type="radio"/> D. Washington's picture is on all U.S. money.</p>	
<p>4. Which of these statements is true? *</p> <p><input type="radio"/> A. Washington was president for three terms.</p> <p><input checked="" type="radio"/> B. Washington's birthday is a holiday.</p> <p><input type="radio"/> C. Washington attended many universities.</p> <p><input type="radio"/> D. Washington's picture is on all U.S. money.</p>	
<p>5. The word census in line 12 probably means.... *</p> <p><input type="radio"/> A. Some basic freedoms.</p> <p><input type="radio"/> B. How much taxes the people pay.</p> <p><input checked="" type="radio"/> C. The ten laws called the bill of rights.</p> <p><input type="radio"/> D. The government counts the people.</p>	



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6. The word **refused** in line 9 probably means... *

- A. Said no
- B. Said yes
- C. Was happy
- D. Measure land

Text 2

Before the nineteenth century, people produced most goods by hand. But during the industrial revolution, machines changed the methods of production, and America grew to be an industrial power. Mass production made manufacturing quick and cheap. Many important inventions of the industrial revolution were the work of Americans. Some examples are Eli Whitney's cotton gin and Elias Howe's sewing machine. Alexander Graham Bell invented the telephone, and Thomas A. Edison invented the photograph and the electric light bulb. Farmers produced more food with machine. Many people left the farms to work in factories in big city, and these became large markets for factory-made products. The federal government helped industry. It passed high tariffs (taxes) to keep out foreign products and supported the free exchange of goods among the states.

7. According to the text, the writer implies that... *

- A. People produced many goods before nineteenth century
- B. In the industrial revolution, the change of production methods occurred
- C. During industrial revolution, there are less goods produced
- D. The era after the industrial revolution is not good for the manufacturers

8. What did Elias Howe discover? *

- A. Cotton Gin
- B. Telephone
- C. Sewing machine
- D. Electric bulb and photograph

9. According to the text, the following are the effect of industrial revolution, except... *

- A. People prefer working in factories to working in farms
- B. Most goods are produced by machines
- C. Electricity helps people do their daily activities
- D. People prefer cultivating farms to working in factories

10. How did the government help the industry? *

- A. By forbidding the coming of foreign products
- B. By getting the free exchange
- C. By having factory-made products
- D. By increasing the tax



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Text 3

Chris Evert Lloyd is an American tennis champion and one of the top women players in the world. She is noted for her strong backhand and her intense concentration during a match.

Christine Marie Evert was born in Fort Lauderdale, Florida. She learned to play tennis from her father. Because she learned to play on the slow clay tennis courts which are common in southern Florida, Evert is at her best on slow courts.

In 1971, at the age of sixteen, Evert became the youngest player to reach the semifinals of the United States Open Tennis Championships. This was her first time to participate in the U.S. Open. In 1972, she turned professional and was able to accept money and other prizes for winning matches.

In 1974, she won the women's singles title in two major tournaments. These titles were at Wimbledon, the British championship, and the French Open, which is played on clay. Later she won the U.S. and Australian Opens, the two other major tennis championships.

Evert set an impressive record of wins on clay courts. From August 1973 to May 1979, a period of almost six years, Evert beat 125 opponents. Her unbelievable record will be remembered for a very long time in the sports world.

In 1979, Evert married English tennis player John Lloyd.

11. Wimbledon is the site of.... *

- A. The U.S. Open
- B. The british championship
- C. The French Open
- D. Both B and C

12. A tennis competition between two people is called a tennis? *

- A. Game
- B. Champion
- C. Open
- D. Match

13. Which of the following happened first? *

- A. Evert turned professional
- B. Evert married John Lloyd
- C. Evert won her first Wimbledon
- D. Evert won her first U.S. Open

14. Which of these statements is true? *

- A. Evert learned tennis in Florida
- B. Evert is excellent on fast courts
- C. Evert has won the U.S. open more than any other player
- D. All of the above



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Text 4

During the revolutionary war, some of the American settlers wanted to declare the Independence of the colonies from Britain rule. At that time the second Continental Congress was acting as the central government of the thirteen colonies. The Congress asked Thomas Jefferson to write the Declaration of Independence.

