

**THE MASTERY ON ENGLISH IDIOM OF THE FOURTH SEMESTER STUDENTS OF
ENGLISH DEPARTMENT OF TEACHER AND EDUCATION FACULTY OF MULAWARMAN
UNIVERSITY SAMARINDA
IN ACADEMIC YEAR 2004/2005**

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Abstract

The purposes of the study are to find out or to know the mastery of English idiom and to find out the score distribution of English Department of Teacher Training and Education Faculty of Mulawarman University Samarinda in Academic Year 2004/2005. The research is descriptive quantitative research.

The result of the research show that the total mean score of research is 52.54 with the conclusion of the mastery on English idiom is poor. The quantitative and qualitative analysis of standard score on English idiom show that 0% of the students get excellent scores, 20.83% get good scores, 20.83% get fair scores, 29.16% get poor scores, and 29.16% get fail scores. The percentage of total correct answers of each kind of English idiom are; Idiomatic pairs 52.5%, Similes 38.9%, Phrasal verbs 47.5%, Action which represent feelings 58.3%, Sayings 72.9%, Typical conversational phrase 52.5% and Idiom with preposition 45.8%. The most difficult idiom is Similes and easiest idiom is Sayings.

The implication of this research shown that English idiom is an integral parts of vocabulary subject and it is important to be learned. It means that the students need to study and improve their ability in English idiom mastery as it really important in the mastery of English language.

Keywords: *mastery, idiom, training, education*

I. INTRODUCTION

A. Background

People know language is a crucial factor in our life, because people always use it to relate with others around them every day. Language is also used to express idea and so to unify human being in the world as an international language. One of the most communicative languages used by many people in the world is English. English has become international language in the world, even most of scientific books are written in English to support our knowledge.

People should learn many things if they want to master English well. English is one of the main subjects taught from Elementary school to college level. Even now people can find many play groups or courses that offer English as the main subject because they believe it's better to study English soon.

English is very important, hence if people want to get a good result on English mastery, people must study hard and carefully. Although they have been taught English from elementary school until college level it isn't enough, because English is rich and it isn't as easy as people think.

Studying English from elementary school to college level is not a guarantee to master English well and totally since learning another language requires much time but it doesn't mean that if people have study for long time, they will have mastered the language well.

People might learn about vocabularies and also grammar at school or college but outside there are other things that are sometimes totally different from their lessons in their college or school which they deal with.

The different things might be the uncommon forms of tense, sentences or new forms of words. Even the meaning is different from the literal meaning. This case is usually found in daily Spoken English.

Sometimes daily conversation that is shown on television makes us confused. Basically, people have known the meaning literally but actually that isn't the meaning that the native speaker on television wants to say. Sometimes sentences which are different from literal meaning add some problems to people's mind. As viewers, when people watch English programmer on television, they want to follow their favorite shows on television regularly, but the difficulties raised of the strange forms of words, incorrect forms of tense and some new words stop our wish to follow the shows.

The different and strange forms found in daily spoken English might be idioms. Conlin (1983:138) defines idioms strictly as a words or group of words that has meaning which cannot be determined by a literal (dictionary) translation of words themselves. The meaning of words has come from the people who use the language. Therefore, sometimes the people who use the idiom do not attend the meaning literally but the words or sentences can express the idea of them, and they who use the idioms in their community can understand it, because the idioms come from themselves.

Next, McCrimmon (1967:172) says that every language contains many expressions which are not subject to logical analysis but are not so characteristic that until one has learned to used idiom naturally he has not mastered the language. So, unless someone has not used idiom naturally he has not mastered the language. Idiom can raise some problems to learn and because of its illiterate and illogical meaning.

McCrimon (1967:172) says that because idiom is traditional rather than logical, they can be learned only by experience, not by rule. And idiom mostly made up of popular words. They are used by all classes of people and are common to both standard and nonstandard speech.

Idiom is used by all people and spreads fast because it is made up of popular words and easy for the user to use it. More popular words because other people around them also use it.

If we use the idiom continuously and always practice it with other people around us, it will result a good thing. As mentioned before that idiom can be learned only by experience so we will get a good result as often as we learn and practice it.

English department students are exceedingly expected to have better English comprehension and to acquire English intensively than the other students whose different majors. English is a dynamic language then its changing can be easily influenced. Idiom that has mentioned above is one of phenomenal words variations that ever emerged that need intensive wide learning of it. Idiom cannot be learned at a glance, it needs more understanding and enough sensitivity.

The lack of practicing and information of idiom cause the lacks of student's mastery on idiom.

