

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF IDIOM COMPREHENSION DIFFICULTIES  
ON LISTENING COMPREHENSION ON TOEFL TEST  
AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT  
AT IAIN METRO IN THE ACADEMIC YEAR OF 2016/2017**

**By:**

**ELLY PUSPITA SARI**

**Student Number: 1291797**



**Tarbiyah and Teaching Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES  
OF METRO  
1439H / 2017M**

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AT IAIN METRO IN THE ACADEMIC YEAR OF 2016/2017**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

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Student Number: 1291797

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**STATE INSTITUTE FOR ISLAMIC STUDIES  
OF METRO  
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Title : AN ANALYSIS OF IDIOM COMPREHENSION  
DIFFICULTIES ON LISTENING COMPREHENSION  
ON TOEFL TEST AMONG THE STUDENTS OF  
ENGLISH EDUCATION DEPARTMENT AT IAIN  
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*Assalamu'alaikum Wr. Wb*

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DIFFICULTIES ON LISTENING COMPREHENSION ON  
TOEFL TEST AMONG THE STUDENTS OF ENGLISH  
EDUCATION DEPARTMENT AT IAIN METRO IN  
ACADEMIC YEAR 2016/2017**

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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**NOTIFICATION LETTER**

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To: The Honorable,  
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*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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DIFFICULTIES ON LISTENING COMPREHENSION ON  
TOEFL TEST AMONG THE STUDENTS OF ENGLISH  
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ACADEMIC YEAR 2016/2017**

It has been agreed, so it can be continued to the Tarbiyah and Teaching Training Faculty in order to be examined on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb.*

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF IDIOM COMPREHENSION DIFFICULTIES ON LISTENING COMPREHENSION ON TOEFL TEST AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO IN THE ACADEMIC YEAR OF 2016/2017, Written by Elly Puspita Sari, student number 1291797, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, December 7<sup>th</sup>, 2017 at 02.30-04.30 p.m.

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The Dean of Tarbiyah and Teaching Training Faculty,



## **ABSTRACT**

### **AN ANALYSIS OF IDIOM COMPREHENSION DIFFICULTIES ON LISTENING COMPREHENSION ON TOEFL TEST AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO IN THE ACADEMIC YEAR OF 2016/2017**

**By: ELLY PUSPITA SARI**

This study aimed to determine the difficulties faced by students in idiom comprehension contained in the listening comprehension on TOEFL test conducted by the Language Development Unit at IAIN Metro.

This research was a qualitative research, involvesten students from sixth semester of the English Education Department at IAIN Metro who were interviewed to provide a description of the difficulties they face in understanding idioms in listening comprehension on the TOEFL test conducted by the Language Development Center. In data collection, researchers used observation, interview and documentation.

The results of the analyzed data explained that the difficulty in unfamiliar idiom was 60%. There are two difficulties that had the same percentage, of no analogous idiom in L1 and cultural differences as much as 10%. The difficulty in the lack of experience dealing with idioms was 70%. Then the difficulty in the lack of broad context for a given idiom was 20%. The last difficulty was arbitrary as much as 30%. Among the six difficulties, lack of experience dealing with idiom becomes the most difficulty faced by students. Meanwhile the least difficulty they face was in no analogous idiom in L1 and cultural differences.

*Keywords: idiom, idiom comprehension, listening comprehension, TOEFL, qualitative research.*

## ABSTRAK

### ANALISA KESULITAN MEMAHAMI IDIOM DALAM LISTENING COMPREHENSION PADA TES TOEFL OLEH MAHASISWA TADRIS BAHASA INGGRIS DI IAIN METRO TAHUN AKADEMIK 2016/2017

Oleh: ELLY PUSPITA SARI

Penelitian ini bertujuan untuk mengetahui kesulitan yang dihadapi oleh mahasiswa dalam memahami idiom yang terdapat pada saat pemahaman menyimak pada test TOEFL yang dilaksanakan oleh Unit Pengembangan Bahasa di IAIN Metro.

Penelitian ini adalah penelitian kualitatif yang melibatkan mahasiswa semester enam dari jurusan Tadris Bahasa Inggris di IAIN Metro yang diwawancarai untuk memberikan keterangan kesulitan yang mereka hadapi dalam memahami *idiom* dalam *listening comprehension* pada test TOEFL yang dilaksanakan oleh Pusat Pengembangan Bahasa. Dalam pengumpulan data, peneliti menggunakan instrumen observasi, wawancara dan dokumentasi.

Hasil data yang sudah dianalisa menunjukkan bahwa kesulitan pada idiom yang tidak dikenal sebanyak 60%. Ada pun dua kesulitan yang memiliki persentase yang sama yaitu tidak adanya persamaan idiom pada bahasa pertama dan perbedaan budaya sebanyak 10%. Kesulitan pada kurangnya pengalaman mengenai idiom sebesar 70%. Kemudian, kesulitan pada kurangnya luasnya konteks pada idiom tertentu sebanyak 20%. Dan yang kesulitan yang terakhir yaitu pada idiom yang berubah-ubah sebanyak 30%. Di antara keenam kesulitan tersebut kurangnya pengalaman mengenai idiom menjadi kesulitan yang paling banyak dihadapi oleh mahasiswa. Sedangkan kesulitan yang paling jarang mereka hadapi adalah pada tidak adanya persamaan idiom pada bahasa pertama dan perbedaan kebudayaan.

Kata kunci: idiom, memahami idiom, listening comprehension, penelitian kualitatif.

### STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, October 2017

The researcher,



Elly Puspita Sari  
St. ID 1291797

## MOTTO

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ  
لَكُمْ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

"And Allah has brought you out from the wombs of your mothers  
while you know nothing. And He gave you hearing, sight,  
and heart that you might give thanks to (Allah)."

Surah An-Nahl (The Bee/16), Verse 78

## **DEDICATION PAGE**

I would like to dedicate this undergraduate thesis to:

1. My beloved parents who keep on praying for my success. I hope I can make you proud of me, and my beloved sisters and brothers who always encourage and support me.
2. All of the lecturers who had guided me, my alma mater IAIN Metro, and all my beloved friends who help and support me.

## ACKNOWLEDGEMENTS

*Alhamdulillahirobbil 'alamin*, I would like to express my deepest gratitude and praise to Allah SWT, the Almighty and the Most Merciful, for all blessings and graces. *Shalawat* and *salam* just to the best prophet, Muhammad SAW, who has delivered the truth to all human beings, especially to Muslim.

This undergraduate thesis is presented as a partial fulfillment of requirements for the degree of *Sarjana Pendidikan* (S. Pd.) in English Education Department entitled: "An Analysis of Idiom Comprehension Difficulties on Listening Comprehension of TOEFL Test among the Students of English Education Department at IAIN Metro in the Academic Year of 2016/2017".

I would like to express my gratitude especially to the Head of IAIN Metro Prof. Dr. Enizar, M. Ag, Dean of Tarbiyah and Teaching Training Faculty Dr. Hj. Akla, M. Pd., The Head of English Education Department Mr. Ahmad Subhan Roza, M. Pd., Sponsor Drs. Kuryani Utih M. Pd., and Co-sponsor, Syahreni Siregar, M. Hum., who have sincerely guided me to accomplish this undergraduate thesis in time. The writer also appreciated to all helps and supports from, my parents, my brothers, my sisters, my family and all my conversion friends and also teachers and staffs and students of IAIN Metro.

Finally, I realize that this undergraduate thesis is inadequate. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, I hope that this writing will give a good contribution.

Metro, October 2017

The researcher,



**Elly Puspita Sari**  
**St.ID. 1291797**



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Someone's English proficiency is very useful in supporting his/her life. Concerning with job, the English proficiency will support the person's career which will facilitate the person in getting a job. While in education, English has become the language that must be learned by the students. In the lecture, the mastery of English becomes one of the requirements of graduation, in which students will be tested their English proficiency through TOEFL. In addition to being a graduation requirement, TOEFL is also used as a requirement for admission to college or proceeding to a higher level, i.e. master's program and doctorate program. The standard of TOEFL score in various requirements is also diverse in each college.

A test to measure someone's English proficiency can be done through TOEFL. TOEFL (Test of English as Foreign Language) is a test used to determine a person's English proficiency. There are four aspects of the TOEFL assessed: (1) Listening Comprehension, (2) Structure and Written Expression, (3) Reading Comprehension, and (4) Test of Written English (TWE).

On TOEFL, listening comprehension is often regarded as one of the most difficult sessions. Listening comprehension is a test used to measure the capability to understand spoken language. To understand the spoken language

is not easy, especially in a foreign language. Moreover, when the foreign language is submitted by native speaker quickly and it has different accent with the listener.

TOEFL test which is held by Language Development Unit at IAIN Metro is a test used to measure IAIN students' English proficiency. Especially, the test result is only admitted in the scope of IAIN Metro. The test would be attended by the sixth semester students as an obligation at IAIN Metro, where their TOEFL score would be used as one of requirements of graduation at IAIN Metro. Certainly, they have to pass the TOEFL test.

The fact, as in the case was faced by the students at IAIN Metro on TOEFL test. The number students who attended on the TOEFL test was faced difficulties in answering the questions. There were many students did not pass the TOEFL test. It can be seen on this table:

**Table 1**

**The Result of the Students' TOEFL Test at IAIN Metro in the Academic Year of 2016/2017**

<b>No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Category</b>
1	300/ 400	1292	63%	Pass
2	≤300/400	758	37%	Fail
<b>Total</b>		2.050	100 %	

*Source: Archives from Language Development Unit taken on June 9<sup>th</sup> 2017.*



The minimum pass standard score of TOEFL test for the students of English Education Department is 400. Whereas, the minimum pass standard score for the students from other departments is 350. It was especially a standard score from Language Development Unit at IAIN Metro, as an institution who held TOEFL test. There were 1292 students or 63% from the number of examinees passed the TOEFL test. The rest, 758 or 37% students failed.