This historic document contains several important principles of American government. It says that 'all men are created equal, all people have the right to life, liberty, and pursuit of happiness' and government can exist only with 'the consent of the governed'.

Congress adopted the Declaration of Independence, and the delegates of the thirteen colonies, now new states, signed the document on July 4, 1776. The Liberty Bell in the State House of Philadelphia rang out that day.

Now Americans celebrate the Fourth of July as the birthday of the initial States. Independence as an official national holiday. People have picnics, and there are often parades, speeches, and fireworks. American flags are everywhere.

15. The best title for the above is... *

- A. The American Independence Day
- B. The congress of American Independence Day
- C. The celebration of American Independence Day
- D. The declaration of American Independence Day

16. Which of the following statements is true according to the text? *

- A. Thomas Jefferson is the writer of the declaration of independence
- B. Thomas Jefferson is the declaratory of independence
- C. Thomas Jefferson is the congress leader.
- D. Thomas Jefferson is the leader of the revolutionary war

17. The last paragraph of the text tell us about... *

- A. Who celebrate the independence day
- B. When Americans celebrate their independence day
- C. Where the Americans celebrate their independence day
- D. How Americans celebrate their independence day

18. In July 4, 2006, how many times do the Americans celebrate their independence day? *

- A. 229
- B. 230
- C. 231
- D. 232



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19. What happens in America when the Americans celebrate their independence day? *

- A. The people wake until
- B. People go restaurant in the evening
- C. We can see the Americans flags in every place over there
- D. There are flags of neighbor country everywhere

Text 5
ALISON

Alison lived in a small broken down flat with her mother and her mother's boy friend David. Alison was unhappy because her mother and David didn't care for her very much.

A few years ago everything was normal. Alison lived with her mother and father in a beautiful two-story house, but her mother and father started quarrelling all the time. Sometimes one row would last for weeks. They had been arguing non stop for three months now and finally they both agreed to get divorce. Alison was shattered as she heard these words while hiding behind a chair. She didn't want to get into any fights with her parents especially her father who she cared for very much and who gave her everything.

Alison and her mother had been living with David for a year and Alison was never the same. She wouldn't play or talk to anyone or even smile or laugh. Alison was always depressed about what had happened. Her mother and David were always yelling at her because she was so unhappy.

One awful night as Alison was sitting in a chair listening to radio (for they couldn't afford a TV), David asked Alison why she was unhappy. Alison ignored David and went on listening to the radio. David jumped up out of his chair and came over to Alison. He had a furious look on his face. "Why are you unhappy?" he said. Alison looked like she was going to cry but she held her tears and refused to answer. David threw Alison against the wall with all his strength.

Alison was in coma for two weeks. One day she woke up and found herself in hospital. There beside her sat her father. She rubbed her eyes, "Am I dreaming?" she asked. "No you are not Alison. I've come to take you home with me." Alison's face lit up bright and happy. It was the first time she smiled since her parents had split up.

Alison's father took her home and they were never separated again. The next month was her birthday and Alison received a beautiful doll-house along with several other presents and she was very happy.

20. Where did Alison live formerly? *

- A. In small broken down flat
- B. In a beautiful two storey house
- C. Beside her father
- D. In a beautiful doll-house

21. Why was Alison started unhappy? *

- A. Because her mother and David didn't care for her every much
- B. She heard her mother and father would divorce
- C. Her mother and father started quarrelling
- D. David and her mother were always yelling at her



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22. Alison's father took her home and they were never separated again? The opposite of the underlined word is ... *

- A. divorced
- B. depressed
- C. ignored
- D. gathered

23. Main idea of paragraph 5 is *

- A. Alison was in coma for two weeks
- B. Alison's face lit up bright and happy
- C. It was the first time she smiled
- D. When Alison woke up from her coma, she saw her father and smiled for the first time

