# CHAPTER I

# INTRODUCTION

## 1.1 TheBackground of theStudy

Language has an important rule for human life. By using language the people can express their ideas,emotion,desires, and it is used as a medium to interact with one another, to fullfill their daily need. English is one of language in the world. English has been the most important language in international communication. The people all over the world speak English they meet one another in every international meeting, workshop, or conference. English language is also used for some activities such as developing and applying science and technology. In studying English there are four skills that the students must know. They are reading, listening, writing and speaking. In reading, there are many problems which are faced by the students one of them is the difficulty in comprehending the meaning of the words. The lack of  the students' vocabulary is one of the causes why many students are difficult to understand the text. This is because they could not identify the meaning of difficult words,such as idioms.

Idioms are often found in many kinds of reading materials.Based on the research, most native speakers frequently use these unit in their daily lives;consequently,idioms form a very important part of any language. (in Harris,1999 : 120).Similarly,Pallio,Barlow,Fine, and pollio (in cooper,1999). In order to figure out the rate of idiom use,worked on political debates,psychological texts, novels and psychotherapy sessions and found that "most English Speaker utter about two million novel metaphors per lifetime and  20 million idioms per lifetime. This works out to about 3000 novel metaphors per week and 7000 idioms per week.

Idioms, the colourful side of language, are one of the symbols used while we are communicating our thoughts and feelings. They are used to give life and richness to the language

by taking the existing words, combining them in a new sense, and creating new meanings, just like of work at art (Lennon,1998) They are some of the most interesting challenging and important aspects of any language,especially English.

Based on the writer's observation at SMK SWASTA TELADAN MEDAN,the writer found the problem on students. Some of them didn't understand about the word,vocabulary, and idioms in a sentence. So they make them hard to learn English. So the writer chooses this tittle to help the student for solve their problem. Teaching idioms by teachers to the students is not easy, Teacher must give the high motivation to the students of the importance of reading in their lives. Besidesthat, Teacher also must apply some effective strategies in order to make the students become able to identify the meaning of idioms in all kinds of reading materials.

One of the strategy is applying GC (Guessing from the context) Strategy in teaching learning process: GCstrategy y is guessing from the context strategy in which students learn how to guess the unknown /difficult word based on contextual clues given.  The writer believes that this strategy can improve students mastering idioms and would like to conduct a research of improving students ability in mastering idioms through GC (Guessing from the context) strategy

## 1.2 The Problem of the Study

Based on the background of the study, the problem is formulated as following, "Does the Application of GC (Guessing from the Context) Strategy  Significantly  Improve Student Ability in Mastering Idioms?"

**1.3 The Objectiveof the Study**

In relation to the problem , the objective of the study is to find out the improvement of the students mastering idioms through GC strategy for the students in the second grade of SMA Swasta Teladan Medan.

**1.4 The Scopeof theStudy**

Thereare two strategies two improve students ability in master idioms. They are translation strategy and Gc (Guessing from the Context) strategy. The focus of this study is Gc (Guessing from the context) strategy.

**1.5 The Significancesof the Study**

The result of the study will be hopefully useful for

1. The teachers to improve the quality and creativity of teaching idiom in the class.

2. The students to improve the skill of reading comprehension, to be able to find and understand the meaning of idioms in various reading materials.

**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1Theoritical Framework**

In conducting the research, theories are needed to explain some concept applied concerning into the research. The term must be clarified to avoid confusion. The following terms are used in this study.

### 2.1.1 Students Mastery

According to (Homby1987: 103), mastery is derived from the word master which means to overcome something. Mastery means complete control or knowledge, and masterly means very skilful.

Based on the explanationgiven, mastery is something which can be reached or accomplish successfully by effort and skill. Through the effort and skill from both teacher and students, the students' mastery of idioms can be improved.

In teaching idioms, the teacher's role in rising up students' motivation is very important. The teacher's skill also influence the students in improving their mastery in idiom espeacially in reading.

### 2.1.2 Reading

Reading is the ability to draw meaning from the printed page and interpret this information appropriatelly.(Leedy.P 1998 : 98) declares "reading is a mutual process" Through reading,students can know what to do with a page of print, can look or discover main ideas and supporting details, can appreciate the organization of though, and know how to interpret and evaluate the reading materials.

Burns (1984:11) states that reading is a complex act that must be learned. In other words, the students learn to read and read to learn. So, the result of the interacting with the written language should be comprehended.

It define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbol with existing knowledge, and the comprehensiion of the information and ideas communicated.

Grabe and Stoller (2002:7), state that reading in a foreign language consits of grasping meaning in the language through it's written presentation. It means that reading can enrich people's knowledge since it gives them a lot of information what the people do not just accept whatever the text represents but they should try to guess or predict.

**2.1.3 The Purpose of Reading**

According to Grabe and Stoller (2002:11-15), the purposes of reading are:

a.  Reading to research for simple information

Reading to research for information is common reading ability. The reader only read the surface to look for the simple information without have to think the material deeply. In reading to search , the reader typically scans the text for a specific piece of information of specific word.

b.  Reading to learn from the text.

Reading to learn occurs in academic and professional contexts that need a person to learn a considerable amount of information from a text. It requires abilities to:

1)  Remember the main ideas and also details that connect the main and supporting ideas in the text.

2)  Able to know and build rhetorical frames that organize the information in the text.

3)  Link the text to the reader's knowledge base.

c.  Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructing of a rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information.

d. Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading. Underlying , and supporting most other purposes for reading and it is actually more complex than we assumed.

## 2.1.4 Reading Comprehension

Neufeld (2006:302) states that comprehension can be defined broadly as the process of constructing a supportable understanding of a text. It means that we construct a meaning based on what we have read from the text .Grabe and Stoller (2002:46) state that reading comprehension is the ability to understand information in a text and interpret it appropriately.

