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State Islamic University of Sultan Syarif Kasim Riau

EXPLORING EFL STUDENTS' STRATEGIES IN LEARNING IDIOMATIC EXPRESSION AT A STATE ISLAMIC UNIVERSITY IN PEKANBARU



UIN SUSKA RIAU

BY :

PUTRI MAYANG PULPI
SIN. 12210423784

UIN SUSKA RIAU

**FACULTY OF TARBIYAH AND TEACHER TRAINING STATE
ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU**

1447H/2026



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BY:

PUTRI MAYANG PULPI
SIN. 12210423784

Thesis

Submitted as partial fulfilment of requirements
for bachelor of english Education
(S.Pd)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU

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I hereby,

Name : Putri Mayang Pulpi
Students Number : 12210423784
Phone Number : 083167911266
E-Mail : 12210423784@students.uin-suska.ac.id
Departement : English Education
Faculty : Education and Teacher Training
University : State Islamic University Sultan Syarif Kasim Riau

Certify that this thesis entitled "**“EXPLORING EFL STUDENTS’ STRATEGIES IN LEARNING IDIOMATIC EXPRESSION AT A STATE ISLAMIC UNIVERSITY IN PEKANBARU”**" Is Certainly my own work and it does not exist of the people work. I am entirely responsible for the content of this thesis. Other's opinion finding include in this thesis is quoted in accordance with ethical standards.

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SIN. 12210423784

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Thesis entitled: Exploring EFL Students' Strategies in Learning Idiomatic Expression At A State Islamic University In Pekanbaru". by PUTRI MAYANG PULPI, SIN. 12210423784. It has been approved and accepted to be examined in the final examination by the examination committee for the undergraduate degree of Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, 25 Jumadil Akhir 1447
Desember 16th, 2025 M

Approved by:

The Head of
English Education Department

Roswati, S.Pd.I., M.Pd.
NIP. 197601222007102001

Supervisor

Dedy Wahyudi S.Pd., M.Pd.
NIP. 198012102023211011

State Islamic University of Sultan Syarif Kasim Riau



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EXAMINER APPROVAL

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Pekanbaru, Rajab 19rd 1447 H
January 8th, 2026 M

Examination Committee

Examiner I

Abdul Hadi, MA. Ph.D
NIP. 197301182000031001

Examiner II

Riski Amelia, S.Pd, M.Pd.
NIP. 198308202023212036

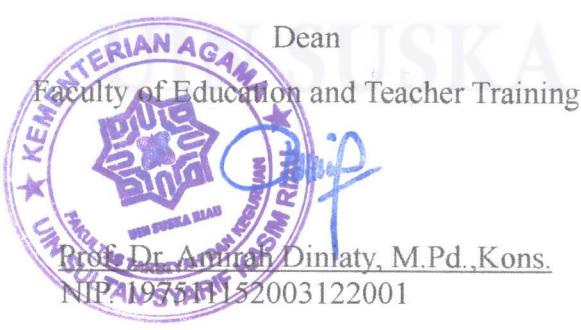
Examiner III

Dr. Nur Aisyah Zulkifli, S.Pd, M.Pd.
NIP. 198506192009122008

Examiner IV

Robi Kurniawan, S.Pd, MA.
NIP. 198509162023211008

Dean





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Desember 16th, 2025 M

PUTRI MAYANG PULPI
SIN. 12210423784

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ABSTRACT**Putri Mayang Pulpit (2025) : Exploring Students' Strategies in Learning Idiomatic Expression at A State Islamic University in Pekanbaru.**

This research aims to explore the strategies used by EFL students in learning idiomatic expressions at an Islamic university in Indonesia. Mastering idiomatic expressions is important because idioms contribute to communicative competence and language fluency. This study employed a descriptive quantitative design using a questionnaire consisting of 18 items distributed to 112 students of the English Education Department. The strategies were measured based on two factors: the Language Component factor, which includes linguistic strategies such as contextual guessing, translation, and native-language comparison, and the Workshop factor, which involves activity-based strategies such as discussion, media use, reading, and dictionary consultation. The data were analyzed using descriptive statistics. The findings revealed that students demonstrated a moderate level of strategy use, with 70.5% of participants reporting that they sometimes used the strategies. The Language Component factor was found to be more dominant than the Workshop factor, indicating that students relied more on linguistic strategies. Overall, the study suggests that although students use various strategies in learning idiomatic expressions, their application is not yet systematic, highlighting the need for more explicit instruction.

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ABSTRAK**Putri Mayang Pulpit (2025) : Menelusuri Strategi Mahasiswa dalam Memahami Ungkapan Idiomatik di Universitas Islam Negeri di Pekanbaru**

Penelitian ini bertujuan untuk mengeksplorasi strategi yang digunakan oleh mahasiswa program Bahasa Inggris sebagai Bahasa Asing (EFL) dalam mempelajari ungkapan idiomatik di sebuah universitas Islam di Indonesia. Menguasai ungkapan idiomatik penting karena ungkapan idiomatik berkontribusi pada kemampuan komunikatif dan kelancaran bahasa. Penelitian ini menggunakan desain kuantitatif deskriptif dengan kuesioner yang terdiri dari 18 item yang dibagikan kepada 112 mahasiswa Program Studi Pendidikan Bahasa Inggris. Strategi tersebut diukur berdasarkan dua faktor: Faktor Komponen Bahasa, yang mencakup strategi linguistik seperti menebak konteks, terjemahan, dan perbandingan dengan bahasa ibu, serta Faktor Workshop, yang melibatkan strategi berbasis aktivitas seperti diskusi, penggunaan media, membaca, dan konsultasi kamus. Data dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa mahasiswa menunjukkan tingkat penggunaan strategi yang moderat, dengan 70,5% peserta melaporkan bahwa mereka kadang-kadang menggunakan strategi tersebut. Faktor Komponen Bahasa ditemukan lebih dominan daripada Faktor Workshop, menunjukkan bahwa mahasiswa lebih mengandalkan strategi linguistik. Secara keseluruhan, penelitian ini menyarankan bahwa meskipun mahasiswa menggunakan berbagai strategi dalam belajar ungkapan idiomatik, penerapan strategi tersebut belum sistematis, menyoroti kebutuhan akan instruksi yang lebih eksplisit.

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ملخص**بوتری ما يانغ بولي (٢٠٢٥): تتبع استراتيجيات الطلبة في فهم التعبيرات الاصطلاحية في جامعة إسلامية حكومية في بيكانبارو**

تهدف هذه الدراسة إلى استكشاف الاستراتيجيات التي يستخدمها طلبة برنامج تعليم اللغة الإنجليزية كلغة أجنبية (EFL) في فهم التعبيرات الاصطلاحية في إحدى الجامعات الإسلامية في إندونيسيا. وتعد التعبيرات الاصطلاحية على نطاق واسع من أكثر مكونات المفردات الإنجليزية تحدياً، إذ لا دائماً تتطلب معانيها من مفرداتها الفردية. ولذلك، فإن تحديد الاستراتيجيات التي يعتمدها المتعلمون يعد أمراً أساسياً لفهم كيفية تعاملهم مع المعاني الاصطلاحية. تعتمد هذه الدراسة تصميماً كهذا وصفياً، باستخدام استبيان مكونة من ١٨ بندًا وزُرعت على ١١٢ طالباً من برنامج دراسة تعليم اللغة الإنجليزية. وقد صنفت الاستراتيجيات التي جرى قياسها في هذه الدراسة إلى عاملين رئيين، هما: عامل مكونات اللغة وعامل الورش التعليمية. وتم تحليل البيانات باستخدام الإحصاءات الوصفية لتحديد تواتر استخدام كل استراتيجية ومدى فائدتها. أظهرت نتائج الدراسة أن الطلبة أبدوا مستوى متوسطاً من استخدام الاستراتيجيات في فهم التعبيرات الاصطلاحية. وأفاد معظم المشاركين (٧٠.٥%) بأنهم يستخدمون الاستراتيجيات "أحياناً"، تلاهم ٥٢٥٪ أفادوا باستخدامها "نادراً" في حين أن ٤٠.٥٪ فقط ذكروا أنهم يستخدمونها "غالباً". كما أظهرت التحليلات الإضافية أن عامل مكونات اللغة كان أكثر هيمنة من عامل الورش التعليمية. وغالباً ما يعتمد الطلبة على التخمين السياحي والترجمة إلى لغتهم الأم، ومقارنة التعبيرات الاصطلاحية بعبارات مكافئة في لغتهم الأولى. وتستخدم هذه الاستراتيجيات بدرجة أكثر انتظاماً مقارنة بالاستراتيجيات القائمة على الأنشطة أو الورش التعليمية.