Supratman (1998:2) states that the students may learn grammar and with time, acquire and adequate vocabulary, but they do not study hard on idioms. To be sure, complete control of idiom of any language require years of study and practice. But this should not discourage the students.

Taking a long time to study and practice needed on using idiom expressions fluently is not an easy task. Teachers of English a foreign language or second language have recognized the importance of idiom as a mean of adding grace and precision to speech and writing. If the teacher have mastered it well, it will be easier for them to teach the students about idioms.

The alert teachers will make this study an integral part of the regular teaching of grammar and vocabulary. Of course, the idiom for study should have practical value and be well within the students grasp. Furthermore, it is decided not to burden the students with the theory about the nature or origins of idioms.

There is a little attempt to define idiom accept to assume that idiom is a phrase which meaning different from the meaning of its component parts. This explains that an idiom cannot be translated literally from one language to another language without changing its meaning or connotation.

The use of idiom cannot be avoided in every activity or speaking and translation because idiomatic expressions have special meaning from some groups of words one by one. Concerning with this background, the writer writes this thesis about idiom.

B. The problems of the study

Related to the title of this thesis, the writer has previously stated, the problems of this study as follows:

1. How is the mastery on English idiom of the fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University in Academic Year 2004/2005?

2. Which kind of idiom is the most difficult for the students?
3. Which kind of idiom is the easiest for the students?

C. Purpose of the study

There are several purposes of this study, as follows:

1. To find out the level mastery in English idiom of the fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University in Academic Year 2004/2005.
2. To find out the most difficult item of idiom found by the fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University in Academic Year 2004/2005.
3. to find out the easiest item of idiom found by the fourth semester students of English Department of Teaching Training and Education Faculty if Mulawarman University in Academic Year 2004/2005.

D. Significance of the study

In the connection to the purpose above, the usefulness of the study is to train the writer to think scientifically in the field of her study. Hopefully this research is useful:

1. To know the mastery of idiom and to recognize the most difficult and easiest if English idiom of the fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University in Academic Year 2004/2005.
2. To introduce idiom to some students who do not know yet what idioms is before.
3. As consideration and base for the similar research to be developed in the future.

II. REVIEW OF RELATED LITERATURE

A. Concepts of Mastery

According to Webster's Encyclopedia Unabridged Dictionary of English Language by Yorkes (1989:883) mastery is stated as being master, power of command or control of expert skill or knowledge. In Lexicon Webster Dictionary (1978:586). Mastery is the state of having control, skill, or through knowledge. In addition, Morris (1976:595) said that mastery is full command or control, as of a subjects or situations.

Huntington and Carlson (2002:1) say that mastery is la: authority of a master, 2a: possession or displaying a great skill or technique, b: Skill or knowledge that makes one masters as a subjects; Roger (1995:2) says mastery is a natural or required facility in a specific activity: ability, adeptness, knack, art, command, craft, expertise, expertness, proficiency, skill, and technique. Webster Dictionary 1913 (2002:2) also gives the definitions of mastery, they are: 1. The qualities of skill, knowledge, and expertise; 2. Power, control or command.

Mastery is as a possession of consummate skill, or full commands of subject study (Heaton, 1989; Brown, 1985; Krashen, 1981; In Budiharso, 1990; in Kustini, 2003) in summary mastery means the ability to understand, comprehend, control, a power of command and use the rules of language well.

B. The Concepts of Idiom

To give clear picture what idiom is all about and in addition to make easier the readers to comprehend the idiom, the writers, presents some quotations about the principles of idiom its follows:

Conlin (1983:138) defines idioms strictly as is word or group of words that has meaning, which cannot be determined by a literal (dictionary) translation of words themselves. The meaning of the words has come front the people who use the language.

In modern English handbook (third edition) Gorrell and Laird (1990: 453-454) states that idioms is the result of custom in language usually it is logical, though not always, and to use language the writer must learn idioms, whether they are logical and illogical.

Furthermore, according to McCrimmon (1983:172) says that every language contains many expressions which are not subject to logical analysis but are not so characteristic that until one has learned to use them naturally he has not mastered the language. Meanwhile Bramer and Sedly (1981:200) write that idioms are expressions developed by convention. Often they are phrases which over a period of time come to mean something more than the combined meanings of the individual words. This, make do has a special meaning which some speakers and writers of English agree on, but which would not be apparent to someone who had never heard it used in context before.