In Harris and Sipay (1980:479 defines that reading comprehension ability is thought to be set of generalized knowledge acquisition skills which permit people to acquire and information gained as consequence of  reading printed language.

According to Wallance and Larsen (1978:342), there are three factors that affecting reading comprehension.

a) The nature of the reader

This is one strong factor in affecting reader's comprehension level. Background, interest, experience, motivation , physical condition and reading ability of reader must be considered. The reader with varied and extensive reading background probably will be more success than the reader who has less of all these things.

b) The readers purpose

Some reader find difficulties in comprehension because they are unable adjust their to the type of text that they read. For example the degree of comprehension will be quite different when we are reading for pleasure and when we are reading for a final exam.

c) The type of material

Reading passages that are too difficult for a student will influence the level of comprehension negatively. Complicated language pattern and style also contributed to comprehend problems of many students because the emphasis must be placed reading aspects other than comprehension.

**2.1.5 Level of comprehension**

Reading has different levels of comprehension. To take in ideas that are directly stated is literal comprehension ; to read between the lines is inferential comprehension; to read for evaluation is critical comprehension ;  and to read beyond the lines in creative comprehension. Burns,et.al (1984:177) divide it into four levels. These level of comprehension will show how far the students understand the material in reading and the level that they have achieved.

1)    Literal Comprehension

Literal comprehension is about the ability to take and understand the idea is directly stated by the writer on the printed page. In this level, the readers know the words meaning , able to paraphrase or recall of details directly in their own words. Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of it and also a prerequisite for higher level understanding.

Recognizing states main ideas details, causes, effect, and sequence are the basic of literalcomprehension, and through understanding for vocabulary, sentence meaning and paragraph meaning is important.

2)    Inferential Comprehension

Inferential comprehension is about the ability to go beyond what is written on the text, to understand what the writer means by looking for the inside meaning. At this level, the readers

have to read for deeper meaning and have to think critically about that they have read. They have to be able to see relationships between ideas and the implied meanings on these ideas. On the other hand, we can say that inferential comprehension is the ability to get the implied meaning from the text. Inferential comprehension includes inferring main ideas of passage in which the main ideas are not directly stated, referents of pronouns, adverb, omittedwords, detectingthe author's purpose in writing and drawing.

### 2.1.6 Assessment for Reading Comprehension

Grover (2012:70) states that there are three domains in academic context namely: cognitive domain (intellectual capability, example: knowledge  or think), affective domain (feelings , emotions and behaviour, example: attitude or feel) and psychomotor domain (manual and physical skill, example: skills or do). The domain that is related with reading in the cognitive domain and this is the intellectual capability.

There are six categories in cognitive domain namely: knowledge (recall or recognize information), comprehension (understand meaning, re-state data in one's words interpret,extrapolate,translate), application (use or apply knowledge, put theory into practice, use knowledge in response to real circumstances) analysis (interpret elements, organizational principle, structure, construction, internal relationship; quality , reality of individual components), synthesis (develop new unique structure, systems, models, approaches, ideas, creative thinking, operations), evaluation (assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategy comparison and review; judgment relating to external criteria.

The focus of this study is on the literal and inferential comprehension level on so the categories that will be measured in reading are knowledge, comprehension, and application. In

measuring these categories, the students will be given 20 multiple choice test. They have to find main meaning of the words given in the text.

### 2.1.7 Idiom

An idiom is a word, phrase or expression, which has a meaning that is not obvious from the individual words in it. Tressler (1940:379) state that idiom , is an expression peculiar to a language,eighter violates the law of the grammar or has a meaning as a whole entirely different from that obtained by putting together the meanings of its part. The idiom "How do you do?" forexample,doesnt'meant exactly what the words say. According to Bolinger (1975 : 100), idioms are defined  as groups of words with set meanings that cannot be calculated by adding up the separate meanings of the parts

In other words idioms are metaphors, whose meaning are not literal, but are figurative and only known through their common uses. Usually idiom's meaning is not deducible and does not have an analogue in other languages so it often is quite difficult for non-native speakers, espeacially one who are not good at the language, to understand and to use the properly. Nevertheless, many idioms have their equivalents in other languages. It some cases , it is fairly easy to see how the idiomatic meaning relates to the literal meaning. For example, kill to birds with one stone means 'to achieve two things at the same time', and the image in the methapor support the meaning.  Another example is 'fine and dandy', what means that everything is going well. In other cases, the literal meaning does not make sense at all . for example,  to go for an early bath means 'to lose a job or a position because things have gone wrong'.

Idioms are colourful and fascinating aspect of  English. They are commonly used in all types of language, written and spoken. Idioms also suggest a particular attitude of the person

using them, for example disapproval, humour, exasperation, respect or admiration, so they must be used carefully, to not make people misunderstand one each other..

People often use idioms in order to create a sense of 'camaraderie' with the people they are speaking to or writing for: idioms make language seem more lively and interesting, friendlier and more informal. Because of this, idioms are generally considered informal. In fact, idioms are often used in contexts which are not informal at all. That is why idioms should be used attentively, in other case they may be interpreted as critical or disapproving, and therefore, unintentionally cause the wrong reaction. Also, idioms are used to give emphasis or to organize speech, to paraphrase what is going on, and sham is being said. Idioms help language learners understand English culture, traditions, lifestyle of English people and have a deeper knowledge of English to communicate well.