In connection with this problem, the researcher analyzed the difficulties which were faced by the students on this TOEFL test. The research focused on analyzing the difficulties in listening comprehension on TOEFL test, especially the difficulties on idiom comprehension.

Based on the interview result with 10 students of English Education Department who attended the TOEFL test, they claimed that they faced difficulty in comprehending idiom on listening comprehension on this question:

(Woman) : Thanks for changing the oil and putting air in the tires.

(Man) : It's *all in a day's work*.

(Narrator) : What does the man mean?

(A) It will take him a whole day to do the job.

(B) This is a regular part of his job

(C) He can do the work at the end of the day

(D) He's too busy today to do the work.

The meaning of idiom *all in a day's work* was an expression that something is accepted as part of someone's normal routine or as a matter of course. The correct answer for the question above was (B). But 8 from 10 students were incorrect in answering this question.

According to the problem above, the researcher aimed to analyze what the idiom comprehension difficulties on listening comprehension on TOEFL test among the sixth semester students of English Education Department at IAIN Metro in the Academic Year of 2016/2017. It was focused on idiom comprehension difficulties because idiom was regarded as one of the materials in the listening comprehension that was difficult to be understood.

## **B. Focus of the Study**

Based on the background of the study above, the focus of the study was on the idiom comprehension difficulties on listening comprehension on TOEFL test among the sixth semester students of English Education Department at IAIN Metro in the Academic Year of 2016/2017.

## **C. Problem Formulation**

In this research the writer focused on:

“What are the idiom comprehension difficulties on listening on TOEFL test among the sixth semester students of English Education Department at IAIN Metro in the Academic Year of 2016/2017?”

## **D. Objective and Benefit of the Study**

### 1. Objective of the Study

To find out the idiom comprehension difficulties on listening comprehension on TOEFL test among the sixth semester students of English Education Department at IAIN Metro in the Academic Year of 2016/2017.

### 2. Benefit Of Study:

#### a. For Student:

As knowledge to increase students' idiom comprehension in listening comprehension on TOEFL test.

#### b. For Lecturer:

As information to know about the idiom comprehension difficulties in listening comprehension on TOEFL test, it is good for lecturer to solve the problem are faced by his/her students in listening comprehension on TOEFL test.

#### c. For Institution :

As a list of references of the research about the idiom comprehension difficulties on listening comprehension on TOEFL test.

#### d. For the Researcher :

As information to contribute for other researchers in further studies about the idiom comprehension difficulties on listening comprehension on TOEFL test.

## E. Prior Research

The previous research under the title “Difficulties that Face Graduate Students During their TOEFL Preparation Program at Jordanian Universities”, the research was written by Huda Al-Rawashdeh from English Language Center, Mutah University. This research aimed to determine the most important difficulties that face graduate students at Jordanian universities during their TOEFL preparation program. The results of this research indicated that difficulties regarding “TOEFL students themselves”, “TOEFL test”, “TOEFL curriculum, “equipment and facilities” and “language center staff”

The difficulties related to the “TOEFL test” ranked second with high effect. One difficulty among the 35 difficulties was the section which is related to the listening skill test. The listening skill ranked third as a difficulty, it is considered to be one of the most difficult skills in English language, this skill (i.e. listening) differs from other TOEFL skills (reading and grammar) because it needs wide knowledge in pronunciation, meaning of words, and sometimes understanding different types of accents and dialects; it also requires a person to be a very good listener.

The other previous research was “The Investigation of Listening Comprehension Problems of American Accents for Iranian B.A. Students of Translation Studies”, this research was written by Dr. Azadeh Nemati (from Department of English Language Teaching, Jahrom Branch, Islamic Azad University, Jahrom, Iran), Kamran Qareqani (from Islamic Azad University Science and Research Branch), and Dr. Mohammad Reza

FalahatiQadimiFumani (from Computational Linguistics Research Department, Chairman, Regional Information Center for Science and Technology). This research attempted to investigate the listening comprehension problems of American accents of B.A. students of English translation studies.

Based on the results, most of the students performed poorly on both TOEFL and IELTS (listening comprehension) tests. Further, most of the students (21 cases, 52.5%) asserted that their main problem was in identifying words when they listened to an audio file, i.e. they were not used to fast speech. In all, 16 students (40%) announced that they were weak at vocabulary and colloquial terms. So, it appeared that students had major problems in listening and in vocabulary and viewed these two elements as the main factors that hindered the listening comprehension process.

According to the research from Arafat Hamouda by the title “An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom”, this research found that listening problem that related to the listening material include street gossip, proverbs, everyday conversation, new products, and situations unfamiliar to the student. He was also found the difficulty to understand listening texts in which there are too many unfamiliar words including jargon and idioms. The great majority of the students 51/60 (85%) have responded that unfamiliar words, including jargon and idioms (sometimes, often, always) interfered with their listening comprehension.

Moreover, previous research from Maha H. Alhaysony by the title “Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students” from the University of Ha'il, Saudi Arabia. This research investigated the difficulties face Saudi EFL students in learning and understanding English idioms, and examines the strategies they utilize to understand idioms. The results showed that students have difficulty to understand idiomatic expressions. The findings revealed that most frequently used strategies were guessing the meaning of idioms from context, predicting the meaning of idioms, and figuring out an idiom from an equivalent one in their mother language. Furthermore, the results illustrated that low-proficiency students face more difficulties than high-proficiency students, though the differences were not significant.

This research found that there are eight difficulties of learning idiom, they are the lack of cultural background behind the idioms, lack of experience dealing with idiom, idioms are not part of the courses' syllabi, because idioms are not taught well in class, the cultural courses I studied were not efficient, idioms have unfamiliar words, idioms have no analogue in Arabic, and idioms have no context.

Moreover the research from NouraWinis Ibrahim Saleh (University of Sebha, Sebha, Libya) and Mohammed Hassan Zakaria (The University Teknologi Malaysia), the research tittle is “Investigating the Difficulties Faced in Understanding, and Strategies Used in Processing, English Idioms by the Libyan Students”. They found that participants who showed strongly agree

that Idioms are difficult to understand because of the lack of cultural background behind the idioms were 22 (55.5%). Participants were also *strongly agree* that context plays a crucial role in understanding idioms were 22 (55.0%). The response from these participants revealed that the majority of the respondents indicated that the context helped them to approach to the meaning. According to the responses gained from the questionnaire to the item ‘Verbal (textual or audio) and visual information helped activate my knowledge of idioms’ with a mean score (2.38), this shows that exposure to different contexts (spoken and written) expands the knowledge of idioms and help retaining them to a later use.

Another previous research by the title “A Study on the Students’ Difficulties in Understanding Idiomatic Expressions in Reading Text”, the research from Anisa Ariyani (STAIN Jurai Siwo Metro) showed that there are some factors that had been caused students’ difficulties in understanding idiomatic expression in reading text, they are lack of idiom vocabulary and less of frequency to study about idiom.

Two previous researches above, “Difficulties that Face Graduate Students During their TOEFL Preparation Program at Jordanian Universities” and, “The Investigation of Listening Comprehension Problems of American Accents for Iranian B.A. Students of Translation Studies”, they found that the student faced listening comprehension difficulties in TOEFL, one of the difficulties is because they were weak at vocabulary and colloquial terms.

Moreover, from other researches, “An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom”, “Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students”, “Investigating the Difficulties Faced in Understanding, and Strategies Used in Processing, English Idioms by the Libyan Students” and “A Study on the Students’ Difficulties in Understanding Idiomatic Expressions in Reading Text” were found the difficulties in comprehending idiom is caused by they are the lack of cultural background behind the idioms, lack of experience dealing with idiom, idioms are not part of the courses’ syllabi, because idioms are not taught well in class, the cultural courses students studied were not efficient, idioms have unfamiliar words, idioms have no analogue in L1, and idioms have no context.

Based on previous researches above, the researcher used theory from those researches as reference to analyze the difficulties in listening comprehension on TOEFL test among the students of English Education Department at IAIN Metro in academic year 2016/2017, but the difficulties was focused on idiom comprehension difficulties. It was because idiom is one of materials in listening comprehension on TOEFL test that was difficult to understand.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. The Concept of Listening Comprehension

##### 1. Definition of Listening

Steven Brown states listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.<sup>1</sup>

Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.<sup>2</sup>

Moreover, according to Rost, the definition of listening gravitates toward one of four orientations: receptive, constructive, collaborative and transformative. In receptive orientation, listening means receiving what the speaker actually says. In constructive orientation, listening is constructing and representing meaning. Next, in collaborative orientation, listening means negotiating meaning with the speaker and responding. Meanwhile, in the transformative orientation, it means creating meaning through involvement, imagination and empathy.<sup>3</sup>

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<sup>1</sup>Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006), p. 4.

<sup>2</sup>Larry Vandergrift & Christine C. M. Goh, *Teaching and Learning Second Language Listening*, (New York: Routledge, 2012), p. 4.

<sup>3</sup>Michael Rost, *Teaching and Researching Listening Second Edition*, (United Kingdom: Pearson, 2011), p. 2-4.

Based on some definitions above, it can be concluded that listening is the activity in receiving and comprehending the meaning what the speaker says.

## 2. Definition of Listening Comprehension

Comprehension is often considered to be the first-order goal of listening, the highest priority of the listener.<sup>4</sup>

Listener's comprehension is his ability to understand the message that has received. If he can reproduce what was said to him, then surely that can be said both, he heard the message and that he was paying attention to it, two of the criteria for effective listening.<sup>5</sup>

According to Brown, he states that:

“Listening comprehension is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.”<sup>6</sup>

Brown also asserted that there are eight processes are all involved in comprehension, he adapted from Clark & Clark 1977 and Richards 1983. The processes are:<sup>7</sup>

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<sup>4</sup> Michael Rost, *Teaching and Researching*, p. 53.