The Oxford Advanced Learner's Dictionary of Current English states that idioms is a phrase or sentence that whole meaning is not obvious through knowledge of individual meanings of constituent words but must be learn as a whole. Larcom (2003:8) defines idiom as "a word or phrase which has meaning all its own." Longman Dictionary of Contemporary English gives clear definition of idiom, that idiom is a fixed group of words with a special meaning, which is different from the meaning of the individual words. Carter (1987:58) defines idioms as "restricted collations which cannot normally be understand from the literal meaning of the words which make them up."

William (In Supratman, 1998:7) states that idiom is: 1). A speech from of expression of a given language that peculiar to itself grammatically or that cannot be understood from the individual meaning of its elements. 2). The Specific Grammatically syntactic, and structural character of a given language. 3). A regional speech or dialect. 4). A Specialized vocabulary used by a group of people. 5). A style of artistic expression characteristic of a given individual, school, period or medium.

Verker in Webster's Encyclopedia Unabridged Dictionary of English Language states that idiom is 1). An expression whose meaning is not predicable from the usual meaning of its constituent elements, as kick as, hang one's head, etc... or from the General Grammatical rule of a language, as table round for the round table and which is not constituent of a large expression of characteristic, 2). A language, dialect, or style of speaking peculiar to people, 3). A construction of expression of one language whose part corresponds to element in another language but whose total structure or meaning is not matched in the same way in the second language, 4). Special Grammatical characters or a genius of peculiar or cast of language and peculiar foam of variety language.

Samekto (1991:5) defines that an idiom says something in a special way. By memorizing the idioms at the start, eventually the students can use them in their own conversations, at the right time and the right place.

Dixson (1983:xi) says that Idiomatic expressions are accepted as part of normal, everyday speech. Teachers of English as a foreign or second language have long recognized

the importance of idioms as a means of adding grace and precision to speech and writing. Understanding idioms also greatly enhances listening comprehension. Using idiomatic expressions fluently is never an easy task for the ESL or EFL student. Attempts to translate literally from the native tongue invariably lead to confusion and the student is often forced to resort to circumlocution. The student may learn grammar and, with time, acquire an adequate vocabulary, but without a working knowledge of such idiom as inside out, to get along, to call for, etc., even the best student's speech will remain awkward and stilted. To be sure, complete control of the idioms of any language requires years of study and practice. But this should not discourage the student. The alert teacher will make this study an integral part of the regular teaching of grammar and vocabulary. Of course, the idioms for study should have practical value and be well within the student's grasp.

There are four types of English idiom, they are: 1). Pairs of words; 2). Similes; 3). Phrasal verbs: on which represent feelings. While, Garmonsway (page:57) in Penguin English Dictionary of English Idiom in Supratman (1998:8-9) divides idiom into some types, they are: 1). Sayings; 2). Typical conversational Phrase; 3). Similes; 4). Idiomatic Pairs; 5). Idiomatic with Preposition. Both of them have some similarities. So, to analyze them, the writer combines them as follows:

1. Idiomatic Pairs
 - a. Pairs of adjective
Example: Slow but sure
 - b. Pairs of nouns
Example: Peace and quite
 - c. Pairs of verbs
Example: Touch and go (unpredictable or scramble)
2. Similes (Idiomatic Comparison)
Example: As blind as a bat (totally blind/being uniformed)
As green as grass (totally green as grass)
3. Phrasal Verbs
Example: To come across (something/somebody) means to find or by chance
4. Action, which represent feelings
Example: To feel in one's bones (to feel certain without evidence, know by intuition)
5. Sayings
These sayings are usually complete sentence, they are the more informal sayings.
Example: It is too bad (unfortunately)
What's the matter (what happens?)
You had better (better...)
6. Typical Conversational Phrase
Some fixed conversational phrase whose meaning are not literal and which therefore may be difficult to understand such as:
Example: How do you do?
7. Idiom with Preposition
Example: Above all (the main point)
All the way (entirely)
As long as (during)
As to (about)

C. Concept of English Idiom Mastery

According to A.S. Hornby in Oxford Advanced Learner's Dictionary, mastery is great knowledge about or understanding of a particular thing. Davies (1983) says that idiom is "a phrase or a sentence which is conventionally used with a meaning different from its literal constructed meaning".

Based on the definitions above, the writer defines the idiom mastery as the ability to understand the meaning of an idiom expression although the meaning is different from literal meaning and use the idiom expression correctly.

D. Review of Previous Research

The writer thinks that it would be necessary to review the previous thesis that the research has connection with the writer's topic. Supratman (1998), in his thesis, investigated about the descriptive study on English idiom Achievement with preposition of intermediate level of the sixth semester students of English Department College of Education of Mulawarman University Samarinda in Academic Year 1996/1997.

