

HALAMAN PENGESAHAN SKRIPSI

THE EFFECT OF PROBLEM BASED LEARNING (PBL) IN UNDERSTANDING OF  
IDIOMS FOUND ON AGATHA CHRISTINE'S NOVEL IN CLASS 11-MIPA SMA NEGERI 1  
ONANRUNGGU

A THESIS

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# CHAPTER I

## INTRODUCTION

### **1.1 The Background of Study**

Language is a means of communication that describes a person's ability to interact with others. One of them is English. Nowadays, English is known as an international language. English is the language of communication between individuals from different parts of the world. There are four skills in learning English that learners need to master, namely reading, speaking, listening, and writing. All skills are important, but in English, reading is a skill that is very important to develop other people's skills and will make it easier to master other skills. In this study, reading skills are used to develop students' reading skills.

According to F. M. Hodgson in his book "Learning Modern Languages" (1960), reading is the process of obtaining the message delivered by the author through the medium of words or written language. Reading is a very important skill in a person's learning and development as it enables to expand knowledge, enrich vocabulary, enhance understanding, and develop critical thinking skills. Besides, reading also helps to explore other worlds and cultures, broaden insights, and improve communication and problem-solving skills. By reading actively and regularly, one can gain extensive benefits in various aspects of life. By learning English then communication between them will be easier, but it cannot be denied many people who have difficulty learning English. Some students face problems with grammar, pronunciation, vocabulary, etc. When they encounter some difficulties in learning, the impact will be visible in their oral or written

communication. Many students have difficulty using simple, communicative, and interesting vocabularies, so they have to add idioms in the conversation to be better and more interesting.

In linguistics, idioms, or idiomatic expressions, are part of any language. An idiom is a sentence that has a different meaning than the meaning of the word forming it. The use of idioms can be intended to mock or advise someone. Therefore, idiom expressions are found in both oral and written language. (novel, cerpen, surat, puisi, dan lain-lain). They make language richer and colourier. But there are still many students who don't understand the meaning of the idiom. Meryem (2010:4) stated that students who studied idioms had difficulty recognizing the true meaning of idiomatic expressions.

An idiom is a multi-word phrase whose overall meaning is very special and highly unpredictable, which reflects the meaning of the speaker that cannot be derived by combining the literal sense of each word in each phrase according to the rules of semantic language. (Huford, et.al, 2007: 328 ).Idioms are one of the features of language that has given a nuance of uniqueness in language and also has a different meaning content of the word composition. The use of idioms is often ignored by students, the application is still considered too low among teenagers, teachers on the other hand do not give enough emphasis in learning, while the use of Idioms is very important because it is often used in the everyday life of the language. Idiom mastery indicates a person's ability in language. According to Djajasudarma (2009:20) states that idiomatic meanings are found in expressions and proverbs. Idiomatic meanings are lexical meanings formed

from a few words. The combination of these words can form different meanings that are not the same as the meaning of each word that composes them. Idioms are also exocentric, meaning there are no core elements and no explanatory elements in them. The idiom functions in communication, among other things, to: (1) express feelings, (2) enlighten language, (3) soften language in conversation, and (4) compare or impress something with another.

In Indonesia, English is predominantly taught as a foreign language, spanning from primary to secondary education. Students frequently encounter idiomatic expressions in both written English, as found in novels and newspapers, and spoken English, prevalent in everyday conversations. Novels, in particular, present a diverse array of idioms, making comprehension challenging for students. Thus, the task of understanding novels becomes intricate, requiring students to navigate and grasp the nuances of various idiomatic expressions within the written text.

An idiom was chosen as an object in this study because it is a unique part of English where the meaning of an idiom can change from time to time. Since an idiom is always unique in a language, it plays a role as a distinctive feature that distinguishes one language from another. Idiomatic expressions have become one of the unique aspects of English, and can present a unique challenge for students studying English vocabulary.

Agatha Christi's novel *The Listerdale Mystery*, published in 1936, was used as a data source in this study to analyze idioms. This research focused on the idiomatic expression that the novel found. The Agatha Christi novel was chosen

as a source of data because it was the best-selling and most in-demand novel to date. This novel was written by Dame Agatha Mary Clarissa Christie.

This novel is a thriller, this novel tells the story of a bankrupt aristocrat, Mrs. Vincent, with her two children, Barbara and Rupert. Before the bankruptcy, Barbara had a boyfriend named Jim Masterton. Jim Masterton intended to visit Barbara and want to marry the wealthy woman but Jim Masterton did not know that Barbara and her family had fallen into poverty. The news of Jim Masterton wanting to come to visit Barbara was heard by Mrs. Vincent. It made Mrs. Vincent upset, considering the very different circumstances of her family and Jim's family, but she also wanted to marry her daughter to a wealthy family. Mrs. Vincent then found one of the rental ads in the Morning Post. Mrs. Vincent decided to rent the house she found in the paper for six months. There are some strange things in the house, because the condition of the house still looks pretty good, complete with beautiful furniture, but rented for a very cheap price. There are also three waiters assigned to take care of the house as well as help Mrs. Vincent's family. Another suspicion is felt by Rupert, as it turns out that the house rented by his mother belongs to Lord Listerdale's land that is said to have disappeared mysteriously.

The Agatha Christie novel 'The Listerdale Mystery' involves the importance of idiomatical expression in language adoption. Agatha Christie's novel "The Listerdale mystery" presents a challenge in understanding for students. *for example: a blue rose*). *We cannot say that the meaning of it is a rose which has a blue colour. But in idioms, it means that impossible. When we read*

*an English novel and then we read its translation, sometimes we get different sense in both of those novels.*

Concerning the on going research at SMA N 1 Onanrunggu, it is noted that many MIPA class students, totaling 50 student's, are not familiar with idioms in everyday conversation. Most teachers in the scholl do not really focus on teaching idioms because they usually only use grammar and vocabulary in the teaching and learning process, and teachers do not encourage students to practice using idioms in daily conversations.

One method that teachers can use to solve such problems is the problem-based learning (PBL) method. Yew & Goh (2016: 75) explain that PBL is a pedagogical approach that allows students to learn while actively engaging in solving problems. Students are given the opportunity to solve problems in collaborative settings among students, create models for learning, and form habits of self-learning through practice and reflection. Students are actively engaged in intra-learning so that they can proceed well. With this method, students can improve their understanding by searching, digging for information, identifying and recognizing problems, finding a way out, and drawing conclusions based on what they have analyzed.

The research aims to identify the difficulties encountered by eleventh grade students of MIPA High School N 1 Onanrunggu, in understanding the idioms in the novel "The Listerdale Mystery" by Agatha Christie, as well as how the effect of PBL in improving student reading understanding of idioms.

## **1.2 The Problem of Study**

In this study, the problem is formulated as follows: “Does problem-based learning significantly affect the students’ reading comprehension in the eleventh grade of SMA N 1 Onanrunggu?”

## **1.3 The Objectives of Study**

The objective of the study is to find out whether the Problem Based Learning significantly affects the students’ reading comprehension at the second grade of SMA N 1 Onanrunggu

## **1.4 The Scope of the Study**

This research is expected to see whether using problem-based learning methods can improve student reading comprehension and understanding of idioms. This understanding of reading uses the novel "The Listerdale Mystery" by Agatha Christie. By doing this research, it is expected that students will become more readable and able to use English in everyday communication like their native speakers. Researcher will use quantitative research methods to find out whether problem-based learning methods can affect student reading comprehension. With the selection of SMA N1 Onanrunggu as the research context, it is expected that this research can provide new teaching to teachers about reading comprehension as well as improve the learning process of teaching English, especially in improving the understanding of students about the development of research skills and advancing education, and can enhance

the creativity, curiosity, knowledge, and analytical ability of students at SMA N 1 Onanrunggu.

### **1.5 The Hypothesis**

A hypothesis is necessary to articulate the researcher assumptions and expectations regarding the anticipated outcomes of the study. In this research, the hypothesis is formulated as follows:

Ha : There is a significant effect of using Problem Based Learning on students' reading comprehension.

Ho : There is no significant effect of using Problem Based Learning on students' reading comprehension.