<sup>5</sup> Anne Anderson & Toni Lynch, *Listening*, (London: Oxford University Press, 2003), p. 9.

<sup>6</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy. Second Edition*, (New York: Pearson, 2001), p. 247.

<sup>7</sup> *Ibid.*

1. The hearer processes "raw speech" and holds an "image" of it in short-term memory. The constituents of an image are phrases, clauses, cohesive markers, intonation, and stress patterns of a stream of speech.
2. The hearer assigns the type of speech event being processed (for example, a conversation, a speech, a radio broadcast) and then appropriately "colors" the interpretation of the perceived message.
3. The hearer deduces the objectives of the speaker based on the type of speech event, the context, and the content. The hearer deduces whether the speaker wants to persuade, to request, to exchange pleasantries, to affirm, to deny, to inform, and so forth.
4. The hearer recollects background (knowledge and experience) relevant to the particular context and subject matter. It is intended to perform cognitive associations in order to bring a plausible interpretation to the message.
5. The hearer assigns a literal meaning to the utterance. This process involves a set of semantic interpretations of the surface strings that the ear has perceived. In many instances, literal and intended (see item 6) meanings match.
6. The hearer assigns an intended meaning to the utterance. The ability in matching perceived meaning with intended meaning is a key in communication. This way also can be expanded beyond simple metaphorical and idiomatic language.

7. The hearer assigns whether information should be retained in short-term or long-term memory.
8. The hearer deletes the unimportant information and conceptually retains the important information.

Listening comprehension is the ability to understand the meaning of words of spoken language. There are some processes series had to be fulfilled by the listeners in comprehension, receiving until understanding the messages from the speaker.

### 3. Types of Listening

The types of listening can be distinguished as follows:<sup>8</sup>

a. One-way listening

One-way listening is listening typically associated with the transfer of information (transactional listening).

b. Two-way listening

Two-way listening is listening typically associated with maintaining social relation (interactional listening)

One-way listening is the listening type related to the transmission of information. The example of this type is the transfer of information by the radio or television where the listener can't interact with the speaker and ask for clarification. While two-way listening is listening in everyday

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<sup>8</sup> I. S. P. Nation & Jonathan Newton, *Teaching ESL/ EFL Listening and Speaking*, (New York: Routledge, 2009), p. 40.

interaction, the listener can interact with the speaker. The example of this listening type is the interaction between the speaker and the listener in daily conversation.

#### **4. Process of Listening**

Nation and Jonathan stated there are two process of listening, they are:<sup>9</sup>

##### **a. Bottom-up Processes**

Bottom-up processes are the processes to set the message piece-by-piece from the stream speech to the whole. The listener perceives and parses the speech stream into larger levels, beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

##### **b. Top-down Processes**

Top-down Processes are the process in which the listener uses their whole prior knowledge, content and rhetorical schemata to the parts. The listener predicts the message based on what they know about the context of the communication and use parts of the message to confirm the message. Inferencing is the key of these processes.

Holly in Juan and Abidin, points out that if listeners cannot use top-down processing effectively and successfully, speakers' utterances or messages cannot be understood. The reverse is also true. Without bottom-up ability, listeners cannot make good use of top-down processing. In

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<sup>9</sup> *Ibid.*

short, for fluent listening, top-down and bottom-up processing are needed.<sup>10</sup>

Bottom-up processes are the process of identification from the specific parts to the whole. While top-down processes are the processes refers to the whole prior knowledge in understanding the meaning of the message. Top-down processes are the opposite of bottom down processes, the identification from the whole to the specific parts.

## 5. Problem of Listening

When a problem of understanding in listening is caused by a single word, teachers tend to assume that the listener does not know the word, and teach it as a new item of vocabulary. However, a listening problem at word level has at least six possible causes:<sup>11</sup>

- a. the learner does not know the word;
- b. the learner knows the written form of the word but has not encountered the spoken form;
- c. the learner confused the word with a phonologically similar one;
- d. the learner knows the spoken form of the word but does not recognize it in connected speech generally or in this utterance in particular;
- e. the learner recognized the spoken form of the word but failed to match it to any meaning;
- f. the learner recognized the spoken form of the word but matched it to the wrong meaning.

Anderson and Lynch stated there are a number of different ways in which the listener can process or fail to process incoming speech, these

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<sup>10</sup>Wu Xiao Juan & Mohamad Jafre Zainol Abidin, "English Listening Comprehension Problems of Students from China Learning English in Malaysia", *Language in India*, (India: Language in India), Vol. 13:4 / April 2013, p. 372.

<sup>11</sup> John Field, *Listening in the Language Classroom*, (United Kingdom: Cambridge University Press, 2008), p. 87.

ways could be the basis for evaluating the degree of success in listening, they are:<sup>12</sup>

- a. The listener may not hear clearly what has been said because of competing background noise or unfamiliarity with the speaker's accent. In this case, the listener may hear the speech loud, but it is in limited sense. In the sense the listener does not understand about the message contained in speech.
- b. The listener can hear clearly words or phrases contained in speech but cannot understand the speech. It because the listener has problem with the syntax or semantic of the foreign language. This is as a common problem for them as the foreign listener.
- c. The listener can hear and understand the speaker well, but may have 'switched off' consciously or unconsciously. For instance we might suddenly remember that we have only ten minutes before the banks close. In this sort of situation, it is common to find ourselves allowing the incoming speech from our interlocutor to flow past us as a stream of sound which we make no attempt to process.
- d. The listener is able and wants to take her/his part in the reciprocal activity of communication. The listener is able to listen fully and tries to construct a coherent interpretation. This may as the last situation what called as one of maximally co-operative listening.

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<sup>12</sup> Anne Anderson & Toni Lynch, *Listening*, p. 5.

Second language learners need to pay special attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they are not attended to. In other words, they can make the listening process difficult. There are eight characteristics of spoken language that make listening difficult, namely:<sup>13</sup>

1. Clustering

In spoken language, due to memory limitation, so the listener will try a process what it is called as clustering. Speech is broken down into smaller groups of word. For example, clustering speech into phrase, it will make easily to comprehend the message of speech. Keeping extremely long constituents (a whole sentence or even several sentences) will makes the listener difficult to comprehend the message of speech.

2. Redundancy

Different from written language, spoken language has more redundancy. Redundancy offers more time and extra information for the hearer to process the meaning or message of speech.

3. Reduced forms

There are many reduced forms in spoken language. Reduction can be phonological ("Djeetyet?" for "Did you eat yet?"), morphological (contractions like "I'll"), syntactic (elliptical forms like, "When will you be back?" "Tomorrow, maybe."), or pragmatic (phone

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<sup>13</sup>H. Douglas Brown, *Teaching by Principles*, p. 252-254.



rings in a house, child answers and yells to another room in the house, "Mom!Phone!"). These reduced forms cause difficulties especially for language learners who may have become accustomed to the full forms of the English language.

#### 4. Performance variables

In spoken language, especially in everyday casual speech by native speakers, they are inclined to use ungrammatical forms. Some of these forms are simple performance slips. For example, "We arrived in a little town that there was no hotel anywhere" is something a nativespeaker could easily self-correct. Other ungrammaticality arises out of dialect differences("I don't get no respect") that second language learners are likely to hear sooner or later. Different from second language learners, native listeners have become accustomed to weed out such performance variables, whereas they can easily interfere with comprehension in second language learners.

#### 5. Colloquial language

Colloquial language is commonly appears in spoken language. It appears in both monologues and dialogue. Learners who become have accustomed to standard written English will face difficulties when they find colloquial language. For example, Idioms, slang, reduced forms, and shared cultural knowledge. They are all common in everyday casual conversations.

#### 6. Rate of delivery

Language learner often thinks that native speakers speak too fast! Different from reading, where we can stop and go back to reread, in listening the hearer may not always stop the speaker.

#### 7. Stress, rhythm, and intonation

The prosodic features of the English language (stress, rhythm, and intonation) are very important for comprehension. For learners, especially in speech, the prosodic features can be difficulties to comprehend. For example of stress, "The PRESident is INTERested in eLIMinating the emBARgo;" there are four stressed syllables out of eighteen. , theoretically takes about the same amount of time to utter as "Dead men wear plaid."Also, intonation patterns are very significant not just for interpreting straightforward elements such as questions, statements, and emphasis but for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.

#### 8. Interaction

Especially in conversation, interaction plays a large role in listening comprehension. The learners who learn to listen is also learnt to respond and to continue a chain of listening and responding. In order to interact in conversation, the listeners have to learn how to negotiate (to give feedback, to ask for clarification, to maintain a topic).

Lund in Juan and Abidin, points out some of the unique characteristics of listening that differentiate it from the other receptive skill. In other words, listeners are forced to comprehend in real time, rather than having a text to peruse and review. An example Lund uses to illustrate this point is that of cognates, which could scaffold comprehension with written text, yet might not work with listening comprehension because of phonetic variations which could render them unidentifiable.<sup>14</sup>

EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary. Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning.<sup>15</sup> Students of English in a foreign language environment have difficulty comprehending the spoken language, especially in one-way listening situations.<sup>16</sup>

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<sup>14</sup> Wu Xiao Juan & Mohamad Jafre Zainol Abidin, *English Listening*, p. 370.

<sup>15</sup> Arafat Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom", *International Journal of Academic Research in Progressive Education and Development*, (Saudi: HR Mars), Vol. 2, No. 2/ April 2013, p. 114.

<sup>16</sup> Janet Yu-gi Chao, "Factors Affecting College EFL Learners' Listening Comprehension and Listening Problems", *NCUE Journal of Humanities*, (Taiwan: *NCUE Journal of Humanities*) Vol. 8, September 2013, p. 74.

