

## DEVELOPING STUDENTS' MASTERY OF IDIOMATIC EXPRESSION THROUGH ENGLISH IDIOM APPS

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### *Abstract*

*This study's purpose was to find out how to developing students' mastery of idiomatic expression. Quantitative pre-experimental research method used in this study. Students in class XII at SMA 2 Selayar during the odd semester of the academic year 2022/2023 made up the population in this study. The instrument of this research was given Pre-test and Post- test. From the results of data analysis showed that there is an developing students' mastery of idiomatic expressions to the use of English idioms apps in learning idiomatic expressions through the Pre-test and Post-test have seen an increase. The results of this study indicate that the average score of students' pre-test is in the "bad" category is 36.2 percentage, whereas after being giving the treatment the average post-test score of students is in the "good" category is 53.4 percentage. This shows that the average post-test scores of students after treatment are higher than pre-test average. Keywords— English idiom apps, student's mastery of idiomatic expression, and idiomatic expression*

### INTRODUCTION

According to Cambridge International Dictionary (1998:6) idioms are various interesting aspects of the English language that can be commonly used in both formal and informal language. Idioms are often used in speech and writing.

Researcher can help to learn idioms easily using English idiom apps from mobile phone. The total number of students using this application is 58. Within a week students can learn the types of idioms well in the application. These findings also recognize how important it is to serve students who want to learn and get help using apps. Also as a result of the study the participants showed a strong positive attitude towards the use of English idioms.

Using idioms in English is not easy because speakers cannot translate English idioms word-for-word. American students also have trouble understanding the meaning of idioms failing to explain English idioms that native speakers use every day. The focus of this study is to improve communication skills by guiding students to learn language expressions.

Many English language learners see vocabulary and vocabulary as their main obstacle to learning. This should come as no surprise to students. Because English is still a foreign language in Indonesia it is one of the most popular languages in the world with 15 million words where one or more words can be written the same but pronounced differently.

The idioms that English speakers use to describe situations come from the English language. Seidl and McMordie (1980) show that idiom can be used in both formal and informal settings. In formal settings you can find it within lectures in informal settings such as literature music and film.

Idioms are a confusing topic for many people because translations and idioms are related to each other and need to be understood. For example I feel blue people literally translate this idiom in Indonesian as I feel blue but that is not what it means.

An idiom is a sentence made up of one or more words with different meanings for each word. For example a sentence changes its voice but has nothing to do with music but changing the position of hitting the head has nothing to do with carpentry but can be interpreted as reality. Sometimes some expressions are more common than they can be easily interpreted and what meanings they might suggest.

Proverbs can be divided into three subcategories. Pure discourse pure languages are words that have lost their original meaning in such a way that there is no way to logically analyze them to understand their meaning. A half-word also has a literal element and a non-literal meaning. The latter is a semantic language that is less complex than the other two because it is easier to understand. This is what the researcher can see and find every day among the students who communicate in English especially in ninth grade SMAN 2 Selayar and this is the phenomenon that the writer wants to see. This trend will certainly hinder the progress of the settlement a condition that the locals understand.

Idiomatic expressions are very important in communication because the use of idiomatic expressions play an important role in English. The use of idioms is so common that understanding these expressions is essential for effective communication in listening speaking reading and writing. The language chosen for study should be of practical value and match the students' comprehension skills to help them achieve fluency in elegant and precise English.

The use of idioms in English is not easy for non-native speakers or second speakers because the idiom syllables them cannot be translated word for word. Students in the United States, they experience many difficulties in understanding the meaning of idioms so that even when they speak English they do not understand the meaning of many idioms used by native speakers in everyday conversations. To consider previous experiences and problems, this research is focused on helping the learners by guiding the use of some idioms, to improve their communicative skills.

In information and communication age people are used to using computers and computer applications. The global positive impact of English as the use of native English expressions can become an opportunity for people and companies to develop them and create new types of information infrastructure that I have. The English application runs on small portable mobile devices that are easy to carry easy to use and accessible from anywhere.

## **LITERATURE REVIEW**

### **1. Definition of Idiomatic Expression**

Kurnia (2016) said that acceptable expressions can be characterized as specific formal meanings and practical sociolinguistic features. Idioms are idioms or subclass and idioms (blackbird chatterboxes) guides (they are ready to watch) proverbs (birds of feathers flock together) also belong to the plural group.