### **1.6 The Significance of the Study**

This research aims to improve the understanding of idiomatic expression in Agatha Christie's works through the Problem-Based Learning (PBL) method at N1 Onanrunggu High School. This research can contribute to the cognitive development of students by strengthening their language understanding and analytical skills through the exploration of idiomatic expression in literature. This approach not only deepens the understanding of Agatha Christie's works but also promotes a wider appreciation of literature and cultural context. This research has important implications for improving students' language skills by developing their ability to understand and use idiomatic expressions effectively. By engaging in idiom-focused PBL activities, students tend to experience



increased motivation and engagement, which can result in a more dynamic and effective learning process. This research also contributes to pedagogical innovation by introducing PBL as a promising method for understanding idioms, which potentially influences teaching practices and curriculum design in language education. Thus, the results of this research have a significant impact on informing educators, curriculum designers, and policymakers about developing strategies to improve language understanding and appreciation of literature at SMA N 1 ONANRUNGGU and the broader educational environment.

### **1.6.1 Theoretically**

#### 1. For Teacher

1. Problem-Based Learning (PBL): This research centers on PBL, a method emphasizing problem-solving where students actively engage with authentic and relevant problems in their learning environment.
2. Idioms Comprehension: The focus is on understanding idiomatic expressions in Agatha Christie's works, covering idiom meanings, contextual usage, and interpretation in literature.
3. Literary Analysis and Interpretation: Analyzing Agatha Christie's works involves understanding narrative structures, characters, themes, and the use of figurative language like idioms.
4. Motivation and Engagement:\* Exploring theories like self-determination and flow theory sheds light on factors influencing student motivation in learning idioms and participating in PBL.

By integrating these theoretical frameworks, educators gain a deeper understanding of how PBL enhances idiom comprehension in literature and fosters effective learning strategies.

## 2. For Student

1. Provide a more active and relevant learning experience for students.
2. Encourage student involvement in solving real problems related to their learning context.
3. Improve student understanding of idiomatic expressions in literary works, such as the works of Agatha Christie.
4. Develop problem-solving skills, literary analysis, and deeper language understanding.
5. Increase student motivation and active participation in learning activities.
6. Provide students with more meaningful and pertinent learning experiences.

## 3. For Other Researchers

- 1) Language Teaching Theory, This research can contribute to the understanding of English language teaching methods, especially regarding teaching idioms. Language teaching theories can be enriched with more information about effective teaching strategies for idioms.
- 2) Idioms Understanding Theory, The research results can contribute to the theory of understanding idioms, both from a cognitive and linguistic perspective. This could pave the way for further research regarding students' mental processes in understanding and using idioms.

- 3) Context-Based Teaching Theory, If research emphasizes the importance of teaching idioms in real contexts, this can support the theory of context-based teaching. Future research could explore how context influences students' understanding and use of idioms.
- 4) Collaborative Learning Theory, If research highlights the success of collaborative learning methods in understanding idioms, this could support collaborative learning theory. Future research could explore the dynamics of student interactions in groups and their impact on understanding idioms.

### **1.6.2 Practically:**

#### 1. For Teacher

- 1) Identify effective teaching methods, if research shows a particular teaching method is effective in improving students' idiomatic understanding, teachers can adopt or adapt that method into their teaching practice.
- 2) Enrich Teaching Repertoire, this research can help teachers enrich their teaching repertoire with new strategies for teaching idioms. This can bring variety and innovation to the classroom, making teaching more interesting for students.
- 3) Personalization of Teaching, teachers can use research findings to personalize teaching
- 4) Idioms according to each student's learning style and level of understanding. This approach can increase the effectiveness of learning.
- 5) Development of Additional Learning Materials, teachers can develop additional learning materials that are in accordance with research results.

This may include providing specific exercises, case studies, or other resources that support understanding of idioms.

- 6) Continuous Evaluation and Revision, teachers can adopt an attitude of continuous evaluation and revision in their idiomatic teaching methods. Aligning teaching experiences with research results helps improve the quality of teaching over time.
- 7) Teacher Training Opportunities, research findings may open opportunities for additional teacher training or workshops focused on teaching idioms. Teachers can develop their skills at conveying idiomatic material more effectively.

## 2. For Student's

- 1) Deep Practice, students can be given in-depth exercises, including the application of idioms in their own writing or conversation. These exercises can help strengthen understanding and application of idioms in a variety of contexts.
- 2) Self Reflection, students can be invited to reflect on their own experiences with idioms and look for connections to everyday life. This can increase understanding of the concept of idioms in a more personal way.
- 3) Student Collaboration, encouraging collaboration between students in understanding and solving problems related to idioms can improve learning through discussion and exchange of ideas. This process can stimulate critical thinking and deeper understanding.

- 4) Targeted Feedback, Students can receive targeted feedback from the teacher regarding their use of idioms. This helps students understand their mistakes or shortcomings and improves their understanding of idioms.

### 3. For Other Reseachers

- 1) Language Teaching Theory, this research can contribute to the understanding of English language teaching methods, especially regarding teaching idioms. Language teaching theories can be enriched with more information about effective teaching strategies for idioms.
- 2) Idioms Understanding Theory, the research results can contribute to the theory of understanding idioms, both from a cognitive and linguistic perspective. This could pave the way for further research regarding students' mental processes in understanding and using idioms.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

The theoretical framework of this research is related to how students understand idioms using Agatha Christie's novel entitled "The Library Mystery." Understanding idioms for high school students has important significance in the development of language and communication skills. Understanding idioms can give students the ability to convey ideas more creatively and colourfully, not only improving speech skills but also instilling language flexibility that is useful in social and academic situations.

Idioms play an important role in the development of students' reading and listening skills. Many texts and learning materials use idioms, and understanding them enables students to interpret complex and in-depth messages. Thus, the integration of idioms into high school curricula makes a significant contribution to the development of language skills, cultural understanding, and student preparation for success in communication in an increasingly global and complex world.

The novel "The Listerdale Mystery" by Agatha Christie stands out as an outstanding resource for improving students' understanding of idioms. Agatha Christie, as a famous mystery writer, presents complex situations involving characters who speak in a language rich in idioms. Through inter-character interactions, students can see the idioms used naturally in the context of everyday

conversations and understand the nuances and meanings behind those phrases. The novel also offers a variety of idioms, including typical English expressions, so students can expand their idiomatic vocabulary. Moreover, the intrigue and mysterious plot of the story encourages students to discover the true meaning behind each idiom, creating deeper involvement and involving their critical thinking processes.

By using the novel "The Listerdale Mystery " as the learning medium for students at SMA N 1 Onanrunggu, students are expected to gain an increasing understanding of the use of English and become increasingly aware that the role of idioms is crucial for the development of reading skills. As well as providing new teaching to teachers about idioms, it can also improve eating, teaching, and learning English.

## **2.2 Reading**

In the world of education, book reading skills are one of the important abilities needed by students to develop critical thinking skills, creativity, and empathy. Reading books is not only about understanding the written words but also about understanding the context, nuances, and meanings that are contained therein. Apart from that, reading can also help students develop critical and analytical thinking skills because they must be able to evaluate information, look for evidence, and draw conclusions based on what they read. In this sub-topic, various aspects will be discussed, namely the definition of reading, reading purpose, reading mode, and reading components.

### **2.2.1. The Definition Reading**

Reading is an intellectual activity involving the understanding, interpretation, and processing of information contained in written texts. It is not just the decomposition of letter symbols; it also involves complex cognitive processes in which the reader is active in constructing the meaning of words and sentences. Reading comprehension includes the ability to identify words, understand the structure of sentences, and extract the meaning as a whole. It also involves the ability to associate the information acquired with the knowledge already possessed, creating a bridge between the text and the reader's life experience.

The importance of reading is not only limited to the development of linguistic skills but also plays a role in literacy and critical thinking development. By reading, one can access knowledge, dig up new ideas, and broaden their worldview. Besides, reading is also a foundation for success in various areas of life, including education, employment, and personal development. By understanding that reading involves interaction between text, reader, and context, one can get the most out of the reading process, making it a profound and meaningful activity.

Reading is an important skill in a variety of situations, especially in an educational environment. (Grabe, 2009: 5). Students, Currently, there is a huge demand for the activity of reading knowledge in written form. The students must have good reading ability to find the content of the text. According to F. M. Hodgson in his book *Learning Modern Languages* (1960), reading is a process of



obtaining the message that a writer conveys through the medium of words or written language.