There are many problems are faced by the listener in listening comprehension. The problems are divided word level problem and difficulties of spoken language.

## **6. Solution for Listening Comprehension Problems**

Vandergrift gave the ways to solve students' comprehension problem in listening as follows:<sup>17</sup>

- a. Adjusting approach by activating more appropriate strategies as required: for example, revise predictions or adjust their inferences to reflect new possibilities;
- b. Making chunk of the speech, then concluding about the meaning of text they have understood; or
- c. Asking for clarification, if the listening context allows for this.

While listening to the text, listeners monitor their comprehension in light of their predictions and make adjustments, as necessary. Listeners can do these ways:<sup>18</sup>

- a. The listeners evaluate what they understand continually;
- b. The listeners check their predictions for appropriateness with world knowledge and for internal consistency, they can interpret the context continually;
- c. The listeners verify predictions and accept the fact that they do not need to understand every word;
- d. The learners assess their level of comprehension;

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<sup>17</sup> Larry Vandergrift & Christine C. M. Goh, *Teaching & Learning*, p. 107.

<sup>18</sup> *Ibid.*

- e. The learners verify progress in their comprehension of the desired information and necessary details; and
- f. The learners determine whether the approach to understanding the text is working or not.

The solutions above will help student to solve their problem when they faced difficulties in listening comprehension. Students can use appropriate solution to solve their problem based on the problems they faced, because different problem have different solution.

## **B. The Concept of Idiom**

### **1. Definition of Idiom**

Jon Wright describes idiom as an expression with the following features; it is fixed and is recognized by native speakers. We cannot make up our own. It uses language in a non-normal – metaphorical – way.<sup>19</sup>

Linda and Roger, state that:

“One of the interesting things about idioms is that they are anomalies of language, mavericks of the linguistic world. The very word *idiom* comes from the Greek *idios*, ‘one’s own, peculiar, strange’. Idioms therefore break the normal rules. They do this in two main areas semantically, with regard to their meaning, and syntactically, with regard to their grammar.”<sup>20</sup>

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<sup>19</sup> Jon Wright, *Idioms Organiser: Organised by Metaphor, Topic, and Key Word*, (Croatia: Heinle, 1992), p. 7.

<sup>20</sup> Linda Flavell & Roger Flavell, *Dictionary of Idioms and Their Origins*, (London: Kyle & Cathie LTD, 1992), p. 6.

Glucksberg defines idiom as a subset of the fixed expressions in a language community.<sup>21</sup> Idioms are conventionalized phrases such as *spill the beans* or *jump the gun*, where the meaning of the whole phrase is different from the meaning which might be produced by interpreting the individual words in the phrase.<sup>22</sup>

Furthermore Baker state that:

“Idioms and fixed expressions are at the extreme end of the scale from collocations in one or both of these areas: flexibility of patterning and transparency of meaning. They are frozen patterns of language which allow little or no variation in form and, in the case of idioms, often carry meanings which cannot be deduced from their individual components.”<sup>23</sup>

The restriction of idiom is stated by Baker into several points<sup>24</sup>:

- a. Change the order of the words in it (e.g. ‘the short and the long of it’);
- b. Delete a word from it (e.g. ‘spill beans’);
- c. Add a word to it (e.g. ‘the very long and short of it’; ‘face the classical music’);
- d. Replace a word with another (e.g. ‘the tall and the short of it’; ‘bury a hatchet’);
- e. Change its grammatical structure (e.g. ‘the music was faced’).

Idiom is a group of word which means different from its literal meaning, it has figurative meaning. The meaning of idiom cannot be translated word by word and literally because they have special meaning that breaks the rule of grammar.

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<sup>21</sup> Sam Glucksberg, *Understanding Figurative Language: from Metaphors to Idiom*, (New York: Oxford University Press, 2001), p. 68.

<sup>22</sup> Murray Knowles & Rosamund Moon, *Introducing Metaphor*, (New York: Routledge, 2005), p. 15.

<sup>23</sup> Mona Baker, *In Other Words: A Coursebook on Translation Second Edition*, (New York: Routledge, 2011), p. 67.

<sup>24</sup> *Ibid.*

## 2. The Recognition of Idiom

Idioms have variant types, some are easily to be recognized, and some are difficult. Glucksberg states that people should be able to recognize idioms in the same way that they recognize familiar fixed expression in general. Indeed they should recognize idioms and other fixed expressions as much as they recognize single words.<sup>25</sup>

For example, there is idiom *hit the nail on the head* in this recognition process, the word *head* function as key word. Before the key word *head* appear, it is not easy to recognize that phrase as an idiom. But when the word *head* appear, we will begin to realize that phrase have peculiar sense. Therefore, we are going to recognize that *hit the nail on the head* is an idiom. In the second, there is idiom *yummy yummyyummy*. In this idiom second *yummy* function as key word. It will be begun to realize that it as an idiom when the second *yummy* appears. It can be recognized as soon as the second *yummy* appears.

From these two idiom examples, the first idioms *hit the nail on the head*, the key word come late at the end of phrase, while in the second idiom *yummy yummyyummy*, the key word *yummy* in the second word come more quick. The appearance of key word influences the velocity of idiom recognition. As soon as the key word appears, the idiom will be recognized faster.

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<sup>25</sup>Sam Glucksberg, *Understanding Figurative Language.*, p. 70.

### 3. The Interpretation of Idiom

As subset of fixed expression, idioms cannot be understood literally, their meanings are not obvious. Idioms cannot be translated word for word; we have to translate idioms carefully as a whole expression.

Some idioms have form that breaks the normal rules. They do not follow grammatical rules. For example, the idioms *by and large*, *trip the light fantastic*, *put paid to*, and *the powers that be*. Idioms as a linguistic entity break the normal rules in two areas, semantically and syntactically. In semantic area, they regard to the meaning. In syntactical area, they regard to their grammar.

According to Baker, there are two cases in which an idiom can be easily misinterpreted, if one is not already familiar with it:<sup>26</sup>

- a. Some idioms are ‘misleading’; they seem transparent because they offer a reasonable literal interpretation and their idiomatic meanings are not necessarily signaled in the surrounding text. A large number of idioms in English, and probably all languages, have both a literal and an idiomatic meaning.
- b. An idiom in the source language may have a very close counterpart in the target language which looks similar on the surface but has a totally or partially different meaning. For example, the idiomatic question *Has the cat had/got your tongue?* Is used in English to urge someone to answer a question or contribute to a conversation, particularly when their failure to do so becomes annoying. A similar expression is used in French with a totally different meaning: *donner sa langue au chat* (‘to give one’s tongue to the cat’), meaning to give up, for example when asked a riddle. Instances of superficially identical or similar idioms which have different meanings in the source and target languages lay easy traps for the unwary translator who is not familiar with the source-language idiom and who may be tempted simply to impose a target-language interpretation on it.

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<sup>26</sup>*Ibid.*, p. 69.



As with other metaphors, if we interpret idioms literally, the meanings that we arrive at would be false, inappropriate, or impossible in the context.<sup>27</sup>

In interpreting idiom, need to remember that there are English idiomsthat have literal and idiomatic meaning.The context will be very helpful in the process of interpretation. An interpreter can analyze the meaning of an idiom by aligning them with the context in order to get the actual meaning of the idiom.

#### **4. Types of Idiom**

Glucksberg classifies idioms into four dimension types; (1) dimension of compositionality, (2) dimension of transparency, (3) dimension of compositional and transparency, and (4) quasi-metaphorical.<sup>28</sup>

##### **a. Dimension of Compositionality**

There are three idioms based on dimension of compositionality: non-compositional idioms, partially composition idiom, and fully compositional idioms.

Non-compositional idioms are idioms with no relations between the idiom's constituents and the idiom's meaning can be discerned. For example, idiom *cheesecake* to refer to pinup art, the word "cheesecake" does not map onto pinup art, there is no relation between the constituent and the meaning.

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<sup>27</sup>Murray Knowles and Rosamund Moon, *Introducing Metaphor.*, p. 16.

<sup>28</sup>Sam Glucksberg, *Understanding Figurative.*,p. 73-75.

In partially compositional idioms, there are some relationships between an idiom's constituents and its idiomatic meaning can be discerned and exploited. For example, idiom *kick the bucket*, even though the idiom could not infer the meaning *to die*, but the idiom's literal meaning does constrain its use and comprehension. For example, the idiom can be used in the past, present, or future tense, as well as with modal auxiliaries, as in *He might kick the bucket*. Semantically, the literal meaning of the verb *to kick* can permit discourse variations such as

Speaker A: Did the old man *kick the bucket* last night?

Speaker B: Nah, he barely nudged it.

In fully compositional idioms, the idiom's constituents map directly onto their idiomatic referents. For example, idiom *pop the question*. In this idiom, the verb *pop* and the noun phrase *the question* map directly onto the idiomatic meanings of *suddenly utter* and *marriage proposal*. As comparison, in non-compositional idioms such as *spic and span*, the idiom's constituents does not map onto the idiomatic meaning of *neat, clean, and orderly*.

#### **b. Dimension of Transparency**

In these types, the idiom's meaning can be inferred from the meanings of its constituents. So, these idioms mean that they are compositional idioms. These idioms may still be either opaque or transparent. In compositional-opaque idioms, the idiom's constituents

and its meaning may be opaque, but the meanings of individual words can nevertheless constrain both interpretation and use. For example, idiom *kick the bucket*, the verb to *kick* can give interpretation from semantic area. *Kicking* is a discrete act, and so one could not say *he kicked the bucket all week*, even though one could say *he lay dying all week*.

**c. Dimension of Compositional and Transparency**

In these idioms, there are one-to-one semantic relations between the idiom's constituents and components of the idiom's meaning. For example, the idiom *spill the beans* map directly onto the components of the idiom's meaning. *Spill* refers to *the act of revealing* and *beans* to *heretofore secret information*. In this kind of idiom, the meanings might well have been originally opaque. Before learning the idiom's meaning, people would most likely not have been able to infer that *spill the beans* means reveal the secret. After learning this idiom's meaning, the words *spill and beans* might well acquire their idiomatic meanings as secondary, literal senses.