McCarthy (2010) stated. Idioms vary greatly in structure and function for example shine is an idiom. Idiomatic can be interpreted as interest. Idioms can function in a sense that cannot be inferred from the word itself but in other contexts the word to shine is accepted non-idiomatically. So an idiom can have a literal meaning when the word is used in another sentence. So, an idiom has two meanings: a literal and an idiomatic.

Every language has its own words and phrases. Looking at the single word it contains it is not clear what this expression means. Idioms often reflect common culture for example if you say someone bites the bullet it means they are doing something they shouldn't be doing. The origin of the word sweat is that wounded soldiers would literally grind their teeth to prevent themselves from screaming during battle.

Researchers also said that idiomatic expressions differ from their literal meanings. Idioms are an important part of a language and often refer to already proficient learners. English idioms are part of EFL learners understanding of figurative language. Students understand texts better

with figurative rather than lexical meanings. Learning idioms in context is easy. You don't have to learn everything but learn contextually with students like soccer players swimmers etc. Dixon says students can always learn grammar and acquire good vocabulary without knowing terms.

## 2. Two-word verb

Two-word verb can add two words to Dixons common idiom. Basic adverbs are sometimes called compound particles in English. For example if we look above it has its own meaning also known as a word. They also contain the two words word and word. The meaning of most two-word idioms differs from their structure.

For example when you look up a word in a dictionary you can't actually look it up in the dictionary but you can look it up. So learning two word verbs is very important because students can easily understand the meaning of these sentences especially in daily conversations.

## 3. Type of Idiomatic Expression

Many scholars divide idioms into different categories. Hackett (1982) classified idioms into four categories to represent actual speech and speech patterns. Each language is described as follows:

### a. Subtitute

These types of adverbs include pronouns such as personal pronouns (he and she) and numbers.

### b. Proper Name

This type of idiom includes names of places people animals and vehicles and this type of idiom can create new idioms.

### c. Figures of speech

This kind of term has an important meaning in paradoxical and ironic examples.

### d. Slang

Such idioms can be understood as the use of formal words that are easily found in every day.

## 4. The use of Idiomatic Expression

Dixon (1983) Idioms play an important role in English so that we can communicate well in listening reading and writing.

Holman said that while students do speak English there are still many who do not learn pronunciation. Knowing this student should always learn idioms to improve their communication skills. We can conclude that idiomatic expressions are very useful for students:

### a. Develop a successfully

### b. Develop natural speech

### c. Develop of conversation

### d. Develop English speaking skills

## 5. English Idiom Apps

English idioms app is some of the idioms apps in mobile applications as in this day and age students use their mobile phones to facilitate their learning. The English Idioms app makes it easy for students to learn term types the app is free and students can download the app without paying any fees.

The advantage English idiom Apps

a) It can make it easy for users to find the apps they want to use.

- b) It can choose free or paid apps that will be used for student learning.
- c) English idiom apps can access devices such as English idiom apps in hardware.
- d) Continue to work even when you are offline or not connected to the Internet at all.

#### The Disadvantage English Idiom Apps

- a) This application can only run on the platforms specified at the beginning of development
- b) Ongoing updates to the underlying application create or create situations where primary users have a different version than the one used by them.

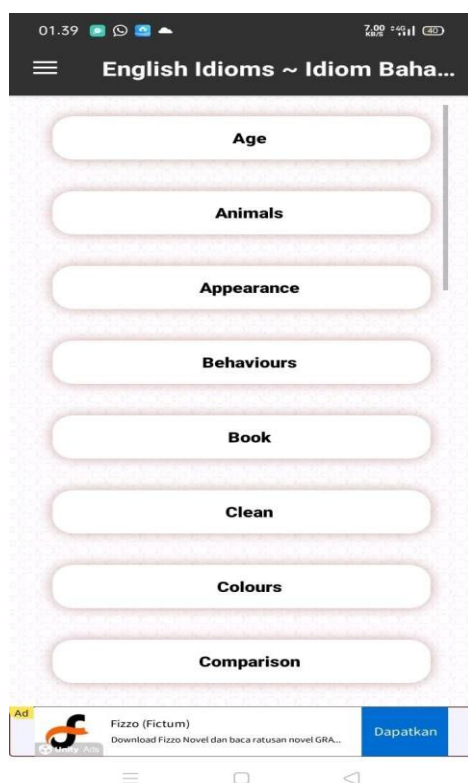


Figure 2.1 English Idiom Apps

The English Idioms app has many idioms that students can use to learn idiomatic expressions. Students can get types of idioms in the app and understand them easily and student can be chosen one type of idiom to be used to make sentence or a dialogue.