**2.1.8 Types idioms**

According to the felicity and McCarty (2010 : 153), there are 7 specific individual types of idioms. They are:

**a. Similes**

similes are expression which compare two things; they always include the word as or like. Similes are used to make our spoken and written English more colourful and our comparisons more powerful. For example:

1) My brother is as thin as a remake.[extremely thin]

2) The baby's skin is as smooth as silk. [extremelysmooth]

3) Pillar is as bright as a button. [extremely clever]

4) I made so many mistakes! My boss must think I am as thick as two short planks! [extremely unintelligent]

5) I slept really well, so i feel as fresh as a daisy this morning. [extremely fresh an full of energy]

6) George ran like the wind to get the message to Paula before she left. [ran extremely fast]

7) My new sweater fits like a glove. I'm so pleased with i. [fits extremely well]

8) The two men were in the next room, but i could hear every word they said as clear as crystal.[very clearly]

9) Ben claimed to be as poor as a church mouse, but we knew that he was rich.[ very poor]

10) As Judy walked in the house was as silent as the grave. [totally silent]

## b. Binomials

Binominals are the type of idiom in which two words are joined by a conjunction (linking word),usually and. The order of two words is fixed. For example, we always say black and white, NOT white and black: Managing climate change isn't a black and white issue. [separate and clear]

The words can be:

1. Synonym (words which mean the same): Sarah's work is always very neat and tidy.

2. Opposite: if you go for cheaper speakers, the sound quality may be a bit hit and miss.

3. The same word: They finished the race neck and neck.[equal]

4. Rhyming: tables in the canteen take a lot o wear and tear. [damage through everyday use]

5. Alliterative: after the match, the players' legs were black and blue. [very bruised]

6. Joined by words other than and: the traffic was bumper to bumper all the way to the coast. [Very heavy]. Little by little, very gained the horse's confidence. [gradually] the

house must be worth a quarter of a million, give or take a few thousand.[plus or minus (informal)]

## c. Trinominals

Trinominals are similar type of idiom, in which three words are joined, e.g. I've looked here, there and everywhere for my glasses, but I can't find them. [everywhere]

## d. Proverbs

Proverbs are short sentences which refer to something most people experienced which give advice and warnings. The forms are fixed, and it is not always possible to guess the meaning from looking at the individual words in the proverb. For example, better late than never, no pain no gain, first come first served, better safe than sorry.

## e. Euphemisms

Euphemisms are a type of idiom used to avoid saying words which may offend or be considered unpleasant. They are useful to learn, as they will help us communicate using language which is appropriate for the situation we are in.

Euphemisms are used:

1) To talk about subjects which may upset or offend, such as death.

   It was obvious he was not long for this world, but he never lost his sense of humor. [going to die soon]

2) To avoid using direct word for body functions.

   I'm just going to spend a penny. [use the toilet]

3) For humorous effect when telling anecdotes

   My boss was effing and blinding because he had lost his confidential report. [swearing (some common English swear words begin with f or b) (informal)]

How embarrassing! The door opened and my neighbour saw me in my birthday suit/in the altogether! [Naked]

4) By the media or political institutions to tone down unpleasant situation.   Many soldier have made the supreme/ ultimate sacrifice for their country. [dead]He died in a friendly fire incident. [killed by his own side, not by enemy]

**f. Cliches**

A Cliche is a comment that is often used in certain common, everyday situations. It is a comment that most people are familiar with and is therefore not original. Cliches are often used in everyday conversation and they are also frequently played with in advertising slogans and newspaper headlines.

1) There are plenty more fish in the sea / pebbles on the beach. [there are plenty more people or possibilities. Often used to cheer up someone who has found one person or opportunity unsuccessful]

2) look on the bright side! [try to see something good in a bad situation. This is usually followed by an explanation of  what the bright side might be]

3) it's easy to be wise after the event or Hindsight is a wonderful thing. [when you know what happen next, it's easy to say what you or others should have done.

4) It's not over until the fat lady sings. [you cannot be sure what will happen until the very end of something, often a sport event. The expression refers to a long opera which ends female singing the final song]

5) Enough is a good as a feast. [you shouldn't have more of something than you need, e.g. food]

6) Ignorance is bliss. [you may be happier sometimes when you do not know all the facts about a situation]

7) Truth will out! [the truth will always become known]

**g. Fixed statements**

we can often hear and use these fixed statements in everyday situation.

1) Get your skates on! [Hurry up, informal]

2) I'll believe it when i see it. [I'm doubtful it will happen]

3) Mum's the word [i promise not to tell the secret, informal]

4) Take it easy [calm down, relax}

5) Fair's fair. [their behaviour is reasonable]

6) So far so good. [things are going well up to this point]

7) Give me a break! [stop criticizing me, informal]

**2.1.9 Forms of Idioms**

According to Seidl and Mordie (1980:5) there are two forms of idiom, they are short idiom and long idiom. The long idiom is one that consist of some combinations of verb, preposition, adjective and noun. This form includes:

**a. Idiom with phrasal verb**

Phrasal verb is complete verb that has a special meaning and the meaning itself different from the original verb. A phrasal verb consist of a verb and preposition or adverb. There are two kinds of idiom with phrasal verb; they are separable phrasal verb and inseparable verb. Separable phrasal verb is called because the phrasal verb always has objects. In English, certain idioms are separated by direct object or complement. For example:

1) We finally brought him around to our point of view. [convince]

2) Those flower gave off a sweet smell. [produce, release]

**b. Idiom with phrasal verb without object**

E.g. The meeting broke up at 10.30. [end]

**c.  Idiom with verb-noun combination**

E.g. I tried to make friends with john, but he didn't seem to like me. [try to    have a friendship with someone]

**d. Idiom with preposition-noun combination**

E.g. I cannot do this by myself [alone without help]

**e. Idiom with verb-noun-preposition**

E.g. The composer gave birth to a new kind of music. [Produce    something]