**d. Quasi-Metaphorical**

These idioms extend their meaning through their allusional content. These idioms exploit the same communicative strategy as do the metaphor vehicles in nominal metaphors. For example, idiom *my lawyer was a shark* or *my job is a jail*. The expressions, vehicles such as *shark and jail* direct to ideal exemplar of their metaphorical

attributive categories - cutthroat predators and confining situations, respectively and simultaneously serve as names for those categories. Quasi-metaphorical idiom function precisely the same as nominal metaphors. Through the mechanism of dual reference, they can simultaneously refer to an ideal exemplar of a concept and characterize some event or situation as an instance of that concept. Moreover, for the concept doing something prematurely, might use the metaphorical idiom *crossing one's bridges before coming to them*.

## 5. The Process of Idiom Comprehension

There are some assumptions on the idiom comprehension process, they are:<sup>29</sup>

Assumption 1: in comprehending an idiom, it does not require a special processing mode. In an idiom, there is the literal meaning and idiomatic meaning is computed separately. They are computed as two alternative interpretations. For example, word *warm* can be indicated as a character or personality, and only in specific contexts it is indicated as temperature of the body. An assumption underlying much psycholinguistic work on idioms is that literal and idiomatic meanings are computed separately yielding two alternative interpretations. Either literal or idiom meaning can be taken in comprehending the idiom.

Assumption 2: Lexical access is obligatory for individual words even within idioms. Every lexeme will be accessed although it is part of

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<sup>29</sup> Cristina Cacciari & Patrizia Tabozzi, *Idioms: Processing, Structure, and Interpretation* (New Jersey: Lawrence Erlbaum Associates, Inc., 1993), p. 84 -86.

idiom or not. The access of the individual lexemes will make the access of words easier related in meaning, included the access of words in idiom.

Assumption 3: Syntactic analysis is obligatory. Virtually a syntactic analysis is not necessary to understand the meaning of the idiom, but the human parser always would analyze it fully. The underlying claim here is that the process of language comprehension does not differ whether the sentences contain an idiomatic phrase or not:

- a. The *syntactic parser* analyzes the strings of symbol and produces a grammatical structure with a given representation.
- b. The *lexical processor* enters to mental lexicon to find the lexical items and delivers a meaning of words.
- c. *Semantic analysis* is determining the meaning of words based on the syntactic structure obtained and the appropriate lexical units.
- d. The results of the processes above are taken and evaluated at the level of a *message or thematic interpretation* unit.
- e. In idiom identification, the interpretation available so far to the message or thematic interpretation unit could become inconsistent with the new information sent by the lexical processor. This inconsistency may result in some processing difficulty, especially non-familiar idioms. Different with highly familiar idioms would not constitute any problem because they are easy to understand. On the other hand, an idiom could be computationally more complex because of a possible

conflict between the operation of different processing components, the lexical processor, the syntactic parser, and the semantic analyzer.

Moon in Panou stated that fixed expressions and idioms (henceforth FEIs) can be better comprehended only if they are considered together with the texts in which they occur.<sup>30</sup>

The process of idiom comprehension does not need the special way. Some steps above will make idiom comprehension easier. Certainly, the idiom's constituents influence the process of the comprehension. Moreover, the texts in which the idioms occur also influence the process of idiom comprehension.

## 6. The Difficulties of Idiom Comprehension

Pimenova in Maha pointed out that the difficulty of learning idioms could be related to five major challenges: (a) unknown vocabulary and unfamiliar idioms; (b) no analogous idioms in L1; (c) cultural differences; (d) lack of experience dealing with idioms; e) lack of the broad context for a given idiom.<sup>31</sup>

According to Hussein, Khanji, & Makhzoomy, they state that the difficulty of learning idioms comes from the fact that idioms are arbitrary and nonliteral.<sup>32</sup>

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<sup>30</sup> Despoina Panou, *Idiom Translation in the Financial Press*, (UK: Cambridge Scholars Publishing, 2014), p. 24.

<sup>31</sup> Maha H. Alhaysony, "Strategies and Difficulties of Understanding English Idioms", *International Journal of English Linguistics*, (Saudi Arabia: Canadian Center of Science and Education), Volume 7. No. 3/December 2017, p. 72.

<sup>32</sup> *Ibid.*

Based on the theories above, there are six difficulties of idiom comprehension, namely:

a. Low-familiarity or unfamiliar idiom

According to Cacciari, highly familiar idioms should not produce any processing problems. Low-familiarity idioms should present some difficulty, when the reader/listener is not yet in the conditions of finding out whether the phrase that she or he is reading is an idiom.<sup>33</sup> Moon also stated that idioms are potentially ambiguous in isolation, or if unknown.<sup>34</sup>

It is easy to comprehend and interpret an idiom when it is more familiar to someone. Exposure to a wide range of idioms may play an important role in idiom comprehension. Therefore, more familiarity of idioms, the more frequently are use.<sup>35</sup>

Familiarity is a measure of how frequently an expression occurs in the language. For example, *have a soft spot* is an idiom that often occurs in the English language, but *paper over the cracks* is one that rarely occurs.<sup>36</sup>

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<sup>33</sup>Cristina Cacciari&PatriziaTabozzi, *Idioms Processing*, p. 86.

<sup>34</sup>Rosamund Moon, *Fixed Expressions and Idioms in English*, (New York: Oxford University Press, 1998), p. 185.

<sup>35</sup>NouraWinis Ibrahim Saleh & Mohammed Hassan Zakaria, "Investigating the Difficulties Faced in Understanding, and Strategies Used in Processing, English Idioms by the Libyan Students", *International Journal of English Language & Translation Studies*, (Libya: II-ELTS), Vol. 1, Issue: 2/July-September, 2013, p. 72.

<sup>36</sup> Marilyn A. Nippold&Catherine L. Taylor, "Judgments of Idiom Familiarity and Transparency: A Comparison of Children and Adolescents", *Journal of Speech, Language, and Hearing Research*, (USA: American Speech-Language-Hearing Association), Vol. 45. 384–391/ April 2002, p. 385.

b. No analogous idiom in L1

Idioms that have no similar or identical L1 equivalents cause difficulty for L2 learners.<sup>37</sup> McPartland is cited in Maha argued that the easiest idioms to learn are those that have exact counterparts in the learner's mother tongue, and the most difficult idioms are those that have no analogue in L1 and whose meaning cannot be derived from the combined meaning of their constituent words.<sup>38</sup> According to Irujo is cited in Maha, the use of L1 may assist L2 learners in their comprehension of L2 idioms that are identical or similar to L1 equivalents. At the same time, idioms that have no similar or identical L1 equivalents cause difficulty for L2 learners.<sup>39</sup>

Many researchers have investigated the role of L1 in L2 idiom processing. This strategy is a double-edged sword, as L2 learners who rely on their own L1 in L2 idiom processing can potentially hinder their understanding of L2 idioms. Conellis cited in Maha termed this phenomenon the "interlingual factor".<sup>40</sup>

c. Cultural differences

Xie in Tiechuan claims that a person living in a certain cultural system would instantly grasp the same associations after a cultural image in his language is mentioned. Cultural images have an inseparable relationship with the history and culture of the society,

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<sup>37</sup>Noura Winis Ibrahim Saleh & Mohammed Hassan Zakaria, "Investigating the Difficulties, p. 73.

<sup>38</sup>Maha H. Alhaysony, "Strategies and Difficulties, p. 70.

<sup>39</sup>*Ibid.*, p. 73.

<sup>40</sup>*Ibid.*,



many of which even originated from totems and folklores. Cultural images can be animals, plants, famous persons, and even numbers.<sup>41</sup>

If figurative language such as idioms, metaphors, metonymies is pervasive in real life as a part of the culture, then it is not surprising that language learners will be certainly encountered and exposed with idiomatic expressions as a part of language learning and they should attempt to build up their knowledge of idioms if they want to survive in real communication settings.<sup>42</sup>

Words with no equivalent throughout foreign language learning can cause many problems. Because it implies that the concepts in a language and culture may not exist in another. Thus, word and words with no equivalent of the former reflect the underlying characteristics of each nation's culture. Various thoughts on understanding various nations and nationalities come from different ways of thinking and cultural backgrounds. Therefore, their understanding of abstract equivalents and methods can vary as well. Finding two words in two distinct languages that have the same meanings are very rare. Some of the words often take advantage from specific cultural information, the words which have cultural charge such as the English word "dog"; a dog represents both a concept and an animal, but the differences are

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<sup>41</sup>Ma Tiechuan, "Cause Analysis of Different Culture Image in English and Chinese Animal Idiom", *Asian Journal of Humanities and Social Sciences*, (Beijing: AJHSS), Volume 3, Issue 1/February, 2015, p. 11.

<sup>42</sup>OktayYağiz and Siros Izadpanah, "Language, Culture, Idioms, and Their Relationship with the Foreign Language", *Journal of Language Teaching and Research*, (Finland: Academy Publisher), Vol. 4, No. 5/September 2013, p. 954.

important. Europeans like dogs very much, therefore, in many cases, the use "dog" is conceived as a recognized and praised word. Given the importance of the word "dog", it represents the loyalty, intimacy and beloved.<sup>43</sup>

d. Lack of experience dealing with idiom

Using authentic texts from newspapers, magazines, internet could be a significant way to introduce different idiomatic expressions to students. Watching live programs or videos sketches can also provide learners with situations to learn continually learn idiomatic expressions in various situations and contexts. This finding substantiates Irujo, she claimed that idiomatic expressions are best learned in interactive situations such as TV language which usually contain idioms because the clues in the context could easily help learners remember the meaning of the idioms vividly.<sup>44</sup>

In accordance Irujo, teachers should propose certain exercises on idioms because materials often poorly support teaching them. In sum, the findings of the current study provide support to the fact that idioms can be used frequently in daily situations, and therefore they deserve to be a part of syllabus of the target language. Irujo propose to incorporate teaching idiomatic expressions in each curriculum whether

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<sup>43</sup>*Ibid.*, p. 955.