## METHODS

### 1. Reasearch Design

This study used a pre-experimental design in this study. (Sugiono 2014:109) Pre-experimental designs consist of groups or classes in which pre-tests and post-tests are administered. The goal is to find out whether idiomatic expression is effective through the use of English idioms in improving student's idiomatic expression skills.

### 2. Population and Sample

Based on this understanding the population of this study was class II students at SMAN 02 Selayar which had 2 classes and a population of 58 students. In this study researchers used a

composite sample to be sampled. From all classes, only one class was taken from class XI. Arikunto (2012) said that total sampling is if the total population is less than 100 people, therefore it can be take a whole, but if the total population is greater than 100 people then 10-15% or 20-25% of the total population can be taken.

The sampling method in this study is aggregate sampling method. The reason for whole population samples is that the population is less than 100 so the whole population is sampled from everything. The sample class of this study by the researcher is the second year student class of SMAN. In this study Class II SMAN 02 received a total salary. The researcher selected MIPA Class XI with a total of 58 students as the study sample.

### 3. Technique of Data Collection

The researcher used a reading comprehension test to collect data. This test is used to determine student learning outcomes in reading idiom texts using the English idiom application. Data is divided by pre-test and post-test. A pre-test was given at the first meeting to identify current reading comprehension skills of idiomatic texts. Researchers provide treatment in the classroom. After three meetings a post-test was held in class. A post-test was used to determine the effect of using English idiom implementation techniques after completing treatment.

Researcher use tests as research tools. Labs are used in the classroom. The purpose of the posttest was to determine the effect of English vocabulary usage on students reading of narrative texts. The researchers used reading comprehension tests to collect the data. The test questions used by the authors consisted of 10 questions for each experimental and pretest group.

### 4. The Technique of Data Analysis

The data were analyzed and calculated using the IBM SPSS version 23 test formula to measure pre- and post-test scores for both categories of students. It includes some processing procedures such as homogeneity and normality assumption testing.

### 5. Statistical Hypothesis

The hypotheses are:

Ha: Effective use of English idioms app to improve student's idiomatic expression skills.

Ho: It is important for students to learn linguistic expression through English language applications

The standards of acceptance or rejections of the hypothesis are: Ha is accepted if  $\text{Sig.} < \alpha = 0.05$  Ho is accepted if  $\text{Sig.} > \alpha = 0.05$

## RESULT

### 1. The Data Description

The researchers describe the analysis of data obtained after conducting pre-test and post-test on the results of the teaching and learning process of an English application for teaching English reading skills in grade XI students in SMA Negeri 2 Selayar. - Test Unit - Test. SMA Negeri 2 Salayar in Class XI. Below is an explanation of the data analysis results. The data in this study are quantitative data. Quantitative data were obtained from pretests and posttests. Pre-test conducted by researchers at the first meeting. Pre-test results give an idea of student's mastery skills. A post-test will be administered after the treatment of the students. Coefficients and percentages of learners acquiring language expressions

## a. The Rate Frequency and Percentage of Pre-test and Post-test

Table 4.1. The rate Frequency and Percentage of Pre-test and Post-test

NO	Classificati	Interval score	Pre-test		Post-test	
			Frequenc	percentage	Frequenc	percentage
1	Very Good	93-100	4	6.9	20	34.5
2	Good	84-92	17	29.3	31	53.4
3	Average	75-83	16	27.6	5	8.6
4	Poor	75-50	21	36.2	2	3.4
Total			58	100	58	100

The following table describes that in the pre-test there are no students who get a pre-test score in the "very good" category, 4 (6.9%) student got a "good" score, and 17 (29.3%) Students who get "average" score and as many as 16 (27.6%) students get a "poor" score. After the treatment on the post-test table shows that there are 20 (34.5%) students are able to get a "very good" predicate, 31 (53.4%) get a "good" score, 5 (8.6%) students get a "average" score and, 2(3.4%) students scored "poor" on the post-test.

From the details given in the above table the researcher concluded that the attendance and percentage of the students after the treatment increased the scores of the students. None of the students scored very well in the pre-examination syllabus. 4 out of 6 students get good marks. The data shows that there has been a significant reduction in the number of 1 student getting bad marks in the pretest and 6 students in the post test.