### **2.2.2. Reading Purpose**

Reading purposes cover a number of aspects that support the development of an individual's ability and understanding of written text. Reading goals cover various aspects involving the search for information, understanding, and meaning in reading. Some of the purposes of reading, according to Harin Rahmi Tuadatia (2023;18), are as follows:

1. Reading for detail or facts.

The purpose is to obtain specific information or specific facts contained in a text. It involves searching for important details that may be needed in a particular context.

2. Reading for main ideas.

Here, the purpose of reading is to identify the main ideas or basic ideas contained in the text. It helps readers understand the key concepts presented by the author.

3. Reading for sequence or organization. In this case, the purpose of reading is to understand how the text is organized or the sequence of events that occur in the story. It helps the reader understand the story or the structure of the information.

4. Reading for inference

The reader tries to make a conclusion or inference based on the information available in the text. It involves reading between lines to understand the implicit meaning.

5. Reading for class this purpose is to identify and categorize information or objects in a text into a particular group or category.
6. Read to evaluate, readers strive to assess or criticize the text they read, assessing the quality, validity, or relevance of the information presented.
7. Reading to compare or contrast

The reader tries to compare the similarities and differences between two or more things in the text, be they concepts, characters, or other topics.

### **2.2.3. Reading Mode**

Extensive reading, involves extensive and not-too-in-depth reading, usually for entertainment purposes or to obtain a general view of a topic. Reading is a multifaceted activity, and different types of reading appear according to their purpose and context. This can include reading novels, magazine articles, or blogs to enjoy stories or gain general insight (<https://disperpusip.jatimprov.go.id>.)

On the other hand, according to Aizid (2011: 31-38) intensive reading, or "intensive reading," focuses on deep understanding and attention to detail. It usually involves longer and more complex texts, such as textbooks, academic articles, or technical reports. The purpose of intensive reading is to thoroughly understand the concepts presented, detail information, and analyze arguments.

Intensive reading is often applied in academic contexts or jobs where a level of in-depth understanding is required.

Furthermore, reflective reading, or "reflective reading," involves the activity of contemplating and considering the meaning of the text as well as relating it to personal experiences or previous knowledge. It creates room for critical thinking and in-depth consideration of values, views, or lessons that can be taken from reading. Reflective reading is often applied in the context of reading materials that inspire or stimulate personal thinking, such as philosophical essays or in-depth literary works. These types of reading provide a broad framework for navigating a wide range of reading situations and meeting a variety of needs, ranging from general understanding to in-depth analysis and personal reflection.

According to Harras (1998:13), reading has seven types, of which the following are:

- 1) Reading aloud is the activity of reading with voices or the activity of falsifying the symbols or sounds of language with a loud enough voice.
- 2) Reading in the heart is the process of reading without making a voice. So what's active are the eyes and the brain, or cognition.
- 3) Intensive reading is a carefully done reading activity. In other words, the students read only one or more of the available reading materials with the aim of cultivating and sharpening critical reading skills.
- 4) Extensive reading, which is a comprehensive reading program of both type and variety of text, is aimed solely at understanding the essential content of the

material read by using time as quickly as possible. Literal reading is the activity of recognizing and capturing the meaning of what is written in writing. It means that the reader is only trying to capture a deeper meaning, that is, the implicit meanings, both in the antagonistic lines and the meanings behind the lines.

- 5) Critical reading is a reading activity that is done wisely, heartfully, deeply, evaluatively, and analytically, not just looking for mistakes.
- 6) Creative reading is the process of reading to gain added value from the new knowledge that is present.

#### **2.2.4. Reading Component**

According Farida Rahim,(2008;11) Reading involves a number of key components that work together to understand and process information from text. Some of the main reading components include:

- 1) Decoding; The process of decoding letters into sounds or words. It involves understanding the phonem, phonetic rules, and word-reading skills
- 2) Vocabulary Comprehension; The ability to recognize, understand, and use words in context. Has a rich vocabulary that supports reading comprehension.
- 3) Sentence Comprehension; The ability to understand the meaning of a sentence and the relationship between sentences in a text. It involves syntactical and semantic understanding.
- 4) Text Comprehension; The ability to combine word and sentence understanding into a comprehensive understanding of a text. It involves understanding the text structure, the underlying ideas, and the relationship between parts of the text.

- 5) Fluency; speed and fluency of reading without loss of understanding. The ability to read quickly helps in accessing information efficiently.
- 6) Contextual Understanding; The ability to read by considering broader contexts, such as cultural background, prior knowledge, and the purpose of reading.
- 7) Critical Reading; The ability to evaluate, analyze, and respond critically to text. This includes the ability to recognize arguments, formulate questions, and assess the credibility of information..
- 8) Metacognitive awareness; awareness and regulation of the process of selfreading. It involves an understanding of effective reading strategies and an assessment of one's understanding of oneself as a reader. Each of these components is interrelated and contributes to the entire reading process. A good understanding requires the collaboration of these components to build a cohesive and meaningful interpretation.
- 9) The expert's view of the reading component, According to G. Reid Lyon, identifies the four main components of reading, known as the "Big Five" or "The Simple View of Reading." These components include decoding, vocabulary understanding, sentence understanding, and reading fluency.

### **2.3 Idioms**

Idioms can originate in many languages, including English, and are often an integral part of a society's culture and way of speaking. Idioms are not only used in formal contexts, such as in writing or speech, but also in everyday communication. In this sub-topic, we will discuss the meaning of idioms, types of idioms, and idiom purpose.

### **2.3.1 Idiom Understanding**

In an era of globalization and increasing cross-cultural interaction, the success of communication does not depend solely on grammatical and vocabulary mastery. The importance of understanding idiomatic expressions or idioms is becoming increasingly prominent. Idioms, as an integral part of language, not only provide artistic and creative dimensions in verbal expression but also reflect the cultural roots and thinking of society. Therefore, this research aims to dig deeper into the use, meaning, and impact of idioms in language contexts by paying attention to their vital role in enriching language understanding and interpersonal communication.

This introduction explores critical aspects related to idioms and answers key questions around how idioms reflect cultural characteristics, how understanding idioms can be improved, and how the use of idioms affects cross-cultural communication skills. With a focus on specific language contexts, the study will also explore whether there are variations in the use of idioms as well as their impact on the process of language understanding. Through this research, it is expected to provide a deeper insight into the role of idioms in optimizing language skills and enriching cultural dimensions in communication.

To Chaer (1995:60) Idioms, in a linguistic context, refer to a series of words or phrases in a language that have special meanings that cannot be deduced literally based on the meaning of individual words. Idioms usually carry certain figurative meanings, phrases, or proverbs that have become an integral part of the structure and expression of language. Understanding idioms requires knowledge

of the cultural or situational contexts surrounding them, and their use adds artistic and expressive dimensions to communicating.

In everyday situations, idioms give specific nuances and colours to language, producing a creative essence in delivering messages. Examples of English idioms include "kick the bucket," which does not mean kicking a bucket but idiomatically describes someone's death, or "burn the midnight oil," which means working hard at night. It is important to note that idioms vary in each language and reflect the cultural richness as well as the values adhered to by the society that uses the language. The ability to understand and use idioms correctly can improve language skills and deepen understanding of the uniqueness of linguistic expression.

According to a number of linguists, the notion of idioms includes specific aspects that highlight their uniqueness in language and linguistic expression. Steven Pinker, a leading linguistic and cognitive expert, describes idioms as "linguistic puzzles," stressing that their understanding involves competence in interpreting metaphorical meanings and phrases. On the other hand, John Saeed (2011), another prominent linguist, highlighted that idioms not only covered figurative meanings but also had elements of vocabulary stereotypes inherent in them, creating a unique language identity. Understanding idioms involves understanding the meaning of phrases, cultural values, and vocabulary adoption that are integral parts of the structure and identity of language. Idioms will not be clear when only knowing the individual meaning of a basic phrase or sentence, but must be studied as a whole (Hornby, 1974: 421). Biber, Conrad, and Leech

(2002: 18) stated that an idiom is like a summary sentence, a multi-word unit with a meaning that is unpredictable from the meaning of the composer's words.