**f. Idiom with preposition-noun-preposition combination**

E.g. I'm on the lookout for signs of a storm. [caution]

A short idiom is one consist of some combination of noun and adjective by its form. This form includes:

a. Idiom with adjective-noun combination

E.g. John is a dirty dog. [untrustworthy person]

b. Idiom with noun phrase

E.g. Jane is a bird brained.[stupid]

c. Idiom with adjective preposition

E.g. Bob really cares about Jane. [Love and respect]

d. Idiom with metaphors

E.g. I argued with my supervisor until i was blue in the face. [Very angry and upset]

e. Idiom with metaphorical use of body parts

E.g. you are busy; you will need to keep an eye on the time. [check something regularly]

f. Idiom with metaphorical use of colours

E.g. a thing like that only happens once in a blue moon. [Very rarely]

## 2.1.10  Strategy

Strategiesare self-directed plans for comprehending print material and require that the reader be knowledgeable about reading as a thinking activity as well having control over the actual reading behavior (Grover,2012: 124). Readers can improve their comprehension by employing effective strategies. The important point is that the reader is aware of the purpose for reading and how employing various strategies will achieve that purpose.

Furthermore, Grabe and Stoller (2002:12) state that there are twenty two common reading strategies which can be used by the students. They are previewing, posing question, summarizing, reading, critiquing, judging, reflecting, etc. One of them is guessing the meaning from the context (GC strategy)

## 2.1.11 GC strategy

Guessing is a strategy that needs both skill and knowledge. People cannot guess of they know nothing at all about the information given. The skill in guessing is also important in order to be able to get the correct meaning of the unfamiliar words.

In mastering idioms, guessing in an effective strategy that has to be thought to the students (Grover, 2012). Based on the researcher's experience, most teachers often ask the students to memorize all of the new  vocabulary. Memorizing all of the words can be ineffective in the teachers expect the students to master idioms. Based on the researchers, while finding a new word or idiom which meaning hasn't been known yet, the students will try to guess first what it means before checking the dictionary. The numbers of correct answers from the students who guess the meaning of idiom first before checking the dictionary were significant.

Learning how to guess words we don't is an important skill. Nobody wants to look every word up in a dictionary. If students learn how to guess the unfamiliar words in sentences, then they won't have to read with their dictionary open all the time.

Native speakers also acquire new idioms when reading. A native speaker encountering a new word in a text usually has the contextual knowledge to decipher meaning without consulting a dictionary: the reader can use the words around the unknown item to help figure out what the unknown words mean (English language learners, especially beginning students, may not have the ability to discover  meaning through context clue. That's why teaching idioms through guessing strategy has to be applied in advances students such as in the senior high school. Frances added that the students can guess the meaning of the unknown word based on the topic of the text.

According to Clarke (1980:1) Although the skill of guessing word meanings from context is widely acknowledged as a useful skill there has been little research in this area and very little useful guidance for teachers or learners. This is describes a strategy for guessing meanings from context and suggests ways of practising this strategy. The strategy involves four steps: 1, determining the part of speech of the word; 2, looking at the immediate grammar; 3, studying the wider context (usually the conjunction relationships); 4, guessing the word and checking the guess. A basic list of conjunction relationships is given in the Appendix. The previous research, and value and applications of the skill are discussed and suggestions are made for future studies.

**2.1.12 The Implementation of  GC Strategy**

Context in the most important element in implementing this strategy. There are two kinds of context in language study. They are the linguistics and social context. Both of  these contexts might be use in guessing the meaning of idioms. Furthermore, Grover (2012:35) says that there

are two kinds of clues available to assist students in identifying an unknown word. First its context, which consist of the syntax of the sentence and the semantics of the words in the written passage. Both syntax and semantics serve to limit possibilities for the word's meaning in that use. Only certain meaning will make sense in the overall textual content. Second are the clues offered by parts of the unfamiliar word itself.

These clues can be structural or phonics.

a.  Teacher should arrange the context which must be suitable to the material.

b.  Teacher should select the most common idioms used in reading due to the high numbers and difficulties of idioms

c.  Teacher should select the interesting and authentic materials in order to attract students' interest in reading

d.  Students are thought to comprehend the meaning of idioms through guessing from the context. The way is that if the word is used in a sentence, look at the other words and see if they give you clues to the word's meaning. This may help to guess, at least, part of the word's meaning.

e.  students are taught to see from the structure of the words. Probably the most important skill when it comes to understanding words. The internal structure of words is called morphology. Morphology consist of morphemes—which are minimal units of the meaning, rules for combining them into words, and rules for pronouncing the resulting words.

E.g. he always works in the morning until midnight. He works like a dog.

**Table 2.1. The Implementation of GC Strategy**

| Idiom | Structural clue | Contextual clue | Students' Guessing | Answer |
|-------|-----------------|-----------------|--------------------|--------|
| Works | Workslikeadog | 1. From the previous sentence | work like a | work |

| like a dog | V adj art N | : he always works in the morninguntil midnight.<br><br>2. dog is an animal which usually works very hard to get something. | dog means work very hard. | very hard. |
| --- | --- | --- | --- | --- |

## 2.2 Previous Research

Several previous studies have been conducted by the former researcher telling about the use of Guessing from the Context (GC) Strategy in improving students' ability in mastering idioms. First according Gholaremza 2012 ) in the study entitled " *The Effect of Context on the EFL learners' Idiom Processing Strategies*", The present study investigated the effect of context on the strategies the EFL learners utilized to process idioms. To do so, ten Iranian intermediate EFL learners were randomly assigned to two groups who then attended a think-aloud session. The 5 subjects in the first group were exposed to the written version of the same unfamiliar idioms. The data thus gathered from the small sample revealed 8 major strategies which were then use to prepare a questionnaire to be administered to a larger sample. The result of the study showed both inter and intra-group differences confirming the effect of context on the strategies applied in processing unfamiliar idioms.