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CHAPTER I

INTRODUCTION

A: Background of the Problem

Idiomatic expressions constitute an essential aspect of linguistics and play a crucial role in second language learning. Mastery of idioms enables learners to achieve more native-like language performance, enhances fluency through the use of fixed lexical units, and reflects a higher level of communicative competence (Schmitt, 2000; Lontas, 2002; Nation & Meara, 2002; Liu, 2017). In addition, idioms carry cultural meanings that allow learners to understand how language is naturally used in real communicative contexts (Glucksberg, 2001; Khoshniyat & Dowlatabadi, 2014).

Despite their importance, idiomatic expressions are widely recognized as one of the most challenging aspects of second language learning. Their meanings are often non-literal and cannot be inferred directly from individual words, requiring familiarity, exposure, and contextual experience (Pulman, 1993; Sprenger et al., 2006; Keysar & Bly, 1995). Primary studies have shown that limited idiom knowledge may hinder learners' fluency and natural language use, even when their grammatical competence is adequate (Johnson-Laird, 1993; Thyab, 2016).

Idioms are also frequently used in daily communication. Native speakers employ idiomatic expressions extensively in everyday interactions, while EFL learners encounter them through social media, films, music, and online communication (Cooper, 1999; McDevitt, 1993). However, primary studies

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indicate that frequent exposure does not necessarily result in comprehension, as many learners misinterpret idioms or avoid using them due to uncertainty and lack of confidence (Risq, 2016).

In the Indonesian EFL context, several primary studies have reported learners' difficulties with idiomatic expressions. Sinaga (2021) and Febriani (2023) found that students tended to translate idioms literally in narrative texts. Hamid (2022) reported low levels of idiom comprehension due to limited exposure and contextual understanding. Other studies highlighted problems in abstract idiom translation (Simanjuntak, 2019) and limited idiom use in speaking activities (Rakhmyta, 2020). Although Anjarini and Hatmanto (2021) identified strategies such as contextual guessing and dictionary use, these strategies were not examined systematically in terms of their overall learning patterns.

Practically, similar issues are observed among students at a State Islamic University in Pekanbaru. Idiomatic expressions are rarely taught explicitly, resulting in limited opportunities for practice in both academic and daily communication. While most students struggle to understand and use idioms accurately, a small number of students are able to use idiomatic expressions appropriately despite the absence of explicit instruction. This phenomenon suggests the existence of individual learning strategies that enable some learners to overcome instructional limitations.

Although international studies have documented various strategies used by EFL learners in acquiring idiomatic expressions, the findings reported by

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Alhaysony (2017), Orfan (2020), Ta'amneh (2021), and Aljabri (2024) indicate that students frequently rely on contextual guessing, dictionary use, repetition, and exposure through authentic materials such as media and daily communication. These studies further reveal that many learners develop such strategies independently due to limited explicit instruction on idioms in formal classroom settings. Nevertheless, research focusing on Indonesian EFL students—particularly within Islamic higher education contexts—remains limited. Therefore, this study aims to identify and map Indonesian EFL students' idiom learning strategies in both academic and daily communication contexts using a quantitative survey approach at a State Islamic University in Pekanbaru.

B. Identification of problem.

There were many gaps in previous research. practically, learning idiomatic expression is also problematic, from previous study, idiomatic expressions play an important role in achieving communicative competence, many EFL students experience difficulties in understanding and using idioms accurately. Idiomatic expressions are rarely taught explicitly, leading to limited exposure and practice, and students often rely on literal interpretation or avoid using idioms altogether, even though they frequently encounter them in daily communication.

In addition, despite some students being able to use idiomatic expressions appropriately without formal instruction, the strategies they employ to learn and comprehend idioms have not been systematically investigated. Furthermore, research focusing on idiom learning strategies among Indonesian EFL students,

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particularly in Islamic higher education contexts, remains limited, highlighting the need for further empirical study.

Limitation of problem

After identifying the problems stated above, the researcher has decided to focus the scope of this research on Students' strategies in Learning idiomatic expressions.

D. Formulation of problem

Based on the focus of the research problem above, the researcher formulated the research question as follows: What are the most useful and frequently applied factors in students' learning idiomatic expressions?

E. Objective of the research

The objective of this research is to explain the most useful and frequently applied factors in students' learning idiomatic expressions.

Significance of the Research

The theoretical significance of this research lies in its contribution to expanding broader knowledge of idiomatic expressions, particularly regarding strategies used by students in Learning idiomatic expressions. This study enriches the existing literature on idiom learning by providing empirical evidence on how students employ various strategies to comprehend idiomatic language in an EFL context.

Practically, this research offers benefits for several groups. For students, it helps them identify and apply effective strategies for learning idiomatic expressions, thereby improving their language skills and overall communicative

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competence. For teacher educators, the findings provide insights that can be used to design more effective instructional approaches and training programs that emphasize appropriate strategies for teaching and learning idioms. For curriculum developers, this research contributes to the development of more effective learning materials by integrating idiomatic expressions and suitable learning strategies, making instructional content more relevant and meaningful for students.

In addition, educational policymakers may use the findings of this study to support the inclusion of idiomatic expressions in English language learning programs. The results may also serve as a reference for developing instructional resources such as textbooks, digital materials, and interactive learning tools to enhance students' Learning of idioms. Finally, for researchers, this study provides valuable information that can serve as a foundation for future research on idiom learning strategies or related areas in EFL studies.

Definition of Term

Related to the title of this research, many terms are involved. Therefore, each term needs to be defined with the aim of avoiding misLearnings and misperceptions of these terms. The definition of the key terms to be used in the study is presented as follows:

1. Learning Strategies

Learning strategies may be defined as the learning strategies are explained as the special actions, behaviour, steps or techniques that searching for conversation partners and encouraging themselves to face a

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difficult language tasks (Scarella & oxford, 1992). The learning strategies in this study refer to students' strategies in learning idiomatic expressions.

2. Idiomatic expressions

Idiomatic expression may be defined as a phenomenon which may be described as the use of segmentally complex expressions whose semantic structure is not deducible jointly from their syntactic structure and the semantic structure of their components" (Weinreich, 1972). So, idiomatic expression are the use of segmentally complex expressions whose semantic structure cannot be deduced jointly from their syntactic structure and the semantic structure of their components.



CHAPTER II

LITERATURE REVIEW

A Theoretical Framework

1. Learning Strategies

Learning strategies refer to methods employed by learners to enhance Learning and improve learning outcomes. In language learning, strategies play an important role in making the learning process easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 2003). One of the most widely cited definitions of language learning strategies was proposed by Oxford (1990), who defined them as specific actions taken by learners to facilitate learning by making it more efficient, enjoyable, autonomous, and applicable across contexts. Similarly, Takač (2008) synthesized various definitions and described learning strategies as specific actions, behaviors, steps, or techniques that learners often deliberately use to improve their progress in developing competence in the target language.