24. It was the first time she smiled since her parents had split. The underlined word can be replaced with...

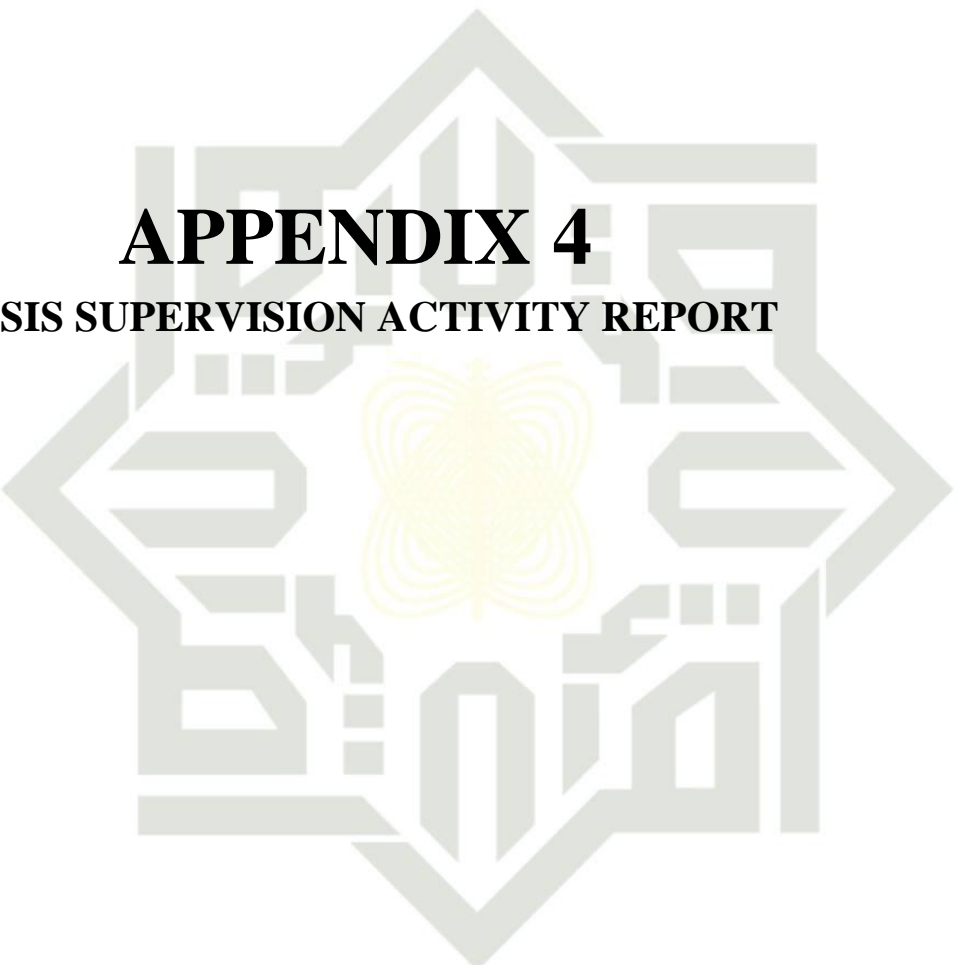
- A. Came apart
- B. Quarreled
- C. Fought
- D. Depressed

25. Alison was shattered as she heard these words. The word these words refer to *

- A. Her mother and father
- B. They had been arguing non stop for three months
- C. Her mother and father started quarreling
- D. The agreement of her mother and father to divorce

APPENDIX 4

THESIS SUPERVISION ACTIVITY REPORT



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APPENDIX 5

RECOMMENDATIONS LETTERS

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Alamat : J. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0781) 707307 Fax (0781) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Habib Apwannazir
 Nomor Induk Mahasiswa : 11710414395
 Hari/Tanggal Ujian : Selasa, 18 Januari 2022
 Judul Proposal Ujian : The Correlation Between Mastering Idioms and Student's Reading Comprehension at Fourth Semester Student's of Department of English Education of UIN SUSKA RIAU
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syahputra, M.Pd	PENGUJI I		
2.	Riri Fauzana, M.Sc	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