<sup>44</sup>Nisreen Al-Khawaldeh, Abdullah Jaradat, Husam Al-momani, & Baker Bani-Khair, "Figurative Idiomatic Language: Strategies and Difficulties of Understanding English Idioms", *International Journal of Applied Linguistics & English Literature*, (Australia: Australian International Academic Centre), Vol. 5 No. 6/November 2016, p. 124.

linguistics or literature course in addition to certain activities in order to help students improve their communicative skill.<sup>45</sup>

e. Lack of the broad context for a given idiom

According to previous studies, context integration is the crucial factor for deriving the meaning of idioms.<sup>46</sup> Context acts as the general framework allowing the integration of possible sources of information and therefore the comprehension of the idiom.<sup>47</sup> Bulut&Yazici in Winis&Zakaria indicated that L2 learners rely on the literal meaning conveyed in the context and guess what it means. Furthermore, contextual clues are useful to learners in comprehending unknown idioms.<sup>48</sup>

According to Cacciari and Levorato is cited in Cain, Inference from context may be particularly useful for understanding opaque idioms, the meaning of which is not cued by the words in the phrase. The use of inference from context is highlighted in an influential comprehensive model of the development of figurative competence.<sup>49</sup>

The essence of this model is that comprehension of idioms (and other

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<sup>45</sup>*Ibid.*,p.125.

<sup>46</sup>Sandrine Le Sourn-Bissaoui, StéphanieCaillies, Stéphane Bernard, &LaurianneBrulé, “Children's Understanding of Ambiguous Idioms and Conversational Perspective-Taking”, *Journal of Experimental Child Psychology*, (France: Elsevier), Vol. 112. No. 4/August 2012, p. 439.

<sup>47</sup> Maria Chiara Levorato& Christina Cacciari, “Children’s Comprehension and Production of Idioms: the Role of Context and Familiarity”, *Journal of Child Language*, (Great Britain: Elsevier), Vol. 19. 415-433., p. 430.

<sup>48</sup>NouraWinis Ibrahim Saleh & Mohammed Hassan Zakaria, “Investigating the Difficulties, p. 72.

<sup>49</sup>Kate Cain, Andrea S. Towse, & Rachael S Knight, “The Development of Idiom Comprehension: An Investigation of Semantic and Contextual Processing Skill”, *Journal Experimental Child Psychology*, (United Kingdom: JECP), Vol. 10/ October 2008, p. 5.

forms of figurative language) is dependent on the same skills and strategies that underpin reading and listening comprehension, more generally.<sup>50</sup>

Specifically in relation to idioms, it is possible that context acts as an additional check when deriving the meaning of transparent idioms: any meaning derived from analysis of the phrase can be checked and refined in relation to the meaning suggested by the supporting context.<sup>51</sup> Context of situation provided in listening or reading material facilitate students' comprehension of idioms.<sup>52</sup>

f. Arbitrary

Arbitrariness causes the idioms are incomprehensible based on the meaning of their constituents, and hence they cannot be taught systematically. Similarly, Buckingham in Cain maintained that "idioms' arbitrary language-specific nature makes them difficult for learners to understand and acquire, resistant to translation".<sup>53</sup>

Six difficulties in comprehending idiom above are the difficulties are often faced by the students. Every difficulty can be caused by different problem. They also have different way as the solution to solve every difficulty.

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<sup>50</sup> *Ibid.*,

<sup>51</sup> *Ibid.*, p. 7.

<sup>52</sup> HuongQuynh Tran, "An Explorative Study of Idiom Teaching for Pre-service Teachers of English", *English Language Teaching*, (Canada: Canadian Center of Science and Education), Vol. 5, No. 12/ 2012, p. 81.

<sup>53</sup> Maha H. Alhaysony, *Strategies and Difficulties*, p. 72.

## 7. The Level of Difficulty

The lower index of a test, the more difficult the test is and vice versa. There are some formulas that can be used to measure the level of difficulty or difficulty index, as follows:<sup>54</sup>

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

$IF$  = Item facility (level of difficulty)

$B$  = Number of test-takers answering the item incorrectly

$JS$  = Number of test-takers responding to that item

Another formula to measure item difficulty is (P-value) from Gronlund and Garrett as below:<sup>55</sup>

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

$P$  = the percentage of examinees who answered items correctly.

$R$  = the number of examinees who answered items correctly.

$N$  = total number of examinees who tried the items.

Classifications of difficulty index or level of difficulty can be explained as follows:

$P = 0, 00$  : test items is too difficult

$0, 00 < P \leq 0, 30$  : test items is difficult

$0, 30 < P \leq 0, 70$  : test items is medium

$0, 70 < P \leq 1, 00$  : test items is easy

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<sup>54</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman Inc., 2004), p. 59

<sup>55</sup> Norman E. Gronlund, *How to Make Achievement Tests and Assessments*, (Boston: Allyn and Bacon, 1993), p. 103.

$P = 1$  : test items is too easy

In measuring the level of difficulty or difficulty index can use one of the formulas above. Then, classification of level of difficulty can be seen based on the counting result.

## C. The Concept of TOEFL

### 1. Definition of TOEFL

The Test of English as a Foreign Language, better known as TOEFL, is designed to measure the English proficiency of people whose native language is not English.<sup>56</sup>

The Test of English as a Foreign Language (TOEFL) is an examination that is administered by the Educational Testing Service (ETS) and is used to evaluate a nonnative English speaker's proficiency in the English language.<sup>57</sup>

The TOEFL test is a test to measure the level of English proficiency of nonnative speakers of English.<sup>58</sup>

TOEFL (Test of English as a Foreign Language) is a test for non-native English speakers to measure their English proficiency.

### 2. Format of TOEFL

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<sup>56</sup> Educational Testing Service (ETS), *Test and Score Data Summary for TOEFL Computer-Based and Paper-Based Tests*, (USA: Educational Testing Service, 2007), p. 3.

<sup>57</sup> Jolene Gear & Robert Gear, *Cambridge Preparation for the TOEFL Test; Fourth Edition*, (New York: Cambridge University Press, 2006), p. xxi.

<sup>58</sup> Deborah Phillips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests*, (New York: Pearson Education, 2001), p. xiii.

There are three TOEFL test format, paper format and a computer format.<sup>59</sup>

a. The Paper Version

In the paper version or paper-based test (PBT) of the TOEFL test has the following sections:

- 1) Listening Comprehension: this section is intended to measure examinees' ability in understanding spoken English, examinees must listen to various types of passages on a tape recording and respond to multiple choice questions about the passages.
- 2) Structure and Written Expression: this section is intended to measure examinees' ability in recognizing grammatically correct English, they must choose the correct way to complete sentences or find errors in sentences.
- 3) Reading Comprehension: this section is intended to measure examinees' ability to understanding written English, examinees must answer multiple choice questions about the ideas and the meanings of words in reading passages.
- 4) Test of Written English (TWE): is intended to measure examinees' ability in producing correct, organized, and meaningful English, examinees must write an essay on a given topic in thirty minutes. The Test of Written English (TWE) is not given with every administration of the paper TOEFL test.

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<sup>59</sup>*Ibid.*, p. xiv-xv.

b. The Computer Version

In the computer version or computer-based test (CBT) of the TOEFL test has the following sections:

- 1) Listening: this section is intended to measure examinees' ability in understanding spoken English, examinees must first listen to passages on headphones as they see pictures on a computer screen and then answering various types of questions about the passages that they just heard.
- 2) Structure: this section is intended to measure examinees' ability to recognizing grammatically correct English, examinees must look at sentences on a computer screen and either choosing the correct way to complete the sentence or identify errors in the sentences.
- 3) Reading: this section is intended to measure examinees' ability in understanding written English, examinees must read passages on a computer screen and answer various types of questions about the ideas and meanings of words in the passages.
- 4) Writing: this section to measure examinees' ability in producing meaningful, organized, and correct English, examinees must write an essay on a given topic in thirty minutes, either on the computer or by hand.



c. The Internet Version

The TOEFL iBT is an Internet-based test delivered in secure testing centers around the world. The TOEFL iBT replaced the TOEFL computer-based test (CBT). The paper-and-pencil (PBT) version of the test is still offered in some locations where iBT testing is not possible.<sup>60</sup>

The TOEFL iBT consists of four sections: Reading, Listening, Speaking, and Writing. The entire test is about four hours long, and all sections are taken on the same day.<sup>61</sup>

- 1) Reading: this section is intended to measure the examinees' ability in understanding university-level academic texts and passages.
- 2) Listening: this section is intended to measure the examinees' ability to understand spoken English. There are two types of listening materials, conversations and lectures.
- 3) Speaking: this section is intended to measure the examinees' ability in speaking effectively in academic settings.
- 4) Writing: there are two tasks in the writing section, an integrated writing task and an independent writing task.

In addition to these TOEFL format tests, there are also another TOEFL format, namely TOEFL ITP. TOEFL ITP is a test to measure the English proficiency of test takers whose native language is not

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<sup>60</sup>Educational Testing Service (ETS), *the Official Guide to the TOEFL Test; Third Edition*, (New York: McGraw-Hill, 2009), p. 2.

<sup>61</sup>*Ibid.*, p. 4.