Oxford (1990) further categorized language learning strategies into two main types: direct and indirect strategies. Direct strategies include memory, cognitive, and compensation strategies, which directly involve the processing of the target language. In contrast, indirect strategies consist of metacognitive, affective, and social strategies, which support language learning without directly engaging with linguistic material. However, idiom learning strategies cannot be rigidly classified within this framework, as the

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acquisition of idiomatic expressions may involve a combination of direct and indirect strategies, depending on the learner's approach and learning context.

Moreover, the relationship between learning styles and learning strategies is complex and has long remained underexplored. Oxford (1990) noted that certain learning styles may be causally linked to specific strategy use. For example, extroverted learners tend to employ affective strategies and simulation techniques, whereas introverted learners more frequently use strategies related to searching for meaning and interpreting language input. Additionally, learners' preferred styles are often reflected in the strategies they develop, although it is also possible for learners to acquire and apply strategies that do not align with their natural tendencies (Oxford, 1990). Learning strategies are considered more flexible and easier to modify than learning styles, as they do not alter the fundamental characteristics of the learner (Prokop, 1989).

In this regard, learning strategies and learning styles overlap but are not identical. Learning strategies may encompass aspects of learning styles, and learning styles may include elements that influence strategy use; however, each has dimensions not shared by the other. Thus, both concepts intersect within the same domain while maintaining distinct characteristics (Setiyadi, 2016).

Furthermore, Cohen (2011) defined learning strategies as the conscious selection and application of thoughts and behaviors by language

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learners to support various learning activities, from initial exposure to advanced stages of language proficiency. The deliberate use of learning strategies enables learners to become more independent, autonomous, and lifelong learners (Allwright, 1990; Little, 1991). Nevertheless, many students remain unaware of the potential benefits of consciously employing learning strategies to make learning more efficient and effective (Nyikos & Oxford, 1993).

2. Strategies in Learning Idioms

Strategies in learning idiomatic expressions are the conscious actions employed by EFL learners to comprehend, retain, and appropriately use idioms, which include cognitive, compensation, social, and metacognitive strategies (Oxford, 1990). Learning idiomatic expressions in EFL contexts requires learners to employ a variety of strategies that support both linguistic decoding and contextual interpretation. Many studies have shown that learners frequently rely on strategies such as contextual guessing, literal translation, and analyzing the lexical components of idioms when encountering unfamiliar expressions. These strategies form the basis of initial comprehension and highlight the importance of linguistic cues in idiom processing (Nadeem & Almowalad, 2018; Khawaldeh, 2016). Several researchers have emphasized that when learners face idioms whose meanings cannot be inferred literally, they still attempt to construct meaning by breaking down word components or relating idioms to their L1

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equivalents, demonstrating that internal cognitive and linguistic processes play a central role in idiom comprehension (Abu-Ra'ileh, 2017).

In addition to linguistic-based strategies, studies also highlight the effectiveness of interactive and context-rich approaches in developing idiom comprehension. Chou (2015) found that the use of pictorial elucidation and etymological elaboration significantly aids learners in storing and recalling idioms, indicating that visual and contextual support can enhance deeper Learning. Similarly, Ta'amneh (2021) reported that collaborative classroom activities including group discussion, paraphrasing, multimedia exposure, and repeated contextual practice provide meaningful scaffolding that allows learners to internalize idiomatic meanings more effectively. These findings demonstrate that strategies involving workshop-style learning experiences contribute to improved idiom comprehension by engaging learners in active and socially mediated learning environments.

Overall, evidence from various empirical studies suggests that idiom comprehension is most effective when learners combine linguistic-processing strategies with contextual and interactive learning activities. When idioms are highly opaque or when contextual clues are limited, learners tend to rely heavily on literal or linguistic analysis; however, their comprehension improves significantly when these strategies are supported by visual aids, collaborative tasks, and multi-modal learning experiences (Nadeem & Almowalad, 2018; Chou, 2015; Abu-Ra'ileh, 2017). Therefore, the literature supports the categorization of idiom-learning strategies into

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two major dimensions those based on linguistic components and those rooted in workshop-based activities which aligns with the theoretical framework used in this study (Khawaldeh, 2016).

3. Factors in Idiom Learning

Research on idiom comprehension consistently shows that learners employ a range of strategies that can be grouped into broader factors influencing how idiomatic meanings are processed. Drawing on Khawaldeh's (2016) framework, the present study organizes idiom-learning strategies into two major factors: the Language Component Factor and the Workshop Factor. This categorization aligns with empirical evidence indicating that idiom comprehension relies both on internal linguistic processing and on contextualized, interaction-based learning experiences (Nadeem & Almowalad, 2018).

a. Language Component Factor

The Language Component Factor refers to strategies that involve internal linguistic and cognitive processing. These strategies include predicting the meaning of idioms by analyzing their lexical components, translating idiomatic expressions literally, identifying similarities with expressions in the learners' first language, and drawing on familiar vocabulary to infer meanings. Such strategies are often the learners' initial approach when encountering unfamiliar idioms. Abu-Ra'ileh (2017) notes that learners tend to rely heavily on lexical analysis and translation when contextual clues are insufficient or when idioms

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are highly opaque. This factor highlights the importance of linguistic knowledge and analytical skills in constructing idiomatic meaning, particularly when idioms defy direct interpretation from their surface forms.

b. Workshop Factor

The Workshop Factor encompasses strategies situated within interactive, contextual, and experiential learning activities. These strategies include group discussions, paraphrasing, the use of visual aids, exposure to multimedia resources, and repeated practice in varied contexts. Chou (2015) demonstrated that pictorial support and etymological elaboration significantly enhance learners' ability to understand and retain idiomatic expressions. Likewise, Ta'amneh (2021) found that collaborative learning activities such as guided discussions, contextual practice, and the integration of multiple media provide meaningful scaffolding that enables learners to internalize idioms more effectively. This factor underscores the role of socially mediated and context-rich learning environments in promoting deeper idiomatic Learning.

c. Theoretical Rationale for Factor Categorization

The integration of these two factors is grounded in theoretical and empirical evidence suggesting that idiom comprehension requires both linguistic decoding and contextualized learning support. Nadeem and Almowalad (2018) argue that while learners often begin with

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linguistic or lexical strategies, their comprehension improves substantially when such strategies are reinforced through visual, collaborative, and contextual learning experiences. Therefore, dividing idiom-learning strategies into the Language Component Factor and the Workshop Factor provides a theoretically sound and pedagogically meaningful framework for analyzing students' Learning of idiomatic expressions in EFL contexts (Khawaldeh, 2016).

4. Types of learning Strategies

a. Direct Strategies

The concept of goals in learning English revolves around the reasons and aspirations that drive individuals to acquire the language. These goals often align with motivation, which can be broadly categorized into intrinsic and extrinsic types. Intrinsic motivation involves learning for personal satisfaction, intellectual growth, or the joy of mastering a new skill. In contrast, extrinsic motivation is driven by external rewards such as career opportunities, academic advancement, or social mobility. Oletić and Ilić (2014) highlighting how students' goals are influenced by a blend of internal desires and practical needs. Similarly, Purmama, Rahayu, Yugafiaty (2019) emphasized the importance of Learning these motivations to create effective learning strategies. Goals act as a guiding framework, determining the effort, persistence, and overall approach learners adopt in acquiring English.

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Direct language learning strategies play a crucial role in helping learners acquire a second language (L2) more effectively. These strategies focus on actively engaging with the language through various mental processes that facilitate Learning, retention, and application of new information. Furthermore, direct strategies involve the mental processing of the L2 and consist of memory, cognitive, and compensation strategies, each contributing to different aspects of language learning and use (Škrbić, 2011).