197210171997031004

Pekanbaru, 25 Januari 2022
Peserta Ujian Proposal



Habib Apwannazir
NIM. 11710414395

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Nomor : Un.04/F.II.4/PP.00.9/977/2022	Pekanbaru, 27 Januari 2022
Sifat : Biasa	
Lamp. : -	
Hal : <i>Mohon Izin Melakukan PraRiset</i>	
<p>Kepada Yth. Ketua Jurusan Pendidikan Bahasa Inggris UIN Suska Riau di Tempat</p>	
<p><i>Assalamu'alaikum warhamatullahi wabarakatuh</i> Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :</p>	
Nama : HABIB APWANNAZIR	
NIM : 11710414395	
Semester/Tahun : IX (Sembilan) 2022	
Program Studi : Pendidikan Bahasa Inggris	
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau	
<p>ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.</p>	
<p>Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.</p>	
<p>Demikian disampaikan atas kerjasamanya diucapkan terima kasih.</p>	
<p>..... a.n. Dekan Wakil Dekan III  Dr. Amirah Diniaty, M.Pd. Kons. NIP. 19751115 200312 2 001</p>	

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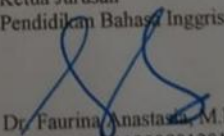
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Habib Apwannazir
NIM : 11710414395
Pendidikan : S1 Pendidikan Bahasa Inggris
Judul Penelitian : The Correlation between Mastering Idioms and Students' Reading Comprehension at Fourth Semester Students of Department of English Education Uin Suska Riau

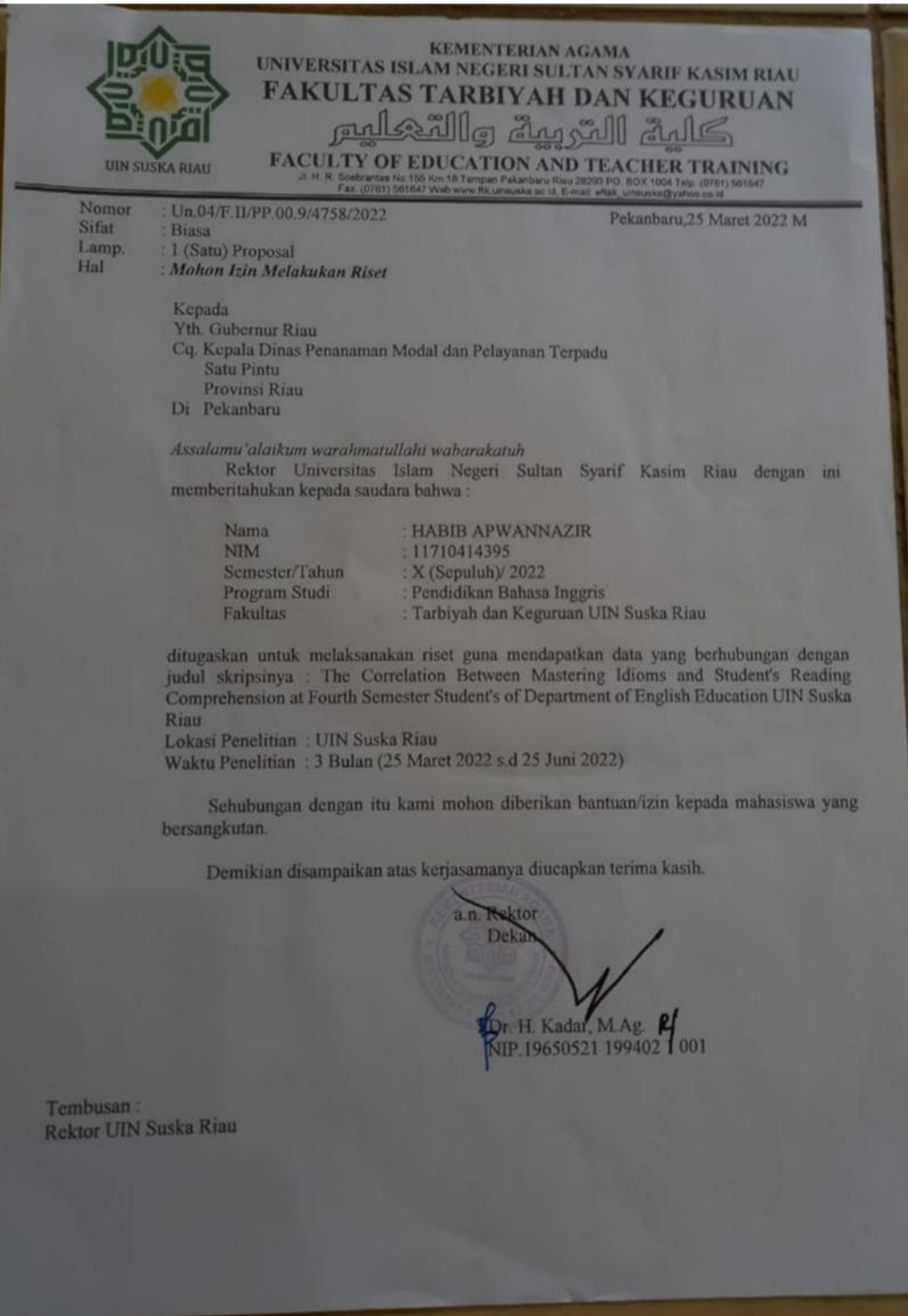
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Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia M. Hum
NIP. 198106112008012017