English.<sup>62</sup>The TOEFL ITP test is based on paper best-test TOEFL test (PBT). The test consists of three sections:<sup>63</sup>

- a. Listening Comprehension section, this section measures the ability to understand spoken English in academic settings.
- b. Reading Comprehension section, this section measures the ability to understand academic reading passages in English.
- c. Structure and Written Expression section, this section measures recognition of correct and incorrect sentence structure in standard written English.

In TOEFL ITP there are two levels of test, they are level 1 and level 2. Level 1 is for intermediate to advanced, it takes time approximately 2 hours. While, level 2 is for high beginning to intermediate, it takes time approximately 1 hour 10 minutes.

**Table 2**

**TOEFL ITP Level 1**

<b>Section</b>	<b>Number of Questions</b>	<b>Admin. Time</b>	<b>Score Scale</b>
Listening Comprehension	50	35 minutes	31–68
Structure and Written Expression	40	25 minutes	31–68
Reading Comprehension	50	55 minutes	31–67
<b>TOTAL</b>	<b>140</b>	<b>115 minutes</b>	<b>310–677</b>

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<sup>62</sup> Educational Testing Service (ETS), *Test and Score Data Summary for the TOEFL ITP Test*, (USA: ETS, 015), p. 3

<sup>63</sup> *Ibid.*,

**Table 3**  
**TOEFL ITP Level 2**

<b>Section</b>	<b>Number of Questions</b>	<b>Admin. Time</b>	<b>Score Scale</b>
Listening Comprehension	30	22 minutes	20–50
Structure and Written Expression	25	17 minutes	20–50
Reading and Vocabulary	40	31 minutes	20–50
<b>TOTAL</b>	<b>95</b>	<b>70 minutes</b>	<b>200–500</b>

Until now, there are three format of TOEFL exam is published by ETS (English Testing Service), namely: PBT (Paper Based Test), CBT (Computer Based Test), and iBT (internet Based Test). The use of TOEFL test format depend on where the test held and how the circumstance in supporting the test. While, for TOEFL ITP, the test is used by an institution and the score of TOEL is used in scope of the institution itself.

### **3. TOEFL Scoring**

As the explanation above that there are three types of TOEFL test; paper-based test (PBT), computer-based test (CBT), and internet-based test (iBT). Each type of these tests has different scoring.

TOEFL scoring on PBT (Paper-Based Test)is using conversion system. It means that each correct answer has certain score. For example

one correct answer has score 25, then two correct answers are 26, etc.

Completely, the system of the conversion as the table below:

**Table 4**  
**Conversion System of TOEFL Scoring for Paper-Based Test (PBT)**

Number Correct	Converted Score		
	Section I (Listening Comprehension)	Section II (Structure and Written Expression)	Section III (Reading Comprehension)
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	69
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52

34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	38	38	34
13	37	37	32
12	37	36	31
11	35	35	30

10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	26
6	30	26	25
5	29	25	24
4	28	23	23
3	27	22	23
2	26	21	22
1	25	20	21
0	24	20	22

*Conversion system of scoring for TOEFL PBT<sup>64</sup>*

After counting total of correct answer each section, the next step is counting the conversion by using these ways:<sup>65</sup>

- a. The converted score of each section is added. For example, as follows:

$$52+60+55 = 167$$

- b. Then, the total of score is divided in three. For example, as follows:

$$167: 3 = 55,6$$

- c. The result is multiplied with ten, as follows:

$$55,6 \times 10 = 556$$

- d. The result, TOEFL Score is 556.

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<sup>64</sup><https://toefl snack.blogspot.co.id/2016/05/cara-menghitung-skor-toefl-itp.html>(Accessed on 28-08-2017 21:07)

<sup>65</sup><http://www.geniusedukasi.com/cara-menghitung-skor-toefl-1/>( Accessed on 29-08-2017 09:27)

Minimum PBT TOEFL score based on conversion table above is 217, it is as the score result if there is no one correct answer. Meanwhile, the maximum score is 677, if the all examinees' answer is correct.

There is TOEFL score levelis used by institution as organizer to measure the examinees' English proficiency. There are four score levels, as follows:

**Table 5**  
**The Score Level of TOEFL PBT**

No.	Score Range	Level
1.	310 - 420	Elementary
2.	420 - 480	Low Intermediate
3.	480 - 520	High Intermediate
4.	525 - 677	Advance

Score level for TOEFL PBT <sup>66</sup>

Based on the table above, the score levels for TOEFL PBT are divided into four levels, namely elementary, low intermediate, high mediate, and advance level. Elementary level is level score range 310-420. While in intermediate level is divided into two levels, they are low intermediate level and high level. Intermediate level is in score range 420-480, while high level is in score range 480-520. Then, for advance level, the score range is 525-677.

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<sup>66</sup><http://www.geniustoeft.com/artikel-ilmu-kunci-toefl/artikel/pengantar-toefl/cara-menghitung-score-toefl> (Accessed on [29-08-2017 09:27](#))

#### 4. Preparation for Listening Comprehension Tests on TOEFL Test

Educational Testing Service (ETS) gives tips for students who preparing for TOEFL test, especially listening comprehension section. The preparation involves three major factors, as follows:<sup>67</sup>

- a. *Self-management*. Students should understand how to build and conserve mental, emotional, and physical energy and when to use this energy; the use of strategies when they face difficulty, pressure, or ambiguous situations.
- b. *Test-wiseness*. Students should understand about testing process and underlie the aims of each part of a test and each item within a test; strategies for answering questions efficiently.
- c. *Mastery of knowledge base*. It is related to student's acquisition of the knowledge and skills, so they success on the test.

These preparations are useful for student to success in test. The preparations are not just involve students physic but also their mental and knowledge. Teacher, lecturer or coach of TOEFL test taker is participated in these preparations, which is in preparing student's mastery of knowledge base.

#### 5. Idiom on Listening Comprehension

The listening section of the TOEFL exam measures your ability to understand North American English. It uses conversational language including idiomatic expressions, rather than formal, written English.<sup>68</sup>

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<sup>67</sup>Michael Rost, *Teaching and Researching*, p. 221.



According to Butt *et al.*, colloquial expressions place the top three factors, after accent and pronunciation, which cause problems in listening comprehension among EFL learners.<sup>69</sup>

Idioms appear in some questions in the short dialogues. Idioms question can be difficult for students because they seem to be describing one situation when they are really describing a different situation.<sup>70</sup>

This is the example of idioms in the short dialogue on TOEFL test. On the recording you hear:<sup>71</sup>

(Man) : Tom is a full-student and is holding down a full-time job.

(Woman) : He's really burning the candle at the both ends.

(Narrator) : What does the woman say about Tom?

In your text book or computer screen, you read:

(A) He's lighting the candle.

(B) He's holding the candle at the top and the bottom.

(C) He's doing too much.

(D) He's working as a firefighter.

In this question, the idiom *burning candle at the both ends* has nothing to do with candles and nothing to do with burning or fires, so answers (A), (B), and (D) are not correct. Instead the idiom is an

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<sup>68</sup> Learning Express, *TOEFL Exam Essentials*, (New York: Learning Express, LLC., 2004), p. 23.

<sup>69</sup> Arifuddin Hasan & Susanto Susanto, "Gender-based Failure to Infer Implications from Pre-TOEFL Listening", *International Journal of Learning & Development* (Indonesia: Macrothink Institute), Vol. 2, No. 6, 2012, p. 69.

<sup>70</sup> Deborah Phillips, *Longman Complete*, p. 72.

<sup>71</sup> *Ibid.*

expression that used in a situation when someone is trying to do more than he or she really can do; after all, a candle usually only burns at the one end, so a candle that burns at two ends is *doing too much*. Therefore, the best answer to the question above is (C).

Actually, idiomatic expression on listening comprehension section of TOEFL test is a part that is difficult for examinees to understand. It often becomes a problem for examinees in answering the listening questions.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Type and Characteristics of Research

In this research, analysis of idiom comprehension difficulties on listening comprehension on TOEFL test, researcher used qualitative methods. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, quantitative research refers to counts and measures of things.<sup>72</sup> Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>73</sup> By using qualitative research, the purpose of research was not only to amass data, but to discover the answers for the questions by the systematic procedures.

The researcher used case study approach in this qualitative research. Case study research is a qualitative approach in which the investigator explores a bounded system (a *case*) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case *description* and case-based themes.

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<sup>72</sup> Bruce L. Berg, *Qualitative Research Method for the Social Sciences*, (USA: Allyn & Bacon, 2001), p. 3.

<sup>73</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches; Third Edition*, (USA: Sage Publications, 2009), p. 4.

For example, several programs (a *multi-site* study) or a single program (a *within-site* study) may be selected for study.<sup>74</sup>

The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.<sup>75</sup>

Through this research, the researcher want to give an in-depth understanding about idiom comprehension difficulties in listening for TOEFL test among the students of English Education Department at IAIN Metro.

## **B. Data Resource**

In this research, the data sources were obtained from two sources, which was the primary data and secondary data sources. Primary data sources were obtained from observation of the students' answer sheet on TOEFL test and interview relating to the students experience in TOEFL test, especially in idiom comprehension on listening comprehension.

While secondary data source was documentation, it consisted of the information about history IAIN Metro, total of the students, lectures, staffs,

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<sup>74</sup> John W. Creswell, *Qualitative Inquiry and Research Design*, (USA: Sage Publications, 2007), p 73.

<sup>75</sup> John W. Creswell, *Research Design.*, p. 4.

organizational structure, and the condition of IAIN Metro. In addition, there was the literature related to idiom comprehension difficulties on listening comprehension. It was obtained from the lecturer, book, journal, dictionary, etc. as the secondary data source.

### **C. Data Collecting Technique**

In obtaining the data the researcher used some instruments. The instruments include:

#### **1. Observation**

Observation is the most commonly techniques used in collecting data especially in study relating to behavioral sciences. Qualitative observations are which the researcher takes field notes on the behavior and activities of individuals at the research site.<sup>76</sup>

In this research, the researcher observed 10 students' TOEFL answer sheet. It was intended to know about the students' idiom comprehension on listening comprehension on TOEFL test.