Additionally, learning strategies have been classified in many different ways. The predominant way is distinguishing cognitive and metacognitive strategies. Cognitive strategies are operations which are carried out on the material to be learned while metacognitive strategies use the knowledge of cognitive processes to regulate the learning process (Benson, 2011). Moreover,) cognitive strategies as those in which the learner interacts with the material by manipulating it mentally (e.g., making mental images) or physically (e.g., grouping, taking notes) (Malley & Chamot, 1990). So, was more specific in her classification distinguishing memory and compensation strategies from cognitive (Oxford, 1990).

Furthermore, memory strategies have a highly specific function helping students store and retrieve new information. Cognitive strategies enable learners to understand and produce new language by many different means, while compensation strategies allow learners to

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overcome limitations in their language skills. In other taxonomies (Malley & Chamot, 1990), these strategies are brought together as one group of cognitive strategies. Cognitive psychologists have contributed to linguistic research with the concept of entrenchment (Schmid, 2017) – reorganizing and adapting the linguistic and communicative knowledge by the influence of social interactions. This theory unites the human capacity to produce language with his fundamental cognitive abilities, mostly perception, memory, and attention allocation. It deals with the mechanisms of storing information in long-term memory, and influences its retrieval and activation in ongoing language processing (Schmid, 2007). There are 3 aspects of direct:

1) Cognitive

Cognitive strategies are an essential in learning a new language because they enable “manipulation or transformation of the target language by the learner” (Oxford, 1990). Again, there are four sets of strategies: practicing, receiving and sending messages, analysing and reasoning, and creating structure for input and output. This is the most popular group of strategies, with the practice strategies being one of the most important.

2) Memory-Related

Memory strategies rely on principles that involve meaning and are particularly useful in vocabulary learning because “they enable learners to store verbal material and then retrieve it when

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needed for communication" (Oxford, 1990). There are four sets of strategies in this group: creating mental linkages, applying images and sounds, reviewing well and employing actions. Their use is more effective when they are combined with indirect strategies.

3) Compensatory

Compensation strategies help learners overcome difficulties that may arise from the limitations in their L2 knowledge and they are "intended to make up for an inadequate repertoire of grammar, and especially, of vocabulary" (Oxford, 1990). There are two sets of compensation strategies: guessing intelligently in listening and reading and overcoming limitations in speaking and writing. One of the characteristics of good language learners is to make guesses when they do not know all the words, and this is enabled by guessing strategies which involve using linguistic and non-linguistic clues. Compensation strategies occur in both Learning and production of a new language.

b. Indirect learning strategies

Indirect language learning strategies provide essential support in the language acquisition process by helping learners regulate, plan, and monitor their learning activities. These strategies do not always involve direct interaction with the target language but play a crucial role in creating an effective and organized learning environment. Moreover, indirect strategies "support and manage language learning without (in

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many instances) directly involving the target language (Oxford, 1990)."

These strategies are typically categorized into metacognitive, affective, and social strategies, each addressing different aspects of the learning process. The are 3 aspects of indirect strategies:

1) Metacognitive

Metacognitive strategies help learners "coordinate the learning process by using functions such as centring, arranging, planning, and evaluating" (Oxford, 1990). They include strategies for centring your learning, arranging and planning your learning and evaluating your learning. This group of strategies is essential for successful language learning but learners are mostly not aware of their importance and often do not use them appropriately. Metacognitive strategies involve executive processes in planning for learning, monitoring comprehension and production, and evaluating how well a learning objective has been achieved (O'Malley & Chamot, 1990). Oxford (1990) described metacognitive strategies as the ones which allow learners to control their own cognition to coordinate the learning process by using centering, arranging, planning, and evaluating. Metacognitive strategies are considered essential for successful learning (Oxford, 1990).

2) Affective Strategies

Affective strategies "help to regulate emotions, motivations, and attitudes" (Oxford, 1990). They consist of strategies for

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lowering your anxiety, encouraging yourself and taking your emotional temperature. Negative feelings in the learning process can be the source of language learning failure. Thus, good language learners are those who have a good control over their emotions and attitudes, and the proper training and use of affective strategies enables that.

3) social strategies

Social strategies “help learners learn through interaction with others” (Oxford, 1990). social strategies “help learners learn through interaction with others” (Oxford, 1990). There are three sets of strategies in this group: asking questions, cooperating with others and empathizing with others. Asking questions enables better Learning of the language input while cooperation “implies the absence of competition and the presence of group spirit” (Oxford, 1990). Empathy is important for Learning other people’s perspectives, thoughts and feelings.

5. English Idiom

a. Idioms

Idioms have received a lot of attention in the formulaic language literature, and although some studies have focused on how idioms are mentally represented, understood and acquired, a considerable amount of the research has attempted to define idioms and to describe the characteristics of these formulaic sequences. Idioms are obscure thus it

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is difficult to characterise them exactly, and there is no generally agreed definition of an idiom; for some scholars the term covers metaphors, similes, proverbs (e.g., Cooper 1998) and even individual words (e.g., Hockett 1964; Katz & Postal 1963), while other scholars are much stricter with the definition. Traditionally, idioms have been seen as dead, frozen metaphors with a very restricted tolerance of variation and whose roots of figurativeness cannot be detected. Yet more recent studies and the results of psycholinguistic studies on idioms have refuted assertions that idioms are dead and frozen metaphors (e.g., Gibbs & Nayak 1989; Glucksberg, 1993; McGlone, Glucksberg & Cacciari, 1994). Idioms have also been classified according to various idiom characteristics. The definition of an idiom will be discussed next as well as the characteristics of idioms that are considered fundamental in idiom studies. Finally, various classifications of idioms will be covered.

Furthermore, the most often used criterion to define idioms is that the meaning cannot be predicted from the literal meanings of the components involved (e.g., Allan 2001; Cruse 1986). Furthermore, turn on should be classified as an idiom since we do not get the meaning of it from a combination of the meanings of turn and on (Pulman 1993). Regarding this, there are different terms used for idioms in the literature, e.g., complex unit, fixed expression, fixed phrase, phraseme, and phraseolexeme (Everaert et al., 2014). Furthermore, a string of words whose meaning is different from the meaning conveyed by the

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individual words (Larson, 1984). In addition, multiword units which have to be learned as a whole, along with associated sociolinguistic, cultural and pragmatic rule of use (Alexander, 1987)." Additionally, an idiom is an expression that functions as a single unit and its meaning cannot be understood from its constituent parts (Richards & Schmidt, 1990). As well, an expression whose overall figurative meaning cannot be derived from the meaning of its parts (Van de Voort & Vonk, 1995).

Moreover, idioms are expressions which cannot be literally translated since their meanings are not predictable from the usual meaning of their constituents in particular when it comes to idioms that have political, historical or socio-cultural backgrounds (Al-Kadi, 2015). These definitions have one thing in common, the meaning of idioms cannot be worked out from their constituent parts. Therefore, an idiom is defined as an expression whose meaning cannot be figured out from its constituent parts.

b. Difficulty In Learning Idioms

Learning idiomatic expressions is widely recognized as one of the most difficult aspects of second language learning. One major source of difficulty is the non-literal and non-compositional nature of idioms, meaning that learners cannot rely on the surface meaning of individual words to infer the figurative meaning (Liontas, 2002). Research consistently shows that EFL learners struggle to distinguish literal and figurative interpretations, especially when idioms appear in unfamiliar

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contexts (Ababneh, 2017). Another challenge arises from the lack of cultural knowledge, since idioms are deeply connected to cultural norms, historical events, and shared experiences that learners may not be familiar with (Hajiyeva, 2015). Without Learning these cultural references, learners often interpret idioms incorrectly or fail to understand them altogether.