For the try-out test, he took 15 students and 40 students as the sample. The primary data were collected by giving a test to the sample members in the form of matching test. This research revealed the following findings: The total mean score of English idiom achievement test is 67.6 and the standard deviation is 84. Based on the total mean score, the student's achievement on idiom with preposition of intermediate level was fair. This fact was obviously indicated by their mean score. The percentage of idiom achievement is 90% of the students could answer the idiom with preposition especially on intermediate level.

Based on the result of the data analysis, the findings of research showed that 10% of students got excellent scores, 45% of students got good scores, 37% of students got fair, 7.5% of students got poor scores and 0% of students get fail scores.

By working at the result of the test, it was found that the most difficult idiom was "call for" with 75% of wrong answers and the easiest ones were "get along with" and "blow out" with 90% of correct answers.

III. METHODS

A. Research Design

The design of this study is descriptive and the content of this study is a study about idiom mastery of fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University Samarinda. It is to find out which kind of idiom that is easy and difficult for students, and the information is obtained by asking the students as sample to answer questions based on the English Idiom test. The purpose of the descriptive study is to make systematic, factual and accurate of the facts on mastery of idiom. The result of the test will be the basic data for description and conclusion making.

B. Population and Sample

Population and sample are two different things. Both of them are important parts in conducting research to achieve the accuracy of the research itself. According to Guralnik (1994:1109), population is the total set of items, person, etc. From which sample is taken. From this idea, it is clear that population is something which refers to all specific group, subject or unit that is related the sample of the research. And then. Best (in Febrina 2005:21)

defines sample as a small proportion of population selected for observation and analysis. So, the writer concludes that population refers to the whole or the total number of analysis unit and sample refers to sub group of the population.

The population of this study is the whole fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University Samarinda in Academic Year 2004/2005.

The writer uses Arikunto's opinion (1991:106-107) that the number of the population is less than 100, we take them all, but if the number of population is more than 100, we can take 10% or 20% or 25%. The total numbers of the fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University in Academic Year 2004/2005 is 35 students.

For the try-out test the writer takes 10 students from the total of population. After giving the try-out test the writer takes the all rest of the students, there are 25 students, so they will be the sample of the real test. The writer uses total sampling technique.

C. Research Instrument

The instrument of the research is a multiple choice test. The test will be in form of written test which is asking seven kinds of idioms. i.e.: 1). Idiomatic pairs; 2). Similes; 3). Phrasal verbs; 4). Action which represent feelings; 5). Sayings; 6). Typical Conversational phrase; and 7). Idiom with preposition. The Multiple choice tests consist of 50 items. 8 items about idiomatic pain, 5 about similes, 11 about phrasal verbs, 11 about action which represent feeling, 4 about sayings, 7 about typical conversational phrase, and 4 about idiom with preposition.

The writer would like to give description about the specification of the test items in each category as follows:

1. Idiomatic Pairs:
 - a. Pairs of adjective belongs to numbers: 1, 2, 3.
 - b. Pairs of nouns belongs to numbers: 39 and 40
 - c. Pairs of verbs belongs to numbers: 4, 5, 6.
2. Similes belong to numbers: 7, 8, 9, 10, 49.
3. Phrasal Verbs belong to numbers: H, 12, 13, 14, 15, 26, 27, 29, 43, 44, 46.
4. Actions which represent feelings belongs to numbers: 16, 17, 18, 19, 20, 21, 25, 41, 42, 45, 48.
5. Sayings belong to numbers: 22, 23, 24, 38.
6. Typical conversational phrase belongs to numbers: 31, 32, 33, 34, 35, 36, 37.
7. Idiom with Preposition belongs to numbers: 28, 30, 47, 50.

The items in test instrument were taken from:

1. Popular Idioms for Everyday Occasions by Cecilia G. Samekto.
2. English is Fun by David L. Larcom.
3. Basic Idioms in American Conversation by Pertiwi Ambarningrum.
4. Secondary 1 Vocabulary guide and practice by Evelyn Len, B. A (English): DIP. Ed and P.S. Yue, CPE (University of Cambridge).

The writer uses the construct DD, validity and reliability to examine the test item to be used for research. The test consisted of 50 items and that is given to ten students.