#### **2. Documentation**

Documentation or document was data collection technique that was useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories,

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<sup>76</sup> John W. Creswell, *Research Design.*, p, 181.

archive, photograph, book, article and others.<sup>77</sup> This documentation technique was purposed to get information in the form of archive information about students' TOEFL answer sheet and audio recording of listening questions on TOEFL test. The documentations were also contained the history of IAIN Metro, total of the students, lectures, staffs, organizational structure, and the condition of IAIN Metro.

### **3. Interview**

Simply, interview is defined as a conversation with a purpose.<sup>78</sup> The researcher interviewed 10 participants of the sixth semester students of English Education Department at IAIN Metro. The interview was related to idiom comprehension difficulties on listening comprehension on TOEFL test where it would be related to the result of observation of their TOEFL answer sheet. This interview was conducted to determine the students' opinions about the idiom comprehension difficulties their face in listening comprehension on TOEFL test.

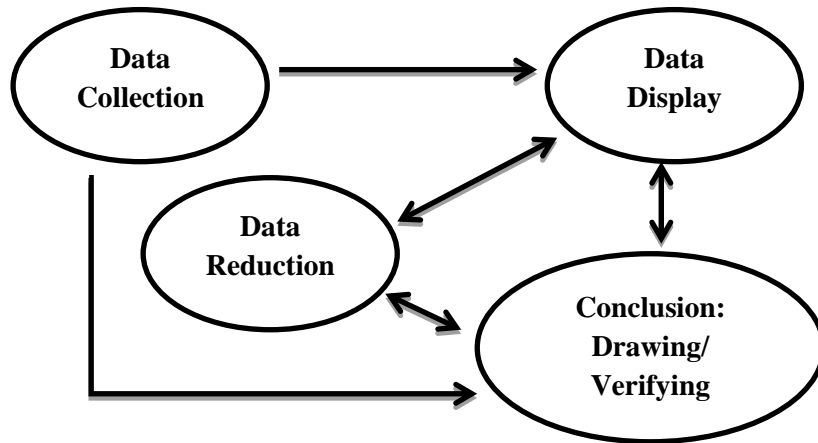
### **D. Data Analysis Technique**

In this research, after data was collected researcher uses theory from Huber and Miles to analyze the data. According to Huber and Miles, data analysis could be defined as consisting of three concurrent flows of action: data reduction, data display, and conclusions and verification.

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<sup>77</sup> Louis Cohen, Lawrence Manion, & Keith Morrison, *Research Methods in Education*, (New York: Routledge, 2007), p.201

<sup>78</sup> Bruce L. Berg, *Qualitative Research.*, p. 66.



**Figure I. Analysis Component of Miles and Huberman Model<sup>79</sup>**

### **1. Data Collection**

Data collection was the step, gathering all the data related to the research. It was the step before the data would be analyzed.

### **2. Data Reduction**

All data had been collected then they were reduced. Data reduction was a part of analysis that could not be separated in every stages of analysis. There were three stages in analysis the data. Reducing data in the first stage was by editing, segmenting and summarizing. In the middle was by coding and memoing. And the last stage was conceptualizing and explaining. The aim of data reduction was reducing the data without losing significant information.

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<sup>79</sup> Keith F. Punch, *Introduction to Research Method in Education*, (Los Angeles: Sage, 2004), p. 174.

### 3. Data Display

Data display was the main part .The notion of data display was intended to convey the idea that data were presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn. The researcher used displays to help in understanding about the data.

### 4. Drawing and Verifying Conclusion

Drawing and verifying conclusion was the last step in part of analyzing data. After the data was reduced and displayed, the researcher made the draw of conclusion. The last, the data had been drawn was verified.

## E. Research Approach

In this research, researcher used the systematic steps. Researcher applied this approach in conducting this research, as follow:<sup>80</sup>

#### 1. Identifying research problem.

The first step was to select the phenomena that would be analyzed. In this case, the researcher analyzed idiom comprehension difficulties on listening comprehension on TOEFL test among the students of English Education Department at IAIN Metro.

#### 2. Reviewing the literature on the problem.

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<sup>80</sup>John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc., 2012), p. 57.



In this step, the researcher reviewed the relevant literature related to idiom comprehension difficulties on listening comprehension on TOEFL test.

3. Specifying a purpose and research questions.

The researcher focused the purpose of this research to find out idiom comprehension difficulties on listening comprehension on TOEFL test.

4. Collecting the data

The data was collected by using three instruments, observation, interview, and documentation.

5. Analyzing the data

The data was related to the students' difficulties on idiom comprehension on TOEFL test were analyzed, and then the next stage was coding. Next, the result was conceptualized and explained.

6. Interpreting the findings and stating conclusion

The researcher interpreted the result of data analysis and explained it in the narrative form.

7. Reporting results.

The researcher made the report about the finding result of idiom comprehension difficulties on listening comprehension on TOEFL test among the students of English Education Department at IAIN Metro.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of Research Setting**

##### **Profile of IAIN Metro**

##### **1. Historical Background of IAIN Metro**

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is a change of status from STAIN JuraiSiwo Metro. It is dedicated in 2017 based on the decision of President No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN JuraiSiwoMetro continued to strive for the development of STAIN JuraiSiwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of President RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find two faculties, Tarbiyah and Syari'ah faculty, which were domiciles in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Tarbiyah Faculty was changed from private to state.

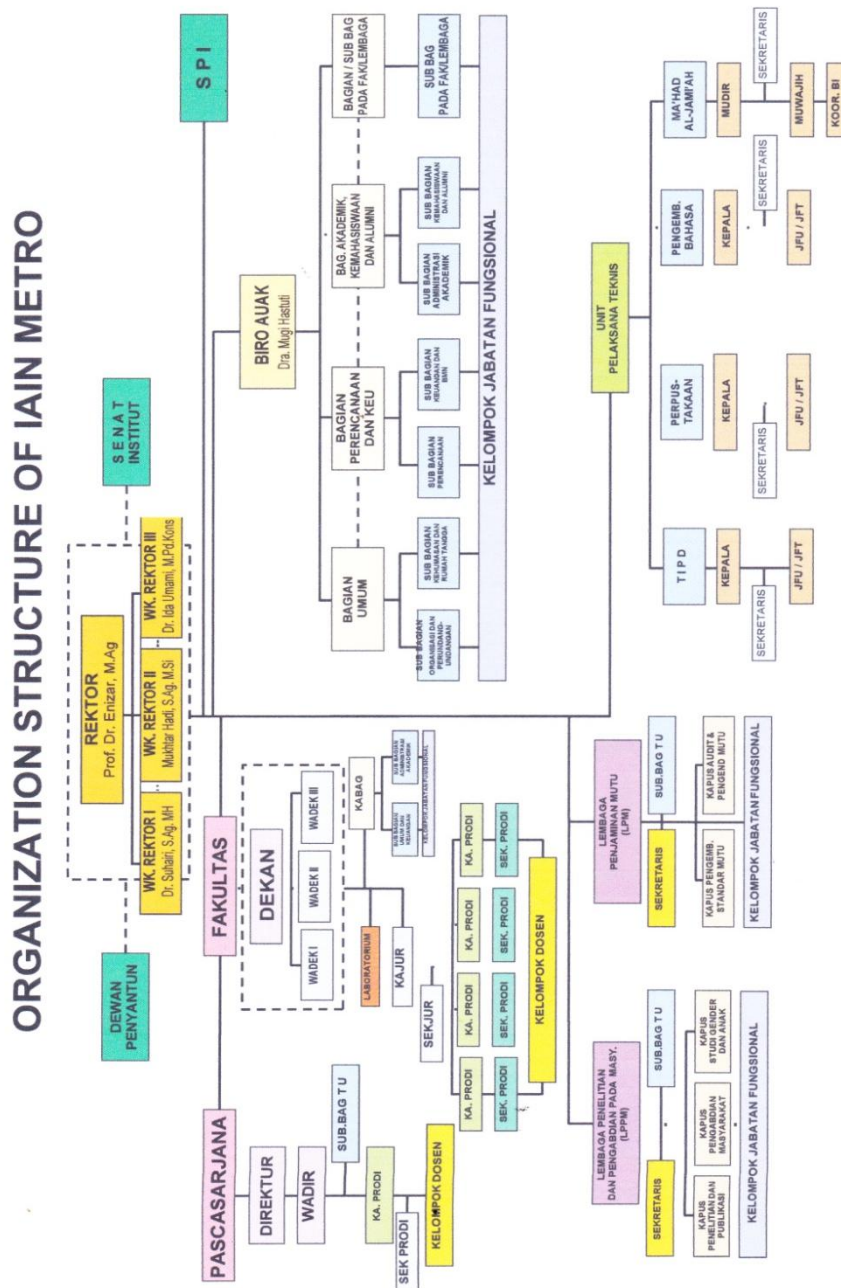
Referring to the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al'jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah department were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties STAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of IAIN Metro.

IAIN Metro has four faculties, namely (1) Tarbiyah and Teaching Training, (2) Syariah, (3) Islamic Announcement and Communication, (4) Islamic Economy and Business. Tarbiyah and Teaching Training Faculty has four departments, they are: Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (PBI), Islamic Elementary School Education Department (PGMI). Afterwards, Syari'ah Faculty has three departments, they are; Ahwalusy Syakhsiyyah (AHS), Syari'ah Economic Law (HESy), Islamic Banking (D3 PBS). Then, Islamic Announcement and Communication Faculty has two departments, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA). Islamic Economy and Business has two departments, namely Syari'ah Economic (ESy), and Islamic Banking (S1 PBS).

## 2. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2016/2017 as follows:



### 3. The Location Sketch of IAIN Metro