In addition to cultural barriers, limited exposure contributes significantly to learners' difficulty with idioms. Studies reveal that idioms are rarely taught explicitly in EFL classrooms, leading to insufficient practice and low familiarity among students (Zyzik, 2011). When idioms do not have clear equivalents in the learners' first language, the difficulty increases because learners cannot rely on translation or analogy strategies (Cooper, 1999). As a result, many learners resort to literal interpretations, which frequently lead to misLearning. Research also indicates that idioms with opaque meanings or unusual syntactic patterns are particularly challenging, since learners cannot easily apply general vocabulary knowledge to infer the figurative meaning (Steinel et al., 2007).

Overall, the literature suggests that idiom comprehension is hindered by a combination of semantic opacity, cultural unfamiliarity, low exposure, and negative transfer from the first language. These factors collectively explain why idiomatic expressions remain a persistent challenge for EFL learners and why explicit instruction and

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appropriate learning strategies are necessary for effective idiom comprehension (Lontas, 2002; Zyzik, 2011; Cooper, 1999).

c. Importance of idioms in EFL

Idiomatic expressions play an essential role in achieving communicative competence in a second language, as they frequently appear in both spoken and written discourse. According to Fernando (1996), idioms constitute a substantial portion of everyday language use, and mastering them enables learners to interpret authentic texts and conversations more naturally.

In EFL contexts, idioms are particularly important because they reflect cultural norms, pragmatic conventions, and figurative language features that are often absent in textbook-based instruction (Lontas, 2002). Without adequate knowledge of idioms, learners may struggle to understand native speakers, misinterpret figurative meanings, or produce language that sounds overly literal and unnatural (Cooper, 1999). Research has shown that idiom mastery contributes significantly to learners' fluency, comprehension, and pragmatic awareness. Abel (2003) argues that idioms enhance learners' lexical storage and retrieval processes, allowing them to process figurative meanings more efficiently. Similarly, Zyzik (2011) notes that idiom proficiency is strongly associated with advanced-level vocabulary development, as idioms require learners to access semantic, syntactic, and cultural knowledge simultaneously. Moreover, idioms enrich expressive

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capacity by enabling learners to convey attitudes, emotions, and intentions in ways that align with native-speaker norms (Boers & Lindstromberg, 2008). Therefore, Learning idioms is not only a matter of vocabulary expansion but also a crucial component of pragmatic competence.

In addition, familiarity with idiomatic expressions increases learners' ability to engage with authentic materials such as films, novels, news broadcasts, and online media forms of input that often contain dense figurative language. Lontas (2017) emphasizes that idiom knowledge allows learners to interpret humor, sarcasm, and metaphorical extensions, which are integral to real-world communication. Because idioms frequently appear in high-stakes contexts such as academic lectures, workplace communication, and social interactions, EFL learners who lack idiom knowledge may experience comprehension gaps that hinder language proficiency. Thus, incorporating idioms into language instruction is essential for preparing learners to function confidently in diverse communicative situations.

Relevant Research

To support the present research, several relevant studies conducted by previous researchers were reviewed. In the Indonesian context, a study by Anjarini and Hatmanto (2021) investigated the challenges and strategies in Learning English idioms from the perspectives of EFL students. Their study revealed that students frequently experienced difficulty comprehending idioms

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because idiomatic meanings cannot always be inferred from the literal meanings of individual words. Limited exposure to idiomatic expressions in daily communication and the lack of explicit classroom discussion further intensified these difficulties. Additionally, students often struggled to distinguish idioms from ordinary phrases. To cope with these challenges, learners employed various strategies, including using contextual clues, searching for meanings online, relating idioms to their first language (Bahasa Indonesia), and seeking clarification from others. These strategies were found to assist students in overcoming comprehension difficulties and supporting their overall language learning process.

Similarly, in a different context, Orfan (2020) examined Afghan EFL undergraduate students' difficulties and strategies in learning and Learning English idioms. The findings indicated that students faced challenges due to limited cultural knowledge underlying idioms, the absence of equivalent expressions in their first language (Pashto/Dari), and insufficient contextual support in learning materials. Despite these obstacles, students demonstrated a positive attitude toward learning idioms and acknowledged their importance in achieving language proficiency. The study also identified several strategies used by learners, such as contextual analysis, consulting peers or teachers, and drawing comparisons with their native language. Notably, gender and first language background were found not to significantly affect students' experiences with idiom learning. Based on these findings, the researcher

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recommended that idioms be more systematically integrated into EFL instruction.

Further evidence is provided by Alhaysony (2017), who explored the strategies and difficulties faced by Saudi university EFL students in Learning English idioms. Conducted at Aljouf University with 85 English-major students, the study revealed that learners struggled mainly due to limited cultural knowledge and unfamiliarity with idiomatic usage. The most frequently employed strategies included guessing meaning from context, predicting meaning based on prior knowledge, and searching for equivalent idioms in the students' native language. The study also found that learners with higher vocabulary proficiency were more successful in applying these strategies, although no significant difference was observed between high- and low-proficiency students regarding the overall difficulty of idiom comprehension.

In addition, Aljabri (2024) investigated how Saudi EFL learners process idiomatic expressions without contextual support using an Idiom Recognition Test and a think-aloud protocol. The findings demonstrated that students experienced substantial difficulty interpreting idioms and tended to rely heavily on literal interpretations derived from the components of the idioms. Referring to equivalent idioms in the learners' first language (indonesia) was the second most frequently used strategy, while background knowledge played a less prominent role. Overall, the study supported idiom-processing models that prioritize literal interpretation before figurative Learning.

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Ta'amneh (2021) further examined the strategies and difficulties encountered by EFL undergraduate students in acquiring English idioms. Using a survey design at Taibah University in Saudi Arabia, the study found that students' difficulties stemmed primarily from limited cultural knowledge, insufficient exposure to idiomatic expressions, and challenges in identifying figurative meanings. Guessing meaning from context emerged as the most common strategy, followed by referring to first-language equivalents and applying literal translation. The study concluded that increased exposure and context-based instructional strategies could significantly enhance students' idiom comprehension.

Another relevant study by Al-Khawaldeh et al. (2016) explored Jordanian students' perceptions of learning English idioms and the strategies they employed. Using questionnaire data from 150 English-major students at Hashemite University, the findings revealed that many students underestimated the importance of learning idioms. The primary difficulties identified were limited exposure and inadequate cultural knowledge. Contextual guessing was reported as the most frequently used strategy for interpreting idiomatic expressions.

Similarly, Saleh and Zakaria (2013) investigated the difficulties Libyan EFL students faced in Learning English idioms and the strategies they used to process them. The study identified idiom unpredictability as a major source of difficulty, as meanings often cannot be derived from literal interpretations. Students employed strategies such as using context, consulting peers and

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teachers, and relying on bilingual dictionaries. Although these strategies were helpful, the researchers emphasized the need for increased instructional focus and exposure to idiomatic language.

In contrast to descriptive studies, Haghshenas and Hashemian (2016) conducted an experimental study examining the effectiveness of etymological elaboration, pictorial elucidation, and their integration in teaching idioms to young Iranian EFL learners. The results indicated that all instructional strategies significantly enhanced idiom learning, with the integrated approach proving to be the most effective. This finding underscores the importance of combining linguistic explanation with visual and experiential learning techniques.

Finally, Tadayyon and Ketabi (2014) explored Iranian EFL learners' attitudes toward English idioms. Using an attitude questionnaire administered to English translation and literature students, the study found that learners held positive attitudes toward learning idioms and expressed strong interest in using idiomatic expressions in English.