There is the similarities between previous research in this study. This study with previous research same focus on the text with idiom. the differences in this strategy. first this previous research using the randomly to get the data. Then make some group to get the result.

Next, a study entitled "*Idiom Comprehension in English as a Second Language*' according to Memisevic, (2015) Idiom or idiomatic expression are an important part of a nation language and it's tradition. Furthermore, they are considered the basis of learning a second language since they may indicate one's eloquence in that language, which is why they are worthy

of attention. However, due to their complexity they tend to present a great challenge for second language learner. A little or no attention has been paid to the acquisition and comprehension of idioms in English as a foreign language. This thesis was provided definitions idiomatic expression, give an overview of the ways according to which they were classified by various authors, introduce and explain the concept of transfer, point to the similarities between the creation and English language, and describe how they are comprehended by second language learners. This was done by examining secondary texts and using the information from these sources by connecting them into a united whole. From the explanations above, researcher interested to conduct the research that is titled "Improving Students' Ability in Mastering Idioms Through Guessing from the Context (GC) Strategy. which is the research never done yet by the other researchers. There is the similarities between previous research in this study. It is using the comprehension in idiom. The differences is describe how they are comprehended by second language learners.

From the explanations above, researcher interested to conduct the research that is titled "Improving Students' Ability in Mastering Idioms Through Guessing from the Context (GC) Strategy. which is the research never done yet by the other researchers

## 2.3 ConceptualFramework

An idiom is sequence of words which has a different meaning as a group from the meaning it would have if we understood each world separately. Idioms add colour to the language, help us emphasize meaning, and make our observations, judgments, and explanations lively and interesting. Idioms are also tools for communicating a great deal of meaning in just in few words.

Idioms are used in wide variety on contexts and situations. Idioms are often used in spoken language, in situations that range from friendly conversations to business meetings. Idioms are used in written English as well, espeacially in journalism where writers frequently use them to bring their stories to life. This paper gives the user information about the most common idioms which are used by the native in certain contexts of situations.

The role of context is central in language learning. It's common that the students especially EFL students don't really understand the various meaning of idioms in different context. That's why EFL students don't know how to apply the words they have learned practically in various context. Linguistic contextual information enhances adolescent's interpretation of idioms the contextual clues surrounding a particular word can help readers get that's meaning. In Contrast, context-reduce will be hard for readers to tolerate (Brown,2001). Consequently, it's more effective for EFL students to learn idioms is meaningful context than learn isolated them through memorizing and drilling.

Table 2.3.1 Lesson Plan

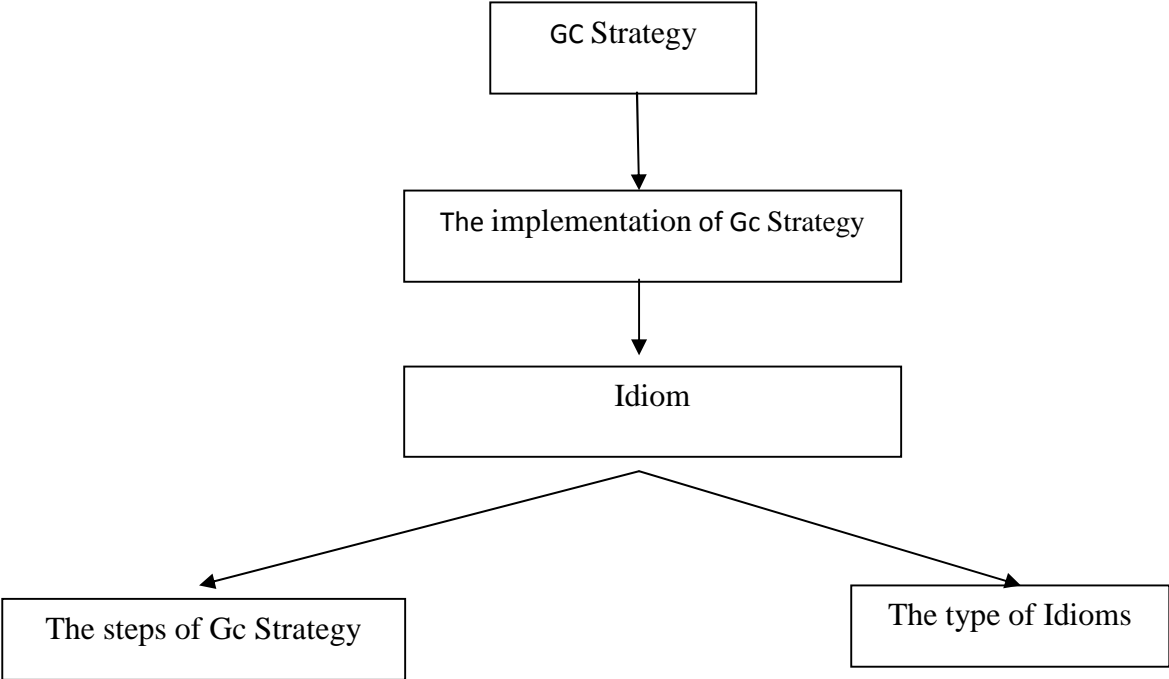| 1st Meeting | Activities | |
|---|---|---|
| Pre-Teaching (10 minutes) | Teacher | Students |
| | - Greeting the students and introducing herself<br>- Explaining the purpose of the research | - Responding and listening to the teacher<br>- Listening to the teacher |
| while Teaching (65 minutes) | - Giving Test I to the students<br>- Giving instruction related to the test | - Receiving the paper<br>- Writing the name and class firstly on the answer sheet.<br>- Doing the test |
| Closing (15 minutes) | - Collecting the test<br>- Giving feedback of their work | - Submitting the test<br>- Listening to the |