1. Try-Out of the Test

Before the test is given to the sample of this study, the writer firstly gave try-out test to the students. The result of try-out was analyzed to look for index of difficulty that consists of degree of difficulty (DD). DD is to determine whether an item of the test is difficult or not. Moreover the result of the try-out test is also used to know the reliability and validity of the test. Concerning with how to score the test, the writer will use the following formula according to Arikunto (1986:172).

$$S = R \times Wt$$

Where:

S = score obtained

R = the total number of correct answer

Wt = Weight

Only the correct answers are scored, while the wrong answers are not scored. To see the description of the students mastery in a more representative way, the writer used a quantitative analysis description with an absolute distribution as quoted from Arikunto (1986:241).

Table 1. Quantitative and Qualitative Form with interval 0-100 (*Translated*)

No.	Quantitative Form	Qualitative Form
1	80 – 100	Excellent
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	0 – 39	Fail

The writer used difficulty index to determine how good or bad the item is. It is to identify whether the item is easy, fair or difficulty ones. A good test item is the item which is not too easy or too difficult. The formula applied to find the difficulty index (DI) is based on Arikunto (1996:212) as follows:

$$P = \frac{B}{JS}$$

Where:

P = Difficulty index

B = Total tried out students who answer correctly

JS = Total tried out students

Difficulty index ranges between 0.00 – 1.00 and in evaluation term, it is symbolized P which refers to proportion. The result of difficulty index is classified into followings:

P = 0.00 – 0.30 = Difficult

P = 0.30 – 0.70 = Good

P = 0.70 – 1.00 = Easy

Therefore, the item taken is one which has the P = 0.30 – 0.70

2.. Validity

It is said that validity is the degree to which it test measures what it purposes to measure. Harrison (1983:16) states that “validity is used to see individual and group of total number of test's capacity. A test is said to be valid if it measures accurately what it is intended to measure. Hughes (1989:22) states that “a test is said to be valid if it measures accurately what it is intended to measure. It is clear that a test is valid if it measures what it is to be tested.

Furthermore, Hughes (1989:26) explains that “attest, part of a test, or a testing technique is said to have construct validity if it can demonstrated that it measured just the ability which supported to measure. The word construct refers to any underlying ability (trait) which is hypothesized”.

Next, Arikunto (2002:67-68) defines “a test is said to have construct validity if every item of test which constructs the test has measured every aspect of thought as mentioned in the specific instructional purpose. In other words, if every item of the test measures the aspect of its thought which become the instructional purpose”. (*Translated*).

To score the validity of the test, the writer uses product moment correlation with split-half method. This split half method would be arranged in odd and even numbers. Variable x is found through the total correct answers of the even numbers and variable y is the odd ones.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Where: rxy = correlation coefficient between x and y
 N = the total number of the try-out/subjects of try-out
 X = the total correct answers of the even numbers
 Y = the total correct answers of the odd numbers
 Σ = Sum of

The result of test and computations shown the value of rxy is 0.728. When r-value with 5% and df= 8 is 0.622, it could be said that rxy was higher than r-table, so it meant that the tset was used for the try-out test in this research was valid.

3. Reliability of the Test

Brown (1980:211) defines that “If we give the same test to the same subjects or matched subject on two different occasions, the result itself should yield the same results”. Next, Harrison (1983:13) adds that “reliability relates to the dependability, stability, consistency, predictable, and accuracy of an instrument”. A reliable test is a test that has both consistency and dependability.

After getting the r-value or rxy, it is consulted to the reliability formula that is Spearman Brown formula, quoted from Arikunto (1996:90), as follows:

$$r_{11} = \frac{2 \times r_{\frac{1}{2} \frac{1}{2}}}{1 + r_{\frac{1}{2} \frac{1}{2}}}$$

Where: r_{11} = coefficient reliability adjusted
 $r_{\frac{1}{2} \frac{1}{2}}$ = correlation between the scores of each split

After get the result value of rxy and insert its value to the reliability formula (r_{11}), writer get the value of r_{11} is 0.843. When r-value with 5% and df = 8 is 0.707, it could be said that r_{11} was higher than r-table, so it meant that the tset was used for the try-out test in this research was reliable.

Based on calculation of DD, Validity and Reliability of the Try-Out test, the items that should be accepted are numbers: 1, 2, 3, 5, 7, 9, 11, 12, 13, 15, 19, 21, 22, 23, 24, 25, 26, 27, 30, 32, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50. So, there are 36 items which can be used for the real test, but the writer used 30 items of try out test for collecting the data, it means six of the items were left. It consists of 5 idiomatic pairs, 3 similes, 5 phrasal verbs, 5 action which represent feelings, 4 sayings, 5 typical conversational phrases, and 3 idiom with preposition.