After reviewing the previous studies, it is evident that the present research addresses several important gaps. While earlier studies have examined idiom comprehension and identified a range of learning strategies, few have systematically categorized these strategies into broader dimensions representing linguistic processing and experiential learning. Moreover, most prior research was conducted in non-Indonesian contexts, whereas the present study focuses on Indonesian EFL learners at a State Islamic University, whose educational and cultural background may influence their strategic preferences.

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In contrast to studies that primarily emphasized the difficulties of idiom comprehension—such as idiom opacity, cultural unfamiliarity, and limited exposure—the present study offers a deeper analytical perspective by identifying which factor is more dominant in students' Learning of idiomatic expressions: the Language Component Factor or the Workshop Factor. Furthermore, this study uniquely examines pre-service English teachers, whose pedagogical training may shape their strategic behavior in learning idioms. By adopting a two-factor framework and situating the research within an Islamic higher education context, this study contributes novel insights to the field of idiom learning and provides practical implications for idiom instruction and teacher education programs in Indonesia.

C. Operational Concept

According to Khawaldeh (2016), the strategies in Learning idiomatic expression divided into two Factors:

1. Language components

Students' Feel better and trust on themselves since they are able to understand what English speaker want to express by using idiom. The indicators are:

- a. Students are able to guess the meaning of idiomatic expressions based on the context of the sentence.
- b. Students translate idiomatic expressions into their first language (L1) to understand their meanings.

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- c. Students identify equivalent idiomatic expressions in their mother tongue to interpret English idioms.
- d. Students analyze the individual words that form idiomatic expressions to infer their meanings.
- e. Students use familiar vocabulary to help them understand the meanings of idiomatic expressions.
- f. Students connect idiomatic expressions with their previous language learning experiences to understand their meanings.

2. workshop:

students use idioms and improve their speaking skills through pressing them useful idioms with understandable examples and interactive situations where students can be encouraged to analyze the correct use of idioms. The indicators are:

- a. Students learn idiomatic expressions through group discussions with peers.
- b. Students paraphrase or retell idiomatic expressions to understand their meanings.
- c. Students use pictures or illustrations to help them understand idiomatic expressions.
- d. Students learn idiomatic expressions through media such as films, videos, or audio materials.
- e. Students use dictionaries to find the meanings of idiomatic expressions.

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- f. Students read texts containing idiomatic expressions to improve their Learning of idioms.
- g. Students apply multiple strategies at the same time to understand idiomatic expressions.
- h. Students practice using idiomatic expressions in real or meaningful communication contexts.

CHAPTER III

RESEARCH METHOD

A Research Design

This study employed a quantitative survey research design to investigate the most useful and frequently used strategies in Learning idiomatic expressions. Quantitative survey research is defined as a research approach that explains phenomena through the collection and analysis of numerical data using statistically based methods, enabling researchers to identify patterns, relationships, and trends within a population (Creswell, 2012).

Specifically, a quantitative survey research design was adopted, as it represents a systematic and structured methodological approach used to collect, analyze, and interpret numerical data in educational research contexts (McMillan & Schumacher, 2001). This design allows researchers to examine participants' responses in a standardized manner and to generate empirical findings based on measurable variables.

By employing a quantitative survey design, this study provided empirical insights into the learning strategies used by students in Learning idiomatic expressions. The use of this method enabled the researcher to identify dominant factor patterns and to determine which strategies were most frequently applied by the participants.

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B. Research Site and Time

This research was conducted at the English Education Department of Sultan Syarif Kasim State Islamic University of Riau, located in Pekanbaru. This department was selected as the research setting because English is frequently used by students as a medium of communication in both academic and informal contexts. In addition, students in this department are regularly exposed to idiomatic expressions during the learning process as well as in their daily interactions.

The English Education Department was also chosen because it represents the location where the research problem was identified. Conducting the study in this department enabled the researcher to directly engage with participants who experience the phenomena under investigation, thereby enhancing the relevance and validity of the findings.

C. Subject and Object of the Research

The subjects of this research were sixth-semester students of the English Education Department (EED), batch 2025, at Sultan Syarif Kasim State Islamic University of Riau in Pekanbaru. These students were selected because they had extensive exposure to the use of English in both academic and communicative contexts. As part of their coursework and daily interactions, they frequently encountered English expressions and were likely to come across or use idiomatic expressions on various occasions.

The object of this research is the students' strategies in Learning idiomatic expressions. This study focuses on the types of strategies used by

students when interpreting idiomatic expressions and aims to identify how students at the Islamic university apply these strategies in their learning process.

D. Population and Sample of the Research

Population refers to any collection of entities that becomes the object of investigation in a study (Winarno, 2018). In research methodology, population represents the entire group of individuals from whom data are collected and to which the research findings are intended to be generalized. When each individual contributes one set of data, the size of the population corresponds to the number of individuals involved.

In this study, the population comprised all sixth-semester students of the English Education Department at Sultan Syarif Kasim State Islamic University of Riau. The total population consisted of 120 students, who were distributed across four classes.

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

NO	CLASS	POPULATION
1	A	30
2	B	30
3	C	30
4	D	30
		120

This research used simple random sampling. According to Gay et al. (2012) 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

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probability of being selected and selection of one individual in no way affects selection of another individual.

Moreover, support by Creswell (2012) 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. 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) 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:

The researcher calculated the overall sample size by using the Slovin's (1960) formula with a reliability level of 95%, assuming $\alpha=0,01$. The formula use is: $n = \frac{N}{1+Ne^2}$

$$n = \frac{120}{1 + (120 \times 0.01)} = 119$$

So, the required sample size is approximately 119.

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Technique of Collecting Data

In this study, a questionnaire was used as the data collection technique.

Specifically, the researcher employed a closed-ended questionnaire to obtain quantifiable data from the participants. Closed-ended questionnaires consist of structured questions with predefined response options, allowing respondents to select answers that best represent their perceptions or experiences. According to Creswell (2014), this type of questionnaire is particularly suitable for quantitative research because it enables the collection of clear, concise, and measurable data within specific response categories.

Creswell (2014) further explained that closed-ended questionnaires are advantageous when research objectives require precise measurement and efficient data analysis. The structured format of closed-ended questions enhances the reliability of responses by reducing ambiguity and minimizing variations in interpretation among respondents. As a result, the data collected through this instrument can be systematically analyzed using statistical techniques, supporting rigorous quantitative analysis and enabling the generation of numerical findings.

The questionnaire used in this study was adapted from Khawaldeh (2016) and consisted of 18 items representing two factors of strategies in Learning idiomatic expressions: Language Component Factor and Workshop Factor. The items were designed to capture students' reported use of strategies related to linguistic processing and experiential learning in Learning idiomatic expressions.

Table III. 2
Blueprint Students Strategies in Learning idiomatic expression

Focus research	Indicator	item
Strategies in learning idiomatic expression	language components	1,4,5,10,11,17 2,3,6,7,8,9
	workshop	12,13,14,15,16,18
	Total	18

The instrument developed in this study was aligned with Khawaldeh's (2016) theoretical framework on learning strategies, which identifies various strategies employed by language learners in Learning and using complex aspects of language, including idiomatic expressions. By adopting this framework, the instrument was designed to capture students' reported use of strategies related to linguistic processing and workshop-based learning in idiom comprehension.

The use of this instrument enabled the study to provide deeper insights into how EFL students at a State Islamic University in Pekanbaru understand idiomatic expressions and to identify the strategies that are most effective in supporting their mastery of idioms in both academic and everyday communication contexts.

The Technique of Data Analysis

This research explored the strategies used by students in Learning idiomatic expressions. The data were collected through students' responses to questionnaire items and were analyzed using descriptive statistical procedures. The questionnaire was developed and adapted based on a review of relevant

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literature to investigate the strategies employed by students in learning and Learning idioms.