## b. The Mean Score and Standard Deviation

TABLE 4.2 THE MEAN SCORE STANDARD DEVIATION

	Mean	N	Std. Deviation	Std. Error Mean
Pre- test	2.93	58	.971	.127
Post- test	1.81	58	.736	.097

This study used the application of English idioms to the total sample of class X SMAN 2 Selayar. Table 4.2 shows the average score of the students initial test data of 293 which are

included in the weak group. In the post test students got an average of 181 which is included in the good category. This test shows that reading comprehension ability has increased with the standard deviation of the student’s initial test score being 971 and the standard deviation of the student’s final test score being 736.

During data computation using class XI it was found that the standard deviation of pre-examination marks of the students was slightly lower than the post- examination marks of the students. Data processing after the use of English idiom application shows that it has a beneficial effect on increasing students’ scores in mastering linguistic expressions. Students who initially had a low average pretest score of 293 showed an increase of 181 in their posttest scores. Question number 1 is answered in this study which means that the use of English linguistic usage methods is effective in improving the mastery of vocabulary because the student’s mastery of linguistic expressions is improved or done after using English idiom apps.

**2. Hypothesis Testing**

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	1.121	1.244	.163	.794	1.448	6.863	57	.000

*Table 4.3 The inferential analysis between pre-test and post-test*

The above data table was analyzed using SPSS Analysis Test Paired Samples. If the significance level ( $\alpha = 005$ ) is greater than the value (sig. 2-tailed) no significant difference is indicated. On the other hand if the significance level is less than the p-value (say two-tailed) it means that there is a significant difference. From the above table it can be seen that the value of (sig.2-tailed) is 0000. The significance level is below  $\alpha$  (005). What he means is to use effective English sentence usages to improve students’ mastery skills.

This study analyzes the data results on whether using an English phrase app is effective in improving students idioms. From the above data analysis, we know that the mean pre-test score of the students after treatment is 293 which is in the minor category. The standard deviation of the results showed an increase after treatment. So initially a student’s pre-test score is 181 but his post-test score rises to 2197. After the researchers analyzed the data results on students’ scores the English Idioms app showed a significant effect on the increase of students’ mastery of idioms.

The researcher concluded that a secondary problem in students’ responses to idiom instruction in this context was the use of English language words. Idiom learning is acquired by students. It also shows that students’ progress from vocabulary level to math level increases with the increase in the above values.

Statistical analysis reveals (a) 005 degrees of freedom (df) = 57 and p (mark 2 circled) 0000 significant difference between pre- and post-test test scores. This is from the signature. 2 tailed (f) Students post-test not greater than significance level (0000<005).

Finally the hypothesis (H1) receives data analysis according to the form. Here the application of English Linguistics is useful in improving the linguistic expression skills of high school students. In this section the researcher presents the percentage table of the questionnaire results and then indicates the percentage obtained for each statement.

## **DISCUSSION**

Based on the results of the previous study and discussion the researcher determined whether idioms are effective in improving the English language skills of SMAN 2 seafarers when using the English idioms application. This is shown by looking at the mean score of the speaking students in the post-test pre-test and the t-test scores. The mean pretest score (6.9) is lower than the mean posttest score (34.5). Since the significance value (<0000) is less than the significance level (005) we can conclude from the alternative hypothesis (Ha) that there is a significant difference in the results of students exposed to the use of English idioms.

This study was conducted in four sessions for each class. The first meeting is a lesson learned in advance. The purpose of the pretest is to determine student's vocabulary skills before they receive the treatment.

The teacher asks the students to show the dialogue with the proverb. Then it is the second and third meeting to implement the therapy where the students are divided into five groups to write a dialogue and present it to the class. The purpose of post-testing is to measure the effectiveness of a procedure after treatment has been received. How does the English language app improve students English idiom understanding? Based on the above data analysis results the use of English idioms app will increase students understanding of idioms.

In the pre-test, Students with a baseline score of 1716 in the pre-test averaged in the poor category and 2197 in the good category in the post-test.

Data from this analysis show that as students' performance improves their level of comprehension shifts from verbal to verbal reasoning. Study 1 asked whether the use of an English idiom app is effective in increasing learners understanding of idiomatic expressions.

Therefore, it can be concluded that the results of SMA Negeri 2 Selayar grade 11 students using the English idioms application have effectively improved the level of understanding of idiomatic expressions from the lexical level to the inferential level.

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