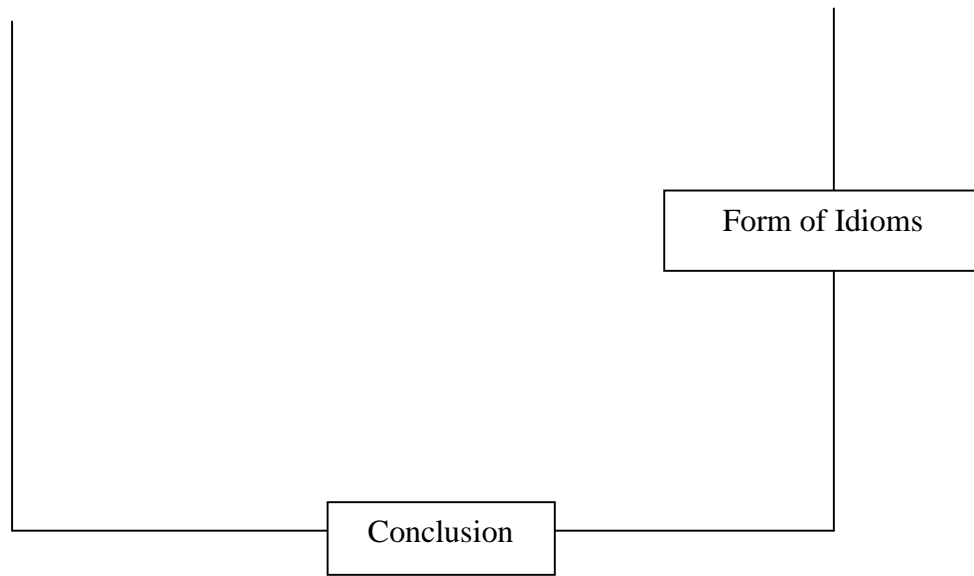| | | |
|---|---|---|
| | - Giving motivation | teacher<br>- Listening to the teacher |
| 2nd Meeting | Activities | |
| | Teacher | Students |
| Pre-Teaching (10 minutes) | - Greeting the students and introducing herself<br>- Explaining the purpose of the research | - Responding and listening to the teacher<br>- Listening to the teacher |
| while Teaching (65 minutes) | - Motivating the students about the importance of reading comprehension in order to be fluent in English<br><br>- Motivating the students of the importance of idioms to be learned<br><br>- Explaining the meaning types and forms of idioms<br><br>- Presenting GC strategy to find out the meaning of idioms in reading material<br><br>- Giving students motivation about the advantages using GC strategy in finding the meaning of the difficult words such as idioms. | - Listening to the teacher<br><br>- Listening to the teacher<br><br>- Taking notes of those explanation and highlighting the main things of idioms<br>- Paying attention to the teacher<br><br>- Listening to the teacher |

| closing (15 minuts) | - Asking the questions about the difficulty of idioms and GC strategy to be implemented <br><br> - Inviting the students to give some questions <br> - Giving summary and motivation | - Answering the question <br><br><br> - Raising the question <br><br> - Listening to the teacher |
|---|---|---|
| **3rd Meeting** | **Activities** | |
| | Teacher | Students |
| | | |
| Pre-Teaching (10 minutes) | - Greeting the students using idiomatic expressions (how are things? How is it going? How do you do? How's life? | - Responding to the teacher by answering and raising the question about the idioms given. <br> - Listening to the teacher |
| while Teaching (65 minutes) | - Presenting idioms in journalism and sharing the materials to the students <br><br><br><br><br> - Inviting the students to find the clues of the idioms <br><br><br><br><br> - Monitoring the students | - Receiving and reading the materials. Students were asked to find out the idioms in the materials by underling them. <br> - Reading once again all the words in the journalism text given, not only the idioms. Then, writing the idioms in the table and making the structural clues based on part of speech <br> - Making the contextual clues based on the content of the whole text. Pictures and other |

| | | words surrounding the idioms can be the clues. Writing them all on the table given. |
|---|---|---|
| | - Discussing the students' answer together | - Finally, based on the structural and contextual clues, guessing the meaning of idioms and writing them. |
| | - Making the evaluation by giving the practice | - Doing the evaluation by answering the question. After that, submitting the practice to the teacher. |
| closing (15 minutes) | - Giving the feedback of students' work and asking what the students wants or their weaknesses | - Listening to the teacher and telling to the teacher about their difficulties in implementing the strategy. |
| 4th Meeting | Activities | |
| Pre-Teaching (10 minutes) | Teacher | Students |
| | - Greeting the students using idiomatic expressions<br>- Making apperception by giving motivation to learn English Idioms<br>- Giving brainstorming by telling one of the example of idiom in television advertisement | - Responding to the teacher<br>- Listening to the teacher<br>- Paying attention to the teacher's explanation |
| while Teaching (65 minutes) | - Presenting idioms in advertisement and sharing the materials to the student<br><br>- Inviting the students to find the clues of the idioms | - Receiving and reading the materials. Students were asked to find out the idioms in the materials by underlining them<br>- Reading once again all the words in the advertisement text |

| | | |
|---|---|---|
| | - Monitoring the students | given, not only the idioms. Then, writing the idioms in the table and making the structural clues based on part of speech |
| | - Discussing the students' answer together | - Making the contextual clues based on the content of the whole text. Pictures and other words surrounding the idioms can be the clues. Writing them all on the table given. |
| | - Making the evaluation by giving the practice | - Finally, based on the structural and contextual clues, guessing the meaning of idioms and writing them. |
| | | - Doing the evaluation by answering the questions. After that, submitting the practice to the teacher |
| closing (15 minutes) | - Giving the feedback of students' work and asking what the students wants or their weaknesses | - Listening to the teacher and telling to the teacher about their difficulties in implementing the strategy |

**Figure 2.3.2 Conceptual Framework**

```
                    ┌─────────────────────┐
                    │     GC Strategy     │
                    └──────────┬──────────┘
                               │
                               ▼
              ┌──────────────────────────────────┐
              │ The implementation of Gc Strategy │
              └─────────────────┬────────────────┘
                                │
                                ▼
              ┌──────────────────────────────────┐
              │              Idiom               │
              └──────────────────────────────────┘
                     ╱                    ╲
                    ╱                      ╲
                   ▼                        ▼
   ┌──────────────────────────┐   ┌──────────────────────┐
   │ The steps of Gc Strategy │   │  The type of Idioms  │
   └──────────────────────────┘   └──────────────────────┘
```

```
                                              ┌─────────────────┐
                                              │  Form of Idioms │
                                              └─────────────────┘
                         ┌──────────────┐
                         │  Conclusion  │
                         └──────────────┘
```

# CHAPTER III

# RESEARCH METHODOLY

## 3.1 ResearchDesign

The Research design was conducted by applying classroom Action Research. According to Harmer (2003:12), action research in the name given to a series of procedures teachers can engage in either because teachers wish to improve aspects of their teaching or because they want to evaluate to success and or to success and or appropriate of certain activities procedure. According to wallace (1998:18) classroom action research was different from more conventional

types research. It was merely focused on individual or small group professional practice and it was not concerned with making general statements. It was more data based and based and systematic than reflection, but less formal and controlled than traditional education research. Instructors used data readily available from their classes in order to answer practical question about teaching and learning in their classroom.

Kemmis & Taggart (1998:7) define action research he typically involves four broad phase in a cycle of research, the first cycle may become continuing or interactive, spiral of cycles which recur until the action the researcher was achieved a satisfactory outcome about feels it was time to stop. In simple word we can say that second cycle was not necessary to continue if the class means score at the first was satisfying or their significance progresses in first cycle. These were four broad phase in a cycle of researches can be seen in the following figure.

The classroom action research was dynamic process. These were four steps in cyclic sequence. Namely, planning, action, observation and reflection.

1. Planning

Planning was arrangement for doing something, considered in advance. It was purposed for the teacher as a handbook which was used in classroom to show the action. Planning must be flexible because it depends on circumstance and curriculum.

2. Action

Action was the purpose of doing things. It was the implementation of planning. The research should be flexible and welcome to the changing situation in school. Thus, the action should be dynamic need immediately decision for what would be done and completed simple evaluation.

3. Observation

Observation was purposed to find out information of action, such as the students attitudes even the obstacles that happen. Thus it was collected as the data which are used as a basic of reflection. So, the observation should be done carefully.

4. Reflection

Reflection was the feedback from the teaching learning process that had been done. It was very necessary to help the researcher to make decision for what to do or revise, it was evaluated all of aspect.

In reflection, the researcher evaluate all that have been done on the first cycle of the process, the research considerate about the results of writing test. The researcher also revise the process, the weakness and plan the new procedure that will do on the next cycle.
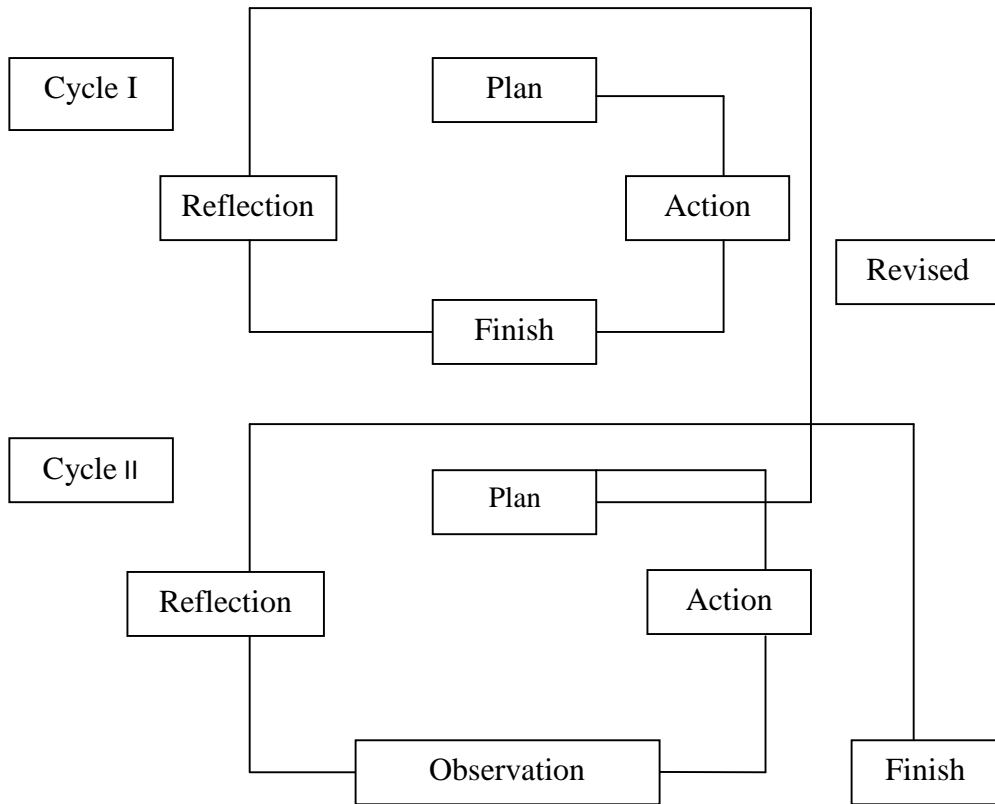
Figure 3.1: Action Research Model

## 3.2 Population and sample

### 3.2.1 Population

With the research, we can get the conclusion, because population was the all to the research subject/object has quantity an characteristic determined by the researcher. As regard to be population on the research was the XII grade students of SMK Swasta Teladan Medan. The researcher chose this class because the writer assumed that those students in the class can improve their English with mastering idioms through Gc strategy.

### 3.2.2 Sample

Arikunto (2010: 174) states that sample is some or representative of population which is going to be observed. It means that sample is limited numbers of cases representative of students.

In obtaining the sample, the writer chose it randomly, that it was the best single way to get the representative sample in which each subject has same opportunity to be selected.

The writer chose on class for sample, it was class XII students of SMA Swasta Teladan Medan. The totally of the students were 43 students.

## 3.3 The Instrument of Collecting Data

The data of the study was collected by multiple choice.In every meeting, the students answer the 20questions of multiple-choice test.The qualitative data was done from the questionnaire sheet.

## 3.4 The Procedure of Collecting Data

Before the procedures of data collection were begun, the pre-test was administered to identify the basic knowledge of students about idioms. The procedure of data collection of the study was conducted by making twocycles.

The first cycle consisted of four meetings and the second cycle consisted of two meetings. Every meeting included four steps. Because the result of the cycle one was not good, the next cycle was needed to be done. The steps in this researchconsisted of :

**1. cycle I**

a. Plan

Planning was the first step in classroom action research. It was the arrangement for doing something considered in advance. In this step, researcher plans detail about the actives that will be done. The actions in the planning step were the following :

1) Preparing lesson plan that consisted of the steps of the action.

2) Preparing the teaching facilities, for example media in teaching.

3) Preparing research instrument, such as observation format to observe the teaching and learning.

4) Preparing the test to measure the result of the study.

5) Preparing simulation and examining the action in the class.

b. Action

Action meant the process of activity that would be done. Action was the implementation of planning. On the other hand, action was guided by planning that has been made formally. In action, the researcher taught the students how to master idiom in reading comprehension through GC strategy. The visual idioms were introduced by the teacher through a teacher presentation.

c. Observation

Observation was donewhen the action was be done. Observation was some activities that consisted of gathering data to identify the result of action. Observing is the most thing to get the information of action during the teaching learning process. It was important to know about the students' attitudes, and even the obstacles that happen. Not only to know about them but also to collect the data. This is used as a basic of reflection.

d. Reflection

In reflection, the researcher evaluated all that have been done on the first cycle of the process, the researcher considerated about the results of observation sheet, interview, and diary notes. The researcher considerate about the result of observation sheet, interview , and diary notes. The researcher also revised the process, the weakness and plan the new procedure that would be done on the next cycle.

## 2. Cycle II

The researcher made this cycle, just in case if the first cycle did not succeed. If there was no or low improvement on the students score in the first cycle, the researcher had to do the second cycle in order to achieve the improvement the researcher has planned. The researcher would improve the weakness found in cycle I and would maintain the supporting activities of the students ability in mastering idioms

### 3.5 Technique of Analyzing Data

To evaluate students improvement in mastering in idioms, the researcher gave 20 items multiple choice test for each cycle. The questions were answered for 90 minutes. The test score 0-100 by counting the correct answer and applying the following formula.

$$S = \frac{r}{n} \times 100\%$$

Where:

s = score of test

r = number of the correct answer

n = number of test items

To categorize the students who got up to 75 calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = percentage of students who get the point 75

R = the number of the students who get point above 75

T = the total number of students who do the test

### 3.6 The Validity of the Test

The test is a good test to measure the students' knowledge of the test and writer try to give the multiple-choice questions test to the students. Arikunto (2009:67) states that a test is said to have content validity when measuring contain specific goals that align with the subject matter of content that already given.

**Table 3.2Specification of Test Items**

| CONTENT | KIND OF IDIOM | TEST ITEM | KIND OF TEST | NUMBER | SCORE |
|---|---|---|---|---|---|
| Idiom | Fixed Statements | 20 Question | Multiple Choice | 1 | 5 |
| | | | | 2 | 5 |
| | | | | 3 | 5 |
| | | | | 4 | 5 |
| | | | | 5 | 5 |
| | | | | 6 | 5 |
| | | | | 7 | 5 |
| | | | | 8 | 5 |
| | | | | 9 | 5 |
| | | | | 10 | 5 |
| | | | | 11 | 5 |
| | | | | 12 | 5 |
| | | | | 13 | 5 |
| | | | | 14 | 5 |
| | | | | 15 | 5 |
| | | | | 16 | 5 |
| | | | | 17 | 5 |
| | | | | 18 | 5 |
| | | | | 19 | 5 |
| | | | | 20 | 5 |
| TOTAL | | | | | 100 |

## 3.7 TheReliability of the Test

The reliability of a measure instrument is the degree of consistency with which it measures whatever it is measuring (Ary,et all.2010:236). To obtained there reliability of the test, the researcher used Kuder Richardson 21 formula (KR[21]) as the following:

$$r_{xx} = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{KS^2} \right]$$

Where :

R$_{xx}$ =reliability of the whole test

K = number of items in the test

S$^2$ = variant of the scores (square standard deviation)

M = mean of the scores

The categories of coefficient correlation according to Arikunto (2016:276) are as the following:

0.00-0,20 = there reliability is very low

0,21-0,40 = there reliability is low

0,41-0,60 = there reliabilityis fair

0,61-0,80 = there reliabilityhigh

0,81-1,00 = there reliabilityis very high