Students' strategies for Learning idiomatic expressions were measured using a five-point Likert scale, with the following response options: 1 = never, 2 = seldom, 3 = sometimes, 4 = frequently, and 5 = always. The collected data were analyzed using SPSS (Statistical Package for the Social Sciences) software. Descriptive statistics—including frequencies, percentages, means, and standard deviations—were used to identify students' perceptions and the frequency of strategy use in Learning idiomatic expressions.

The questionnaire format was selected due to several advantages. First, it enabled the researcher to gather a large amount of data within a relatively short period without imposing pressure on the participants. Second, the questionnaire could be administered directly to individuals or groups, allowing for efficient data collection. Additionally, questionnaires are effective in obtaining information related to students' backgrounds, attitudes, preferences, opinions, learning styles, and learning strategies (Elgobshawi, 2012). Finally, the use of questionnaires allows the results to be easily quantified and systematically analyzed, which is particularly suitable for quantitative research (Dörnyei, 2003; Gillham, 2007).

CHAPTER V

CONCLUSION AND SUGGESTION

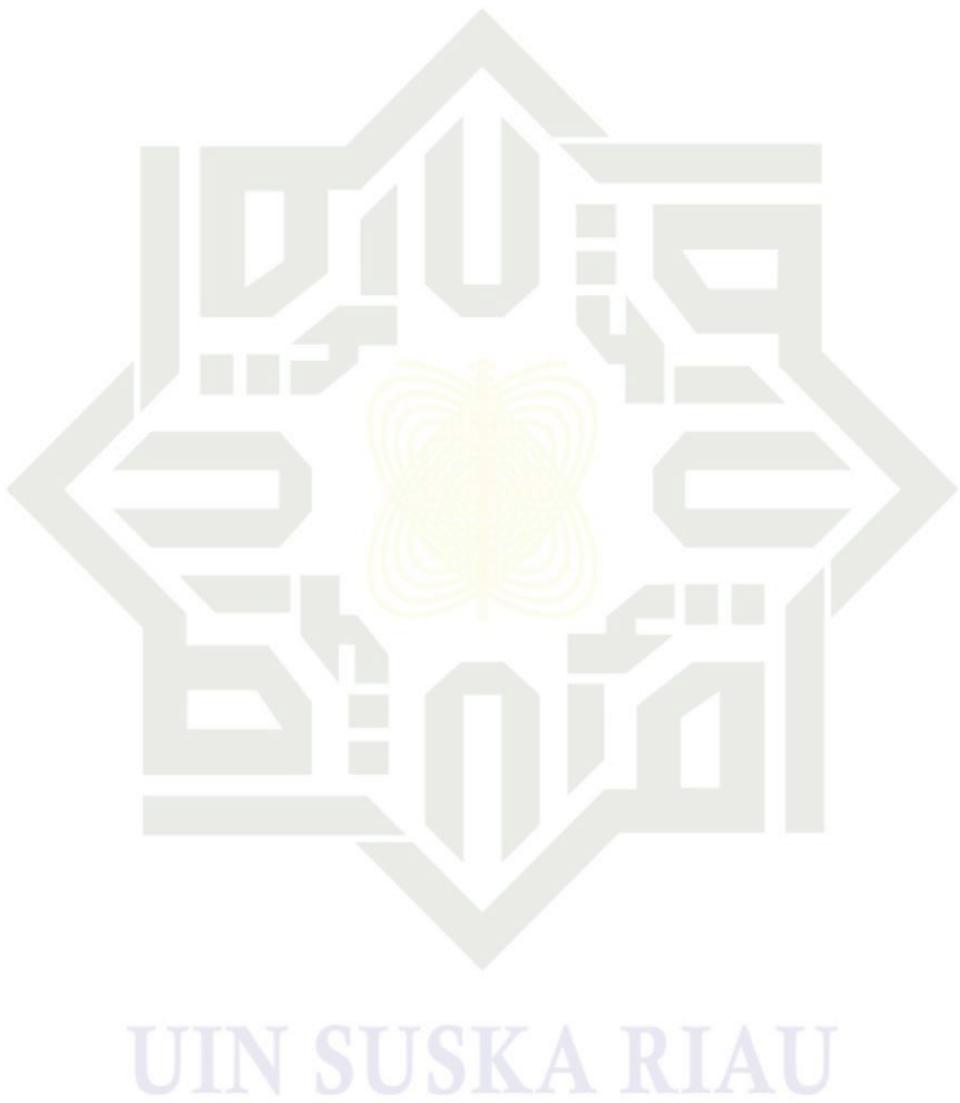
A Conclusion.

In conclusion, this study answered the research question by showing that EFL students applied various strategies in learning idiomatic expressions, with the Language Component Factor being the most dominantly applied. The students applied language-based strategies such as contextual guessing, translation, and first-language equivalence more frequently when interpreting idiomatic expressions. Meanwhile, the Workshop Factor was applied at a lower frequency and functioned as a supporting strategy to reinforce students' understanding through activities such as discussion, media exposure, and dictionary use. These findings indicate that students primarily applied linguistic strategies in idiom learning, while workshop-based strategies played a complementary role in supporting the overall learning process.

B Suggestion

Based on the findings of this study, teachers are encouraged to integrate both Language Component strategies and Workshop-based approaches when teaching idiomatic expressions by combining linguistic analysis with contextual and interactive activities. Educational institutions are advised to support idiom learning through curriculum development, instructional resources, and professional training that emphasize strategy-based instruction. Future researchers are recommended to examine idiom-learning strategies in different contexts, proficiency levels, or cultural backgrounds to gain broader insights.

Further studies may also employ mixed-methods or longitudinal designs to explore the development of strategy use over time. Overall, continued attention to idiomatic expression learning is necessary to enhance students' communicative competence and strategic awareness.



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APPENDICES

Appendix I Research Instrument

**STRATEGIES IN UNDERSTANDING IDIOMATIC EXPRESSION QUESTIONNAIRE
(KUESIONER STRATEGI MEMAHAMI EKSPRESI IDIOMATIK)**

**EXPLORING EFL STUDENTS' STRATEGIES IN UNDERSTANDING
IDIOMATIC EXPRESSION AT A STATE ISLAMIC UNIVERSITY IN
PEKANBARU**

Dear Participant,

This questionnaire is part of a research study aiming to explain the strategies used by EFL (English as a Foreign Language) students in understanding idiomatic expressions. The goal of this research is to explain the strategies used by Students in understanding idioms in English, which may contribute to the improvement of English language instruction in higher education. Your participation in completing this questionnaire honestly and thoroughly is greatly appreciated. There are no right or wrong answers. we are simply interested in your personal opinions and experiences. Please be assured that all your responses will be kept strictly confidential. The data collected will be used solely for academic purposes and will not be shared or published in any form that could identify you. Thank you very much for your valuable time and willingness to take part in this study.

Kuesioner ini merupakan bagian dari studi penelitian yang bertujuan untuk menjelaskan strategi yang digunakan oleh siswa EFL (English as a Foreign Language) dalam memahami ekspresi idiomatik. Tujuan dari penelitian ini adalah untuk menjelaskan strategi yang digunakan oleh siswa dalam memahami idiom dalam bahasa Inggris, yang dapat memberikan kontribusi pada peningkatan pengajaran bahasa Inggris di perguruan tinggi. Partisipasi Anda dalam mengisi kuesioner ini dengan jujur dan teliti sangat kami hargai. Tidak ada jawaban yang benar atau salah. kami hanya tertarik dengan pendapat dan pengalaman pribadi Anda. Yakinlah bahwa semua jawaban Anda akan dijaga kerahasiaannya. Data yang terkumpul hanya akan digunakan untuk tujuan akademis dan tidak akan dibagikan atau dipublikasikan dalam bentuk apa pun yang dapat mengidentifikasi Anda. Terima kasih banyak atas waktu Anda yang berharga dan kesediaan Anda untuk berpartisipasi dalam penelitian ini.