3.1. Data Collection Technique

The techniques that will be used to collect the data are as the following steps:

1. Setting the test instrument. In this case, the writer makes 50 items used to try out of the test. Then invalid items chased away and the valid items were given in the real test.
2. Trying out the test to the ten of fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University in Academic Year 2004/2005.
3. Scoring the students answers.
4. Finding out the degrees of difficulty, reliability, and validity.
5. Testing the sample students.
6. Preparing the data to measure mean score and percentage.

3.2. Data Analysis Technique

To see the description of the samples mastery on English idiom, the writer will use the Mean Formula. The Mean is taken from:

$$M = \frac{\sum x}{N}$$

Where: M = Mean
 X = the total of students scores
 N = number of the students
 \sum = sum of

The second tool is absolute distribution used to present the data in frequency and percentage. It is important in this study to find out the rate percentage of the students mastery. The results of the classification based on Table 2 are computed to get the value of percentage on each classification and would be inserted on Table 3 below. The formula is as follows:

$$P = \frac{F_x \cdot 100\%}{N}$$

Where: P = percentage
 Fx = frequency of students who get score from each classification
 N = students number

Table 2. The interpretation of the percentage of absolute distribution.

No.	Quantitative Form	Qualitative Form
1.	80 – 100	Excellent
2.	66 – 79	Good
3.	56 – 65	Fair
4.	40 – 55	Poor
5.	0 – 39	Fail

IV. RESULTS AND DISCUSSION

A. The Result of the Study

After the writer held the research at the College of Education of Mulawarman University, writer then found the result of the test which consisted of seven kinds of English Idiom, they are : 1). Idiomatic Pairs; 2). Similes; 3). Phrasal verbs; 4). Action which represent feelings; 5). Sayings; 6). Typical conversational phrase, 7). Idiom with preposition. The scores of test obtained by the fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University in Academic Year 2004/2005.

The total number of the fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University Samarinda in Academic Year 2004/2005 used as file sample was 25 students. Because of some reasons one student was absent, therefore the number of sample was 24 students.

The design of the research is descriptive quantitative research. In order to add more information about the students mastery on English idiom, it is important and helpful to score the rate percentage of the students test on the 7 kinds of English idiom. Therefore, it is clear to see how well the students are able to answer all of the test items. The writer attempted to find out the total number of correct and wrong answer of each English idiom.

The test instrument consisted of 30 items which contains 5 idiomatic pairs, 3 similes., 5 phrasal verbs, 5 action which represent feelings, 4 sayings, 5 typical conversational phrase, 3 idiom with preposition. The total correct answer of each English was obtained from the multiply of students total number and the number of each English idiom in the test instrument (will be shown clearly in chapter V). For example, there were 5 items of

idiomatic pairs in the 30 items of test instrument. The total number of the students was 24. So, the total correct answers of idiomatic pairs were 120 items.

The distribution of correct, wrong and score the answers of English idiom to find the mastery of every student toward each kind of English idiom is shown on the Table 3.

Table 3. The correct and wrong answers of each kind of English idiom

No	1		2		3		4		5		6		7		TOTAL	
	IP		S		PV		AWRF		SY		TCP		IWP		C	W
	C	W	C	W	C	W	C	W	C	W	C	W	C	W		
1	3	2	1	2	1	4	3	2	3	1	4	1	2	16	14	
2	3	2	2	1	5	0	3	2	3	1	3	2	2	1	21	9
3	3	2	2	1	4	1	3	2	4	0	3	2	2	1	21	9
4	2	3	2	1	2	3	3	2	3	1	2	3	1	2	15	15
5	3	2	1	2	3	2	2	3	4	0	4	1	1	2	18	12
6	3	2	2	1	4	1	2	3	3	1	1	4	1	2	16	14
7	4	1	2	1	4	1	3	2	4	0	4	1	3	0	24	6
8	3	2	1	2	3	2	5	0	2	2	2	3	2	1	18	12
9	3	2	1	2	2	3	3	2	3	1	4	1	2	1	18	12
10	1	4	2	1	2	3	4	1	3	1	4	1	1	2	17	13
11	3	2	2	1	3	2	4	1	4	0	3	2	2	1	21	9
12	2	3	1	2	3	2	2	3	3	1	2	3	0	3	13	17
13	3	2	2	1	4	1	4	1	3	1	4	1	2	1	22	8
14	2	3	1	2	1	4	2	3	0	4	2	3	0	3	8	22
15	2	3	1	2	1	4	1	4	4	0	2	3	1	2	12	18
16	3	2	1	2	3	2	2	3	3	1	3	2	1	2	16	14
17	1	4	0	3	1	4	2	3	2	2	3	2	2	1	11	19
18	2	3	0	3	1	4	2	3	2	2	2	3	0	3	9	21
19	2	3	0	3	3	2	2	3	3	1	2	3	2	1	14	16
20	2	3	1	2	0	5	4	1	2	2	2	3	1	2	12	18
21	3	2	0	3	4	1	3	2	3	1	4	1	2	1	19	11
22	3	2	1	2	2	3	3	2	2	2	0	5	1	2	12	18
23	3	2	0	3	1	4	4	1	4	0	2	3	1	2	15	15
24	4	1	2	1	0	5	4	1	3	1	1	4	2	1	16	14