### **2.3.2 Idiom Types**

According to Chaer, (1995:60) Idioms are present in various types, reflecting the richness and complexity of communicating. First, a lexical idiom combines words that form unique and typical expressions. Second, a phrase idiom involves a series of words that together form a figurative meaning, often not literally definable. Third, a grammar idiom includes a particular pattern or structure of a sentence that carries figurative significance. Fourth, a semantic idiom entails changing the meaning of a word or phrase from a literal meaning to figurative or figurative. These kinds of idioms give artistic dimension and complexity to language, enriching communication with nuances and creative expression.

There are different types of idioms identified by linguists. Here are some idioms that can be recognized by reference to the views of some experts.

- 1) Lexical Idioms; George Lakoff and Mark Johnson highlight lexical idioms, which involve words that form unique and distinctive expressions.
- 2) Phrase idioms; Charles Fillmore describes a phrase idiom as a series of words that together form a figurative or figurative meaning.
- 3) Grammar idiom; Ronald Langacker explains a grammar idiom, which involves a particular pattern or structure of a sentence that carries figurative significance.



4) Semantic Idioms; Dirk Geeraerts identifies semantic idioms, which include changes in the meaning of words or phrases from literal meaning to figurative or figurative meaning.

Carter (1993: 65) states to defined an idiom as a special combination of limited forms and meanings that cannot be inferred from the literal meaning of the words that form it. Boatner and Gates divided the idiom forms into four parts, namely:

#### 1. Lexemic Idiom:

##### 1. Verbal-shaped idiom

Verbal-shaped idiom is an idiom that contains the meaning of a working word. *"Mr. Smith borrowed some money, and he promised to pay it back on payday. "He **makes good** on his promise today."*

This expression has the conceptual meaning of doing good. But in its own idiomatic sense, this expression has the meaning of keeping what has been promised in this particular loan of money.

##### 2. Nominal-shaped idioms

An idiom of a nominal nature is an idiom that contains the meaning of a word or a thing. Idioms that mean things, among others, are:

*"Achilles' heel' weakness' "You are my achilles' heel"* (You are a weakness to me) In the conjunctive sense, this expression is only a common sentence, which means the heel of Achilles, but in the eating of idioms, the expression has a meaning: someone who has a weakness for

something. Achilles was the god of Greek mythology who had a weakness only on his heel.

### 3. Adjective-shaped idioms

An adjective idiom is an idiom that contains the meaning of a character word. Idioms that mean properties, among others, are: *Foolproof 'Foolproof' "Almost people can operate mobile phone, it is such a **foolproof**".* The meaning of the idiom contained in this expression is something that is very easy to do by anyone, even an idiot.

### 4. Adverbial-shaped idioms

An adverbial idiom is an idiom that contains the meaning of an explanatory word. Idioms that mean words of description, among others, are: *"**No doubt** Susan is the smartest girl in her class"*

In a conceptual sense, ***no doubt*** means no doubt.

This idiom no doubt expresses the clarity or certainty of something through the facts that exist, so that the person who uses it no longer doubts what it says.

### 2. Phrase-shaped idioms

A phrase-shaped idiom is better known as a turn of phrase. This idiom form uses a phrase in writing or speech used by a particular person or group. Idioms in the form of phrases include:

*Make a mountain out of a molehill*

*"You're not hurt badly, Cindy. Stop trying to **make a mountain out of a***

***molehill with crying***

In a conceptual sense, this expression has the meaning of making a mountain out of the ground, but in an idiom, it has the meaning of a situation in which the speaker considers that the real thing is difficult because of his own thoughts.

3. Frozen Idioms

Freeze idioms are limited in number. The freezing of this idiom is based on its uniqueness; that is, the idiom cannot be chastised. Frozen idioms are, among others:

*Give up the ghost*

*“After a long illness, the old women **give up the ghost**”*

The author finds a freeze in the idiom above. When it is encoded, it loses its meaning.

4. Proverbs

Proverbs can be found in any language that is useful as an exhortation or advice to society. Proverbs, or proverbs in English, are among others:

*‘All good things come to an end’*

“I was so sad to graduate from college and separate from my friends, but I have to realize that **all good things come to an end**”

This proverb is an expression that has the meaning that all beautiful things will not last long. That is, every sweet thing in human life, at any time, can end.

### 2.3.3 Idiom Purpose

The use of idioms in English has varied purposes and introducing cultural nuances. Idioms are used to give colour to everyday communication. By combining phrases or words with figurative or figurative meanings, English speakers can express thoughts or feelings in a more vivid and creative way. For example, an idiom like "hit the nail on the head" implies the accuracy of a statement in a more

interesting. than using a literal expression. <https://www.ef.co.id/englishfirst/blog>.

Besides, the purpose of idioms in English is to create a sense of humour and appeal in conversation. Idioms are often used to add elements of humour and cheerfulness to oral language, creating a more enjoyable and entertaining experience. For example, the idiom "break the ice" is used to imply starting a conversation in a social situation and giving a touch of humour in that context. It not only makes communication more attractive, but also strengthens social bonds among English speakers. Idioms have the purpose of creating a deeper and more meaningful language experience. Idioms are often associated with cultural and historical heritage, providing an opportunity to share stories or certain values in society. By understanding and using idioms, English speakers can experience the linguistic richness and deepen their understanding of the cultural context that surrounds them. Thus, the purpose of idioms in English is not only limited to communicative functions, but also touches on aspects of cultural wealth and creative expression.

## 2.4 Novels

According to Nurgiyantoro (2012: 4), a novel is a fictional work that offers a world a world that contains an idealized model of life, an imaginative world built through its intrinsic elements such as events, plots, characters (and consolidations), backgrounds, perspectives, and others that are also imaginative.

Novels are forms of literary art that have an extraordinary appeal. On each page, the reader is invited to explore the imaginative world built by the author. The story can take us to places never visited before and present characters who became loyal friends during the reading journey. With a strong narrative, the novel has the power to absorb emotions, provoke thought, and create a deep emotional bond between the reader and the story presented.

Novels also have the ability to create a deeper understanding of diverse life perspectives and experiences. By reading a novel, readers can experience the world through the eyes of the main characters, understand complex internal conflicts, and discover the deep truth behind the story. In essence, a novel is a window to the author's imagination, enabling us to see the world through the lens of beautiful and powerful words. (<https://greenbook.id/cara-menulis-novel/>).

The novel "The listerdale mystery" by Dame Agatha Mary Clarissa Christie, known as "The Queen of Crime", is one of the most recommended thriller-crime books in the world, because Agatha Christie managed to pack stories in this book based on different criminal impressions from previous works. The listerdale mystery was created in 1925 and has a total of 33 pages.

This novel tells the story of Mrs. St. Vincent, who is a polite woman who lives in limited circumstances with her sons and daughters, Rupert and Barbara. After her husband's financial speculation failed, she died, and they had to empty the house that had been their family's for generations. They now live in rooms in a cost house. Therefore, they cannot entertain people of the same class and education. Rupert has just started work in the city, with excellent prospects, but, at the moment, earnings are small. Barbara took a trip to Egypt the previous winter with, and paid for by, her cousin. On this journey, he meets a young man named Jim Masterson, who is interested in shaking him but will delay if they see their circumstances diminish. Looking through the *Morning Post*, Mrs. St. Vincent saw an ad for a house for rent in Westminster, furnished, and with a cheap rental price. Although, he thought his chances of being able to buy the house were small, he went to the home agent and then bought the house himself. He was immediately fascinated and surprised to see the very low rental price. The agent offered him a house for a sixmonth rental. Barbara is happy, but Rupert suspects that the house belongs to Lord Listerdale, who disappeared eighteen months earlier and allegedly appeared in East Africa, giving authority to his cousin, Colonel Carfax. They took the house and were treated elegantly by Quentin, the chief servant, whose salary was paid by Lord Listerdale's land, as was the salary of two other servants. Delicious food always pops up on the table. It was sent regularly from His Majesty's residence at King's Cheviot—an old custom. After three months, Mrs. St. Vincent was very happy at the house, and Jim applied for Barbara. Rupert still keeps his suspicions and is somewhat

convinced that Listerdale is not in Africa but may have been killed, and his body is hidden inside the house. Rupert also suspected Quentin of being part of the plot, whatever happened. Rupert went on a motorcycle vacation, which brought him close to King's Cheviot. Seeing somebody who looked like Quentin, he questioned the man, who told him that he was actually called Quentin, was the chief servant of Lord Listerdale, but retired with retirement money in a farmhouse some time earlier. Rupert took the real servant's head to London and confronted the fake servant's head. The actual servant chief told the stunned St. Vincent family that the real fake was Lord Listerdale himself. His Majesty explained that, ashamed of his selfish life to this day, he pretended to move to Africa and since then has spent his time helping people like St. Vincent, whose life has been reduced to begging. For the last few months, he's been in love with Mrs. St. Vincent and is now applying for that happy woman.