Name	:	NURMA ISMAH DHULAY
Class	:	69
NIM	:	1110420614
IPK	:	3.16
Gender	:	Petempuan

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DIRECTION : Please put a check mark (✓) if you are doing it **ALWAYS, FREQUENTLY, SOMETIMES, SELDOM AND NEVER to each situation. You may only choose one answer.**

*(Silakan beri tanda centang (✓) jika Anda melakukannya **ALWAYS, FREQUENTLY, SOMETIMES, SELDOM**, atau **NEVER** pada setiap pernyataan. Anda hanya boleh memilih satu jawaban).*

Statement	Always (selalu)	Frequently (sering)	Sometimes (kadang-kadang)	Seldom (jarang)	Never (tidak pernah)
1. I can do predict the meaning of idioms (<i>Saya dapat memprediksi arti dari idiom</i>).			✓		
2. I use verbal (textual or audio) and visual information help to activate my knowledge of idioms. (<i>Saya menggunakan informasi verbal (teks atau audio) dan visual untuk membantu mengaktifkan pengetahuan saya tentang idiom</i>).		✓			
3. I guess the overall meaning of an idiom through breaking it into parts and guessing the meaning of their constituent words. (<i>Saya menebak makna keseluruhan dari sebuah idiom dengan memecahnya menjadi bagian-bagian dan menebak arti dari kata-kata penunsunya</i>).		✓			
4. I can figure out an idiom from an equivalent one in my language. (<i>Saya dapat memahami idiom dengan membandingkannya dengan idiom yang setara dalam bahasa saya</i>).		✓			
5. I translate the literal meaning into my L1 (First language) to understand idioms. (<i>Saya menerjemahkan arti literal (harfiah) ke dalam bahasa pertama saya (L1) untuk memahami idiom</i>).			✓		
6. I learn idioms through group discussion. (<i>Saya belajar idiom melalui diskusi kelompok</i>).			✓		
7. I learn idioms through retelling and paraphrasing. (<i>Saya belajar idiom melalui menceritakan kembali dan paraphrase</i>).					
8. I learn idioms with clear literal meaning. (<i>Saya belajar idiom yang memiliki makna literal yang jelas</i>).					
9. I learn idioms with rich illustration.	✓				

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(*Saya belajar idiom dengan ilustrasi yang kaya*).

10. When facing a difficult idiom, I ignore it.
(*Saat menghadapi idiom yang sulit, saya mengabaikannya*).
11. I learn only familiar idioms with familiar vocabulary.
(*Saya hanya mempelajari idiom yang sudah familiar dengan kosakata yang saya kenal*).
12. I use many different strategies when learning idioms.
(*Saya menggunakan berbagai strategi saat mempelajari idiom*).
13. I learn idioms which have multi-word combination.
(*Saya belajar idiom yang terdiri dari gabungan beberapa kata*).
14. I learn idioms used in used different media.
(*Saya belajar idiom yang digunakan dalam berbagai media*).
15. I learn idioms through different readings.
(*Saya belajar idiom melalui berbagai bahan bacaan*).
16. I up look unknown idioms in the dictionary.
(*Saya mencari arti idiom yang tidak saya ketahui di kamus*).
17. I guess the meaning of idioms through the context.
(*Saya menebak arti idiom melalui konteks*).
18. I need to know what other strategies I can use to make better sense of idioms.
(*Saya merasa perlu mengetahui strategi lain yang dapat saya gunakan untuk lebih memahami idiom*).



Appendix II Thesis Guidance Letter

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State Islamic University of Sultan Syarif Kasim Riau

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Pekanbaru, 17 Januari 2025

Hal : Permohonan SK pembimbing

Lampiran : *

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Putri Mayang Pulpi

NIM / HP : 12210423784/ 083167911266

Tempat / tanggal lahir : Bawan / 07 Mei 2003

Semester / Tahun : VI / 2025

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "INVESTIGATING PRE-SERVICE ENGLISH TEACHERS' STRATEGIES IN LEARNING IDIOMATIC EXPRESSION AT A STATE ISLAMIC UNIVERSITY IN PEKANBARU: A CROSS-SECTIONAL SURVEY"

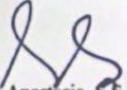
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dedy Wahyudi, M. Pd.
Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Putri Mayang Pulpi
NIM. 12210423784

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Nomor : B-7437/Uin.04/F.II.3/PP.00.9/2025
Sifat : Biasa
Lamp. : *
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 14 April 2025

Yth : Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Tempat

Assalamu'alaikum Warhmatullahi Wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini
memberitahukan kepada saudara bahwa :

Nama	: Putri Mayang Pulpi
NIM	: 12210423784
Semester/Tahun	: VI (Enam) 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Praiset guna mendapatkan data yang berhubungan dengan
penelitiannya di Instansi yang saudara pimpin.

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan III

Prof. Dr. Amarah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa	Putri Mayang Puipi
Nomor Induk Mahasiswa	13210423784
Hari/Tanggal Ujian	11 / February / 2025
Judul Proposal Ujian	

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. nur Afryah Sultikif II, M.Pd.	PENGUJI I		
2.	Nurdiana, M.Pd.	PENGUJI II		



Pekanbaru, 16/2/25
Peserta Ujian Proposal

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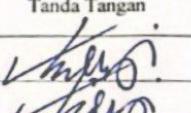
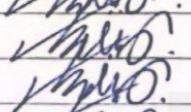
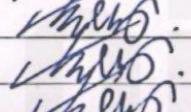
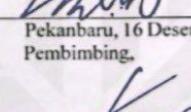
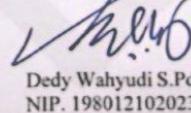


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Appendix III Research Letters

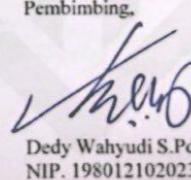
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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing	:	
a. Seminar usul Penelitian	:	
b. Penulisan Laporan Penelitian	:	
2. Nama Pembimbing	:	Dedy Wahyudi, m.pd.
a. Nomor Induk Pegawai (NIP)	:	198012102023211011
3. Nama Mahasiswa	:	Putri Mayang Puipi
4. Nomor Induk Mahasiswa	:	12210423784
5. Kegiatan	:	Seminar proposal

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	2/2/2025	Revisi bab1		
2.	10/2/2025	Revisi bab1		
3.	21/2/2025	Revisi bab1		
4.	30/2/2025	Revisi bab2		
5.	1/3/2025	Revisi bab3		
6.	4/3/2025	Revisi bab3		
7.	6/3/2025	acc		

Pekanbaru, 16 Desember 2025
Pembimbing,


Dedy Wahyudi S.Pd., M.Pd.
NIP. 198012102023211011

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H.R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 70777307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing	:	Skripsi
a. Seminar usul Penelitian	:	
b. Penulisan Laporan Penelitian	:	
2. Nama Pembimbing	:	Dedy Wahyudi M.Pd.
a. Nomor Induk Pegawai (NIP)	:	198012102023211011
3. Nama Mahasiswa	:	Purri Mayang Puipi
4. Nomor Induk Mahasiswa	:	12210923709
5. Kegiatan	:	muara gorah

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	2/12/2025	Revisi bab 1		
2.	3/12/2025	Revisi bab 1		
3.	9/12/2025	Revisi Bab 1		
4.	16/12/2025	acc		

Pekanbaru, 16 Desember 2025
Pembimbing,

Dedy Wahyudi S.Pd., M.Pd.
NIP. 198012102023211011

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