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Nomor : Un.04/F.II/PP.00.9/4758/2022 Pekanbaru, 25 Maret 2022 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

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Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

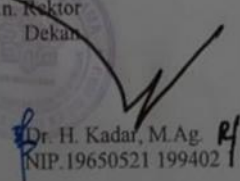
Assalamu'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : HABIB APWANNAZIR
NIM : 11710414395
Semester/Tahun : X (Sepuluh)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation Between Mastering Idioms and Student's Reading Comprehension at Fourth Semester Student's of Department of English Education UIN Suska Riau
Lokasi Penelitian : UIN Suska Riau
Waktu Penelitian : 3 Bulan (25 Maret 2022 s.d 25 Juni 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.


Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau


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Email : dpmpstp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPSTP/NON IZIN-RISET/46597
TENTANG
PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/4758/2022 Tanggal 25 Maret 2022, dengan ini memberikan rekomendasi kepada:


1. Nama	: HABIB APWANNAZIR
2. NIM/ KTP	: 117104143950
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: THE CORRELATION BETWEEN MASTERING IDIOMS AND STUDENT'S READING COMPREHENSION AT FOURTH SEMESTER STUDENT'S OF DEPARTEMENT OF ENGLISH EDUCATION UIN SUSKA RIAU
7. Lokasi Penelitian	: UIN SUSKA RIAU

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Pada Tanggal : 31 Maret 2022

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3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

CURRICULUM VITAE

Habib Apwannazir, first boy from Mr. Aprizal and Mrs. Winarni, was born on January, 30 2000 in Kemuning Muda. He lived in Lubuk Besar, Kemuning subdistrict, Indragiri Hilir Regency of Riau. Was graduated from Elementary school 03 Lubuk Besar and continued her study at MTs. Nurul Wathan Pasar Kembang. In 2014, he entered Islamic Senior high school nurul wathan pasar kembang, until 2017.



In 2017, he accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2020, he was doing KKN (Kuliah Kerja Nyata) program in Pekan kamis Regency, Inhil, Riau. Then, He was doing field teacher practice (PPL) program at SMAN 4 Pekanbaru, on May until September 2022. To fulfil requirements for undergraduate Degree in English Education, he conducted the research on March until August 2022 by the thesis entitled "The Correlation between Mastering Items and their Reading Comprehension at Fifth Semester Department of English Education UIN SUSKA RIAU".

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