Examples of some idioms found in the novel 'THE LISTERDALE MYSTERY'

by Agatha Christie :

1. "Adding up figures" means doing mathematical or financial calculations.
2. "Ceaseless adding together" means continuously adding or accumulating.
3. "Small necessary items of expenditure" means small-needed expenditures.
4. "Making a total" means producing a total.
5. "Adding up figures" means doing mathematical or financial calculations.

#### **2.4.1 Novel Structure**

The structure of the novel is the basic framework that forms the series of events and the elements of the story. This structure plays a crucial role in

presenting the story in a way that attracts the reader. The sequential structure of the novel involve several major stages that form (<https://ditsmp.kemdikbud.go.id>):

#### 1. Exposure

At the beginning of the novel, the exhibition introduces the reader to the story world. It includes a presentation of the main characters, backgrounds, and other important contexts. The exhibit aims to provide a foundation for the readers' understanding of what is happening and to create the foundations for future events.

#### 2. Inciting Incident

An event or circumstance that triggers the main conflict in the story. Inciting incidents are moments when a character's life changes and takes them in a new direction.

#### 3. Plot development

After conflict was introduced, the story evolved through a series of events that built up tension and complexity. Characters face obstacles, make decisions, and experience growth. This is the stage where the story's intrigue is growing.

##### 1) Peak Tension (Climax)

The emotional and dramatic culmination of a story is where conflict reaches its peak. The big decisions are taken, and the fate of the main characters hangs in balance. The climax is the moment that most catches the reader's attention.



## 2) Falling Action

After the climax, the tension eases, and the story begins to lead to a conclusion. Conflicts are resolved, and the characters may face the consequences of decisions taken throughout the story.

## 3) Resolution

The end of a story is when all the elements are bound together. The questions that arise during the story are answered, and the characters may experience growth or change. This is the moment when all the story is finished and the reader gains a full understanding of the meaning of the story.

## 4) Epilog (Optional)

Some novels may include an epilogue, which provides an additional overview of what happens after completion.

This structure gives a clear direction to the story and ensures a satisfying and organized reading experience for the reader. Although many novels follow this general structure, some authors experiment with more non-linear or unique structures to create different effects.

The novel's sequential structure involves several major stages that constrain the characters from changing and taking them in a new direction. It's a driving force to start growth or progress. Meanwhile, Joseph Campbell, with his theory of "The Hero's Journey," emphasizes narrative patterns involving adventures, challenges, and transformations of the main characters. According to

him, the structure of the novel reflects myths and deep motives in human experience.

Contemporary writers, such as John Truby, with his approach focused on story structure, highlighted the importance of building stories with elements such as strong characterization, conflicts that frame growth, and dramatic turning points that stimulate reader curiosity. From this point of view, it can be concluded that the author has a diverse perspective on the structure of the novel. They see the structure not only as a technical framework but also as a tool to strengthen the narrative elements, convey deep meaning, and present an experience that attracts the reader. With this diverse approach, the novel structure becomes an important foundation for creating stunning and meaningful literary works.

#### **2.4.2 Elements of the Novel**

Novels have certain elements to shape a story. According to Nage (2021:14) the elements in the novel itself can be distinguished into two types: intrinsic and extrinsic.

##### **1. Intrinsic units**

The intrinsic elements of a novel form the substantial core of the literary work, giving life and depth to the narrative. Characters, as the first element, embody the story through character, internal conflict, and the changes they undergo. The plot, as a narrative structure, directs the story with exposure, conflict, climax, and conclusion. Settings, or backgrounds, provide a context of place and time, creating a fictional world that enriches the reader's experience. The style of language, with the selection of words, rhythms, and structure of

sentences, determines the nuances and characteristic voices of the author. The theme, as the central message, describes the values or ideas that the author wants to convey. Conflicts, both internal and external, create dynamics that support tension and character growth. Through the understanding and analysis of these intrinsic elements, readers can explore the depths of the story and absorb the meaning hidden in the literary work.

#### 1. Consolidation

In a novel, reinforcement refers to the process of forming and depicting characters in the story. It not only covers physical explanations but also depicts characters through the traits, motivations, and changes they experience throughout the story.

#### 2. Course

The flow in a novel is the structural foundation that guides the reader through the sequence of story events. It is a set of chronologically arranged events, forming the story path that leads from beginning to end. The stream involves several elements, including exposures to introduce the reader to the story world, conflicts that create tension, climaxes that reach dramatic peaks, and solutions to resolve conflicts.

Abrams in Atmazaki, (2007:99) reveals that a stream is a structure of action directed towards the success of certain artistic and emotional effects. In addition, this stream consists of two characteristics: (1) a conventional stream, if the events presented before are always the cause of the occurrence of the present events after them; and (2) an unconventional stream, if the

event told later is the reason for the events told, supporting an integral understanding of the literary work.

### 3. Background

The background in a novel refers to the context of the place and time in which the story takes place. It includes a description of the physical, cultural, and social environment that forms the stage for the story event. The background gives colour and life to the narrative, creating an atmosphere that affects the overall atmosphere of the story. The background is the environment in which the event occurs, which includes the place, time, social, year, or historical period at the time of the occurrence of the events described.

### 4. View angle

The perspective, or narrative, is the perspective from which the story is delivered to the reader. The choice of perspective made by the author has a significant impact on the way we see and understand the story. (Semi, 1988:57). With regard to the point of view, Muhardi and Hasanuddin (2006:40) presented four types of viewpoints, namely (1) the author as the character of the story, (2) the writer as the side character, (3) the author as the third person, and (4) the writer as the narrator.

### 5. Language style

Language style in a novel refers to the way a writer composes sentences, chooses words, and combines linguistic elements to create unique sounds and specific nuances in their literary work. Each writer has a distinctive

language style, creating characteristics that distinguish his work from others. Language style involves careful vocabulary selection, creative use of phrases, and varied sentence structure.

A language style or style characterized by characteristics such as word selection, sentence structure, figurative language form, and cohesion use. The style of language concerned, i.e., (1) comparison, metaphor, personification, association, and parallel; (2) distortion, irony, sarcasm, and cynicism; (3) affirmation, pleonasm, repetition, climax, anticlimactic, and rhetorical; (4) contradiction, paradox, and antithesis Muhardi dan Hasanuddin( 2006:35–36),

#### 6. Theme

The theme in a novel reflects the central idea or message that the author wants to convey. it's a general concept or topic that absorbs through the whole story, giving a deep meaning framework. Themes can include values, social conflicts, personal growth, or comparisons between good and evil. In many cases, themes can be interpreted subjectively by readers. A promise, on the other hand, is a moral message or teaching that the author wants to convey to the reader through a literary work. It can be a certain view or set of values that they want to introduce or emphasize. Threats are usually moral implications or life lessons that can be drawn from stories. Themes and credentials can be formulated from various events, backgrounds, and perspectives. Atmazaki (2007:46).

## 2. Extrinsic units

The extrinsic element in a novel refers to aspects beyond the text itself that can affect the reader's understanding and appreciation of the literary work. Some of the significant extrinsics include the historical context, the author's background, and the critical response to the novel. For example, a novel written during a particular historical period may reflect social, political, or cultural conditions at the time, which gives an additional layer to the interpretation of the story.

In addition, extrinsic elements can also involve adaptations of novels into other forms, such as films or plays. These adaptations can extend the scope and impact of literary works, but they also raise questions about their loyalty to the original text. This understanding of extrinsic elements can enrich the reading experience, helping readers dig deeper into the context and impact of a novel in a broader framework.

### 1. Moral values

Moral values in novels include ethical messages or moral teachings that can be taken or learned by readers from the stories presented. Examples of moral values in novels may include themes such as honesty, courage, compassion, friendship, or sacrifice. The characters in the novel are often confronted with moral choices that show the conflict between right and wrong, inviting readers to reflect on those values in the context of real life. The author concerned, his view of the values the truth, and that is what I want to convey to Reader Nurgiyantoro (Romadhoni, 2011:22).