B. Discussion

The data collected and analyzed in this research are in order to answer the problem of the study. The problem is "How is the mastery on English Idiom of the fourth semester students of Teacher Training and Education Faculty of Mulawarman University in Academic Year 2004/2005?". The question is trying to be answered by analyzing the student's scores.

The student's scores are presented into quantitative and qualitative score. It can be seen clearly on Table 4.

Table 4. Scores of the English Idiom Test

Student	Quantitative Score	Qualitative Score
1	79.92	GOOD
2	73.26	GOOD
3	69.93	GOOD
4	69.93	GOOD
5	66.60	GOOD
6	63.27	FAIR
7	59.94	FAIR
8	59.94	FAIR
9	59.94	FAIR
10	56.61	FAIR
11	53.28	POOR
12	53.28	POOR
13	53.28	POOR
14	49.95	POOR
15	49.95	POOR
16	46.62	POOR
17	43.29	POOR
18	39.96	FAIL
19	39.96	FAIL
20	39.96	FAIL
21	39.96	FAIL
22	36.61	FAIL
23	29.97	FAIL
24	26.64	FAIL
TOTAL	1261	

The total of students score is 1261 and the total numbers of the samples are 24. The writer scores the mean score by using the formula as follows:

$$\text{Mean} = \frac{\sum X}{N} = \frac{1261}{24} = 52.54$$

Based on the result of the scoring above, the mean score of the English idiom mastery of the fourth semester students of English Department of Teacher Training and Education Faculty of Mulawarman University Samarinda in Academic Year 2004/2005 is 52.54. It can be categorized as poor, since the average score in position is 40-55 (see Table 1).

Based on the result of the frequency and the percentage and the absolute distribution, there is no student in interval 80-100 or there no student getting excellent scores (0%); there are 5 students in interval 66-79 or there are 5 students getting good scores

(20.83%); there are 5 students in interval 56-65 or there are 5 students getting fair scores (20.83%); there are 7 students in interval 40-45 or there are 7 students getting poor scores (29.16%); there are 7 students in interval 0-39 or there are 7 students getting fail scores (29.16%).

To make it clear, the writer also scored and tabulated the frequency and the rate percentage of the students scores which can be seen in table 5.

Table 5. Distribution of the Frequency and the Percentage of Absolute Distribution

No.	Quantitative Score	Qualitative Score	Frequency	Percentage (%)
1.	80 – 100	Excellent	-	-
2.	66 – 79	Good	5	20.83
3.	56 – 65	Fair	5	20.83
4.	40 – 45	Poor	7	29.16
5.	0 – 39	Fail	7	29.16

Based on the description above, it is absolutely clear that students who get poor criteria are great enough. It becomes the measurement of their mastery on the English idiom that it is defined as poor, since the mean score is (52.54) and also categorized as poor is 52.54. Therefore, the research question “How is the mastery on English idiom of the fourth semester students of Teacher Training and Education faculty of Mulawarman University Samarinda in Academic Year 2004/2005?” has been answered.

For supporting the description about the students mastery on English idiom, the writer also tabulated and calculated the rate percentage of total correct and wrong answer on each kind of English idiom which can be seen in Table 6.