## 2. Values of Education

Educational values in a novel include messages or teachings that can provide insight, understanding, or insight into aspects of education. Examples of educational value in novels may include the importance of knowledge, emotional intelligence, critical power, or moral values in the context of learning. Stories that highlight achievements, failures, and characters' journeys involving educational aspects can provide inspiration or teaching to readers. The value of education is the process of internalizing culture into one's self and society so that people and society become Muslach civilization. According to Ahmadi Senja and Aurora (2018: 26–27), education is the activity of the educator consciously bringing the pupil towards maturity.

## 3. Social values

Social values in a novel include messages or teachings that relate to the social aspects of a society. Examples of social values in novels may involve depictions of social reality, conflict between groups, or social change. The characters in this novel often represent different layers of society and can highlight specific social problems, such as discrimination, gender inequality, or social injustice. The values in literary works and social values can be seen in reflecting the life of society, interpreted so that it is expected to increase Erlina's sensitivity to humanity. (2017: 5). Furthermore, according to Koesem, social values are close values. They are related to each other, as if they were aware of it. The right and duty of ourselves and others to obey

social rules, to appreciate the work and achievements of other people, to show respect, and to practice democratic courtesy

#### 4. Religious values

The religious values in the novel cover the spiritual aspects, beliefs, and ethics that are reflected in the story. A writer often uses this novel to explore religious, moral, and philosophical questions related to spiritual beliefs. Examples of religious values in novels may include themes such as faith, hope, spiritual wisdom, or a journey to find the meaning of life. In some novels, religious value can be found in religious rituals, moral teachings, or descriptions of the spiritual lives of characters. These stories can provide insight into various religious perspectives and enrich the readers' experience by helping them understand spiritual and ethical values. Every individual is awarded sensitivity to something that is coded Koesan (Juita, Yetty, and Endut, 2021:35).

### **2.5 Learning Model Using Problem Based Learning (PBL)**

Problem Based Learning (PBL) is a learning approach that focuses on solving real or complex problems. This approach differs from traditional learning methods which focus more on knowledge and skills that are learned separately. In PBL, students are invited to find solutions to given problems, which allows them to develop critical thinking, collaboration, and problem solving skills.



### **2.5.1 The Defenition PBL**

Problem Based Learning is a learning model student center. The learning process with PBL presents significant problems real as a learning resource so that students can solve problems as well looking for a way out. Nariman & Chrispeels, (2016: 2) explain Problem-based learning is student-centered learning which is in accordance with the principles of constructivism. Principles of constructivism is that students can build their knowledge through problems given. The opinion above is also supported by Huang & Foreign (2012: 122)explained in his research. Problem-based learning (PBL) is considered a student-centered instruction approach in which inspired students to apply critical thinking through simulated problems in order to study complicated multifaceted, and practical problems that may have or not have standard answers”.

Yew & Goh (2016: 75) explain that PBL is a pedagogical approach that allows students to learn while being engaged active in solving problems. The learning experience gained is very important, where is experience plays a role in building knowledge and understanding internal concepts life regarding styles, rights and obligations as well as natural resources.

Understanding of the material is presented in the form of problems for students can think based on experiences that have been experienced to form mindset so that the given problem can be solved. Like as said by Ajai, Imoko, & Emmanuel (2013: 132) "PBL as an instructional strategy based on constructivism, is the concept that learners construct their own understanding by relating concrete experience to existing knowledge where processes of collaboration and reflection

are involved". Learning with PBL requires students to develop with itself through self-learned experience from the problem. Learning with PBL is learning in nature constructivism or building student understanding. (Yew & Goh, 2016) explains "the underlying philosophy of PBL is that learning can be considered a "constructive, self-directed, collaborative and contextual" activity". The meaning of the problem-based learning philosophy is learning can be considered a constructive activity knowledge, independence, training collaboration and cooperation and contextual. In line with the opinion above, Rusman (2012: 231) explains Problem-based learning (PBL) has its basis in theory constructivism which has the following characteristics:

- 1) Students can gain understanding of the environment by interact. Problems are used as learning resources to serve as references learning and to achieve the expected learning goals material.
- 2) Students get stimulation from problems directly causes students' interest in learning. Stimulation obtained students cause an atmosphere to look for ways to reduce anxiety or discomfort so students can find ways to get out of that situation.
- 3) Learning and experience occurs through a collaborative process between experience and learning. It means existing knowledge Students are the result of what has been obtained from learning and experiences that have been undertaken. PBL learning also requires collaboration between students to get optimal results. Learning with PBL will also influence students' cooperative

attitudes. Groups that collaborate with either group will have more satisfactory results than the good group there is less cooperation.

### **2.5.2 Characteristics of PBL**

Characteristics of PBL is different from other learning, learning with PBL is learning that uses problems as a source of learning. The problem referred to here is the problem that teachers use for learning. The teacher provides guidance and direction on how to do it solve the problem. Guidance from the teacher is expected, so that students understand and can analyze and find a way out so that it can be done conclude with their opinion. Learning process with PBL has characteristics that make PBL different from learning. Arends (2010: 326) explains the characteristics of learning-based learning the problem is as follows.

- 1) The starting point for lessons with PBL is an interesting problem. Contents learning is organized around problems and not academic disciplines.
- 2) Students seek realistic solutions to real world problems. That problem focuses students' attention and raises questions and students likely to meet later in life.
- 3) Students gain better by being actively involved learning through inquiry, investigation, and problem solving rather than just through reading and listening.
- 4) Students explore a number of perspectives on several current scientific disciplines involved in the PBL investigation.
- 5) Learning occurs in the context of small study groups, five or six member.

6) Students demonstrate their learning by creating products, results and presentation. usually, they present the results of their work to peers and invited guests from other classes or communities. Problem-based learning in learning requires teachers as a mentor and directs students. The teacher facilitates students with everyday problems, to find solutions based on perspective from students. PBL characteristics have something that differentiates them with other models.

### **2.5.3 Advantages and Disadvantages of PBL**

Problem-based learning was initially used in activities medical in the hope that it will increase independent learning and improve their problem-solving abilities. Nowadays, PBL is increasingly being used because it has various advantages. Levin (2001:2) explains the various benefits of PBL, including:

- 1) Ability to be critical thinkers,
- 2) Skills to analyze and solve complex, real-world problems,
- 3) Expertise in finding, evaluating, and using information resources,
- 4) Ability to work cooperatively in groups
- 5) Skills to communicate orally and in written form,
- 6) Interest in being a lifelong learner and role models for students.

From the opinion above, it can be concluded that PBL has advantages in increasing students' understanding of concepts and cooperation. From various

The benefits of PBL above can be concluded if the benefits of PBL are:

- (1) ability to become a critical thinker,
- (2) skills to analyze and solving complex real-world problems,

- (3) expertise in finding, evaluating, and using information sources,
- (4) ability working together in groups
- (5) skills to communicate orally and written.

Problem-based learning also has deep shortcomings implementation, and this makes it a challenge for teachers to solve it. The disadvantages of PBL are as follows:

- (1) when students difficulty in solving problems and students are less enthusiastic about it studying students will feel lazy to try,
- (2) problem based learning requires a long time to prepare,
- (3) without any explanation from teachers about the goal of solving problems students do not want to learn and try it.

## **2.6 Relevant Study**

The first "*An Analysis Of Idiomatic Meaning Expression Found On Vlog Video By Cinta Laura*" by Budik Kusworo (2020) aims to find out the types of idiomatic expressions used in Cinta Laura's vlog and describe the meaning of the idioms used in Cinta Laura's vlog. This research uses content analysis techniques by comparing data and describing it verbally, then interpreting the findings to make conclusions. This researcher uses Facilitate O'Dell and McCarthy's theory. The researcher uses qualitative research methods. The researcher focuses on finding out what types of idioms are used. by Cinta Laura in her vlog video and focus on finding the meaning of the idiom used by Cinta Laura. Meanwhile, the differences and similarities between researcher 1 and the writer are the same in finding the meaning of idioms And the difference is that

the first researcher aims to find out the type of idiomatic expression through Laura's love vlog video, while the researcher aims to examine the difficulties faced by high school students in understanding idioms using the novel "Listerdale Mysteries" by Agatha Christie. The first researcher also uses qualitative methods to collect data while the researcher uses quantitative methods to collect data.

The second researcher by Dian Novita Sari et al (2018) "*A Contrastive Analysis between English Idioms and Their Indonesian Translations in the Novel The Girl on the Train by Paula Hawkins*" the research aims to find out the similarities, differences and problems of learning English idioms and Indonesian translation in the novel *The Girl on the Train* by Paula Hawkins (2015). This researcher used a qualitative descriptive method for data collection. The researcher collected as many idioms as possible as research data by analyzing the data. The researcher carried out 5 steps, namely 1. Selection, 2. Description, 3. Comparison, 4. Prediction, and 5. Verification. This researcher uses Abdi's theory which focuses on comparing two languages. The similarities and differences between researcher and researcher are that the similarities are the same in looking at the problems faced in learning idioms while the difference is that the researcher collects data using quantitative method and the author focuses on high school students.

The third researcher by Renata Diah Anjarini et al (2021) aims to find out the challenges in understanding English idioms based on EFL students'

perceptions and strategies applied in understanding English idioms. This research uses a qualitative approach to find out and dig up more detailed information about the topic. The researcher used interviews to collect data as an instrument for this research. In this research, the researcher found four findings related to the difficulty of understanding English idioms based on EFL students' perceptions. The similarity between the researcher and the researcher is that they both investigate what the students' challenges are in understanding idioms, while the difference is that the writer carried out data collection using quantitative methods while the researcher used the qualitative.

The fourth researcher, Sunarti Desrieny Tambunan (2023), this research focuses on uncovering the classification of idioms proposed by Glucksberg (2001) and the idiom translation strategy proposed by Baker (2018). This research uses qualitative methods. The difference between the fourth researcher and the author is that the fourth researcher focuses on seeing how to translate idioms while the author focuses on challenging students to understand idioms and data collection techniques. The fourth researcher uses qualitative techniques while the author uses quantitative techniques.

Fifth researcher Margarete Theda Kalyca Krisandini et al (2023) entitled *The Translation of Idioms from English into Indonesian: The Case of J.K. Rowling's Harry Potter and the Half-Blood Prince*. This research aims to examine English idioms and their translation into Indonesian. This research uses the theory of Baker (1992) and Newmark (1988, 1991). The data used in this

research is by using the novel *Harry Potter and the Half-Blood Prince* (Rowling, 2005) and its Indonesian translation, *Harry Potter and the Half-Blood Prince* (Rowling, 2006). This researcher used qualitative methods for data collection. The fifth researcher has differences with the researcher, namely in data collection, the researcher collects data using quantitative methods.

The sixth researcher, Lutfi Efendi et al (2023), entitled *Modulation in the Idiom Translation from English to Indonesian in the Novel Rich People Problems*. This research describes the modulation in the translation of idioms in the novel *Problems of the Kaya*. The research material object is the English novel *Rich People Problems* and its Indonesian translation. This research uses Makkai's theory (1972) and modulation theory by Vinay and Darbelnet (1995). This research data collection uses qualitative methods.

Seventh researcher Maria Palma (2020) entitled *Understanding idioms and idiomatic expressions in context: a look at idioms found in an Irish soap opera*. This research examines idioms taken from the soap opera corpus and compares their communicative function with idioms in the conversation corpus which occurs naturally. Soap opera data is validated as a suitable tool to show the role of idioms in oral interaction. The difference with the author is that this researcher focuses on comparing the communicative function of idioms while the author focuses on the problems experienced by students in understanding idioms.



## **2.7 Conceptual Framework**

The conceptual framework of this research is based on a review of theoretical and relevant research theories. As previously mentioned, reading is the activity of understanding and examining text or writing using a language mastered by the reader. It involves the process of delineating the meaning of words, sentences, and ideas in a text using knowledge of grammar and vocabulary in the language used. Reading enables one to acquire information, understand concepts, and develop a deeper understanding of a matter. One of them is reading idioms that enrich cultural and linguistic understanding. An idiom is an expression or phrase that has a special meaning within a culture or language. By reading an idiom, you can understand profound nuances and meanings that may be difficult to translate literally. It also helps to improve language skills and broaden vocabulary, allowing one to deepen the cultural aspects contained in the idioms. However, it cannot be denied that many students are not familiar with idioms because most teachers are not very focused on teaching idioms, as teachers use grammar and vocabulary in the learning process of teaching. The problem was also found at SMA N 1 ONANRUNGGU students have difficulty understanding idioms.

Understanding idioms for high school students has important significance in the development of their language and communication skills. First of all, idioms add an expressive dimension to language usage, giving students the ability to convey their ideas in a more creative and colourful way. It not only improves

speech skills but also instils language flexibility, which is useful in social and academic situations.

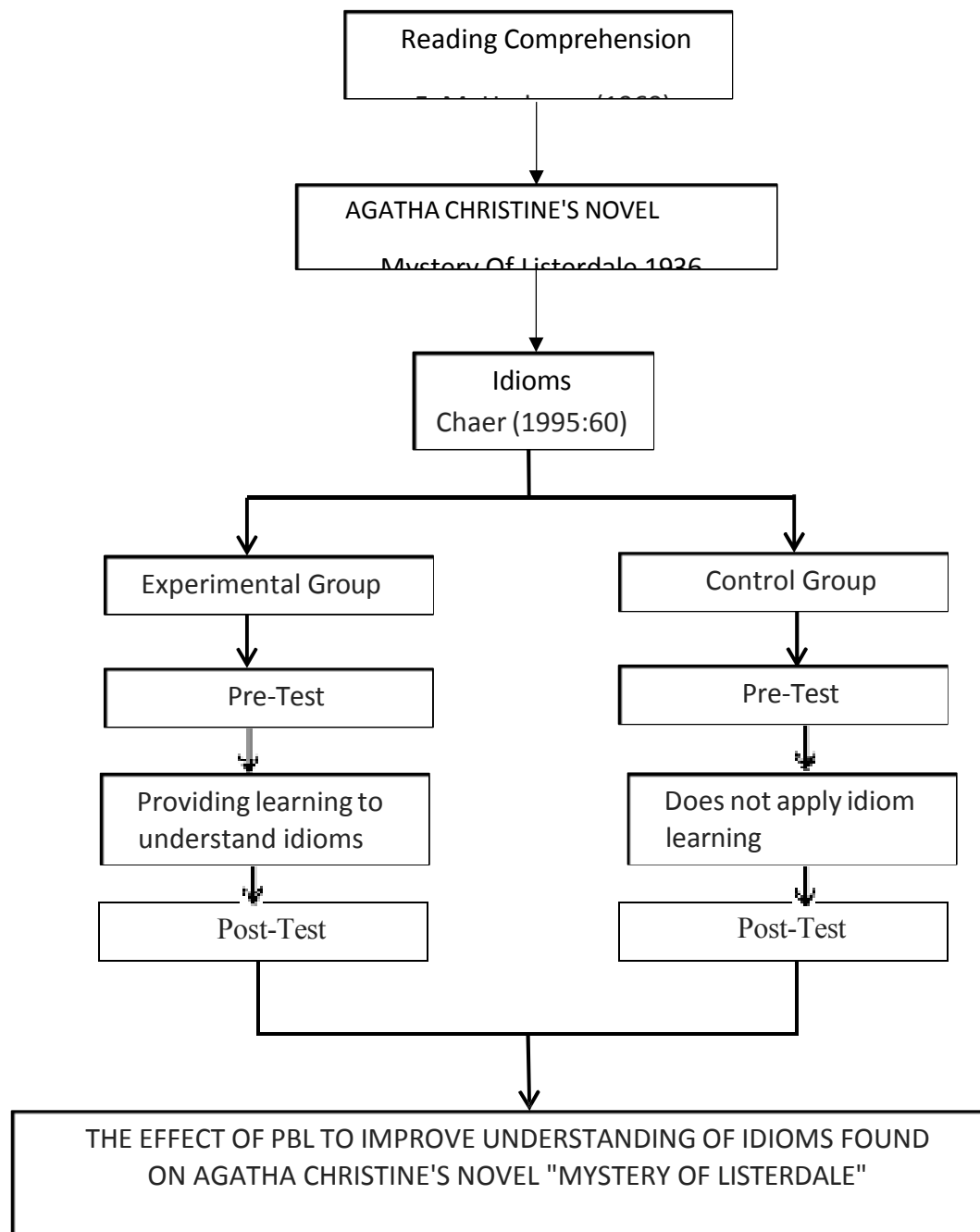
Later, understanding idioms plays a key role in preparing students for realworld communication. Outside the school environment, everyday conversations and informal situations often involve the use of idioms. By understanding it, students can participate more confidently in a variety of social interactions, opening up opportunities for building stronger relationships and networks in the future.

It is also important to acknowledge that idioms are not just linguistic forms; they reflect cultural values and norms. Therefore, understanding idioms helps students understand the cultural aspects contained in language. It not only opens up their insight into different cultures but also promotes cross-cultural understanding and tolerance.

Finally, idioms play an important role in developing students' reading and listening skills. Many texts and learning materials use idioms, and understanding them enables students to interpret complex and in-depth messages. Thus, integrating idioms into high school curricula makes a significant contribution to the development of language skills, cultural understanding, and student preparation for success in communication in an increasingly global and complex world.

From the above problem, it is clear how important it is to understand idioms. It is hoped that students will understand more and more the use of English in day-to-day communication like the original speakers using the novel *The*

*Listerdale Mystery* By Agatha Christie. The development of this research will provide new teaching to teachers about idioms as well as improve the teaching and learning of English.



**Figure 2.1 : Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter outlines research methodologies that cover key aspects such as research methods and design, population and sample identification, operational understanding, and research instruments used. In addition, there is discussion of the instrument development process, which includes evaluation of validity, reliability, level of difficulty, and differentiation. Explanations are also provided on research procedures and techniques of collection as well as data analysis, including data analysis and student response analysis.

#### **3.1 Research Methods and Design**

This research was conducted using experimental quantitative research. Experimental research John (1998:56) focuses on manipulating independent variables and then inspecting the effect of the change on the dependent variable. This method is beneficial for identifying the cause and effect between different variables. In experimental research, independent variables are easily manipulated. The sample was divided into two groups: an experimental group and a control group. The experimental group was the group that would receive the treatment by using the blended learning method, while the control group was the group that received treatment by using the conventional method. Both of the groups would get the pre-test and post-test with the same items.

**Table 3.1 Experimental Research Methods and Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	X1	√	X2
Control	Y1	-	Y2

Where: X1 = Pre-test of experimental group

Y1 = Pre-test of control group

X2 = Post- test of experimental group

Y2 = Post-test of control group

√ = Teaching reading by using Problem Based Learning

- = Teaching reading by using conventional method

### **3.2 Population and Sample**

A deep understanding of population and sample concepts is an important foundation in statistics and sampling. In a statistical context, population refers to the collection of all individuals or objects that are relevant to the study or research being conducted. Meanwhile, a sample is a collection of individuals or objects selected randomly from a population for study or analysis. A good understanding of populations and samples is essential in choosing appropriate sampling methods, analyzing data, and drawing valid and reliable conclusions.

### **3.2.1 Population**

Populations refer to all subjects being studied. Arikunto (2006: 130) explains that the population is the subject to be studied, indicating that the subject is unlimited, so to facilitate the research, the researcher must be confined in advance. The population of this study consists of eleventh-grade high school students at N 1 Onanrunggu. There are three classes: XI-MIPA1, XI-MIPA2, and XI-MIPA3. Each class averages 25 students, totaling 75 students.

### **3.2.2 Sample**

The sample represents a part of the population to be investigated. Arikunto(2006: 131) mentions that with this sample, researcher aimed to generally evaluate all the resulting samples. Arikunto (2006: 132) asserts that generally concluded research is valid for the population. The sample for this research was selected from two classes, employing random sampling techniques. Simple random sampling can be executed through lotteries, random number tables, or systematic random sample-taking. Additionally, the total number of samples was 64 students. These students were divided into two classes: a control class of 32 students and an experimental class of 32.

### **3.3 Instrument of Collecting Data**

In this research, the data collection instrument was a reading comprehension test. Pre-tests were conducted for both the experimental and

control groups. The students were given a set of multiple-choice questions to answer in the reading test.

### **3.4 The Procedure of Collecting Data**

The procedure in this research consist of two groups: experimental groups taught using problem-based learning and control groups left without problem-based learning. Data is obtained through the provision of pre-test, treatment, and post-test for students.

#### **3.4.1 Pre-test**

Before conducting the treatment, the pre-test was administered to both the control and experimental groups. The purpose of this pre-test was to assess the homogeneity of the sample and evaluate the students' reading comprehension achievement. Subsequently, the results of this pre-test were compared with those of the post-test to determine the impact of the blended learning method on students' reading comprehension.

#### **3.4.2 Treatment**

The researcher conducted a pre-test to assess the student's initial understanding of the idiom before the intervention began. Students were then divided into two groups: the control group and the experimental group. The control group followed idiom learning with conventional methods without applying the Problem-Based Learning (PBL) method, whereas the experimental group underwent treatment using the PBL method led by the researcher.

Treatment for experimental groups begins with providing case studies or real problems that require understanding and application of idioms. The PBL



method applied by researchers is used as the primary basis of learning in experimental group. Students in this group work together to analyze problems, identify relevant idioms, and develop solutions based on their understanding of the idioms. After the treatment is completed, both groups, the control group and the experimental group, undergo post-test to evaluate their improved understanding of the idiom. The post-test was also used to compare the results with the pre-test to measure the effectiveness of the PBL method in improving students' understanding of reading idioms led by the researcher.

### **3.4.3 Post-test**

Post-test was carried out after treatment to obtain the average score between the experimental and control groups. Apart from that, the aim is to find out whether the problem-based learning method has a significant influence on student achievement in reading comprehension or not.

## **3.5 The Validity and Reliability of the Test**

The importance of validity and reliability in research cannot be overstated. The goal is to demonstrate the effectiveness of a test in accurately measuring and consistently evaluating the desired variables. Prior to administering the test to the target sample, the instrument was first piloted with other students. This step is crucial as it allows us to assess the validity and reliability of the test before it is used with the actual sample.

### **3.5.1 The Validity of the Test**

Validity refers to the extent to which a measuring instrument accurately measures the behavior or quality it is designed to measure. It reflects how well

the instrument fulfills its intended purpose (Anastasi and Urbina, 1997:2696). The determination of validity relies on the meaningful and appropriate interpretation of data derived from the instrument through analyses. Whiston (2012:2696) defines validity as obtaining data that is suitable for the intended use of the measuring instruments. In this context, validity tests become crucial as they assess whether the items in the scale effectively measure what they are intended to measure based on the research objectives.

### 3.5.2 The Reliability of the Test

Reliability is strongly associated with the concept that an instrument is reliable enough to consistently collect accurate data. This means that whenever the instrument is used, it will yield consistent results (Arikunto, 2010:62). The reliability test assesses the effectiveness level of a research instrument (Arikunto, 2010:62). An instrument is deemed reliable if it is unbiased, yields consistent results even after multiple uses, and the reliability coefficient is computed using the Kuder and Richardson 21 formula (KR21) (Arikunto, 2017:117)

$$r_{11} = \left( \frac{1}{n-1} \right) \left( 1 - \frac{\sum (T_i - \bar{T})^2}{\sum T_i^2} \right)$$

Where:

$r_{11}$  = overall test reliability

$n$  = the number of items

$\bar{X}$  = mean or average total score

$\sigma^2$ : variance of the total score

### 3.6 Scoring of the Test

The writer determined the cumulative score ranging from 0-100 by counting the correct answers and applying the following formula:

$$S = \frac{R}{N} \times 100$$

Where:

$S$  = score

$R$  = correct answer

$N$  = number of the test

100 = cumulative range, 0-100

### 3.7 Technique of Analyzing Data

In this study, data were collected from both the experimental group and the control group by calculating the raw scores of students in each group. The data were then analyzed using a test formula, specifically the t-test formula, which is described as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left( \frac{\sigma_1^2 + \sigma_2^2}{n_1 + n_2 - 2} \right) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

$t$  = t-test

$M_x$  = mean score of experimental group

$M_y$  = mean score of control group

$dx$  = the deviation square of experimental group

$dy$  = the deviation square of control group

$N_x$  = the sample of experimental group  $N_y$

= the sample of the control group