Table 6. Distribution of the Rate Percentage of Correct and Wrong Answers

No.	Kinds of English Idiom	Total		Percentage 100%	
		Correct	Wrong	Correct	Wrong
1.	Idiomatic Pairs	63	57	52.5	47.5
2.	Similes	28	44	38.9	61.1
3.	Phrasal Verbs	57	63	47.5	52.5
4.	Action which Represent	70	50	58.3	41.6
5.	Feelings	70	26	72.9	27.1
6.	Sayings	63	57	52.5	47.5
7.	Typical Conversational Phrase	33	39	45.8	54.2
	Idiom with Preposition	33	39	45.8	54.2
	Total	384	336		
	Percentage (%)	53.3	46.7		

The findings in Table 5 shows that there are 63 correct answers of Idiomatic pairs (52.5%); 28 correct answers of Similes (38.9%); 57 correct answers of Phrasal verbs (47.5%); 70 correct answers of Action which represent feelings (58.3%); 70 correct answers of Sayings (72.9%); 63 correct answers of Typical conversational Phrase (52.5%); 33 correct answers of Idiom with preposition (45.5%).

Based on the distribution of the rate percentage of total correct and wrong answer on each kind of English idiom, the one the lowest percentage can be categorized as the most difficult kind of English idiom. Similes have the lowest Percentage of total correct answers, namely 38.9%. So, it can be categorized as the most difficult idiom. After having the most difficult category, the second category is the difficult kind of English idiom. The difficult idiom is the idiom which has the higher percentage than the lowest one. There are four kinds of English idiom which have the close and even the same percentage. They are, Idiom with preposition (45.8%), Phrasal verbs (47.5%), Idiomatic pairs and Typical conversational phrase which both of them have the same percentage, namely 52.5%. These four kinds of English idiom can be categorized as the difficult kinds of English idiom.

The kinds of English idiom which have the higher percentage than the difficult ones are categorized as the easy kind of English idiom. Action which represents feelings has the higher percentage than the four kinds above, namely 58.3%.

The last one is Sayings, which has the highest percentage of total correct answers, namely 72.9%, can be categorized as the easiest kinds of English idiom. Therefore, Sayings can be categorized as the easiest kind of English idiom and the most mastered by the fourth semester students and Similes as the most difficult kinds of English idiom. So the problems in this study have been answered.

The results of the study that the mastery on English idiom of the fourth semester students of English Department of Teacher Training and Education Faculty is poor, and it can be concluded based on its mean score that has been shown above. The distribution of the frequency and the percentage of absolute distribution show the balance distribution between the students who gained good and fair score, i.e. 20.83%. Meanwhile, the Students who achieved poor and fail score also got the same percentage, i.e. 29.16 %. Even in the two of these last categories poor and failed score have more percentages than the distribution of good and fair. And there is no students getting excellent score. Based on the descriptions above, the writer makes assumptions that many factors can be the reasons why the students of the fourth semester of English Department of Teacher Training and Education Faculty of Mulawarman University can be categorized as poor in mastery on English idiom. As explained before that there is no course in fourth semester which discuss specifically about the topic of the research. Besides, English idiom is only introduced as parts speech, and it is not learnt deeply. But, in fact English idiom is part of speech which is important to know and to learn because it is usually used in daily spoken language.

Next, sayings as mentioned above, can be categorized as the easiest one, there are some factors that can make it happened. One of the factors is because saying is one of the English idioms that is often used in the daily conversation or usually used by the students in every occasion. Meanwhile, the most difficult idiom is similes. Similes is one of the English idioms that have the lowest percentage.

V. CONCLUSIONS AND SUGESTIONS

A. Conclusions

Based on the result of the study, the writer comes to the following conclusions:

1. The mean or average score of the student's mastery on English idiom is 52.24. it means that the student mastery on English idiom is poor.
2. The quantitative and qualitative analysis of standard score on English idiom shows that no students are excellent, 20.83% of students are good, 20.83% of students are fair, 29.16% of students are poor, and 29.16% of students are failed.
3. It is shown in the table of distribution of the rate 52.54 that the most difficult idiom is similes with only 38.09% of correct answers. And the easiest one is sayings with 72.9% of correct answers.

B. Suggestions

Based on the conclusion above, the writer gives some suggestions that are expected to give a contribution and to be beneficial for the English teacher and the English Department Students College of Education. They are:

1. The teacher should give more practice in using idiom to the students as integral part of vocabulary subject.
2. The teacher should give a means for students where they can share their knowledge or information about idiom together, for example through English club which take the idiom topic as one of the main subject to enrich the students vocabularies.
3. The teacher should give more exercise using idiom in context, application or in real life.
4. The students should study and master the English idiom. By knowing the knowledge of English idiom, they can add their vocabularies stock.
5. The student should try to find the knowledge or information about idiom through other source of information for example English magazines and internet.
6. The students should try to always practice the English idiom as the purpose of making usual to use it.
7. The writer hopes the further researcher can get some information about English idiom in this thesis that can be used in the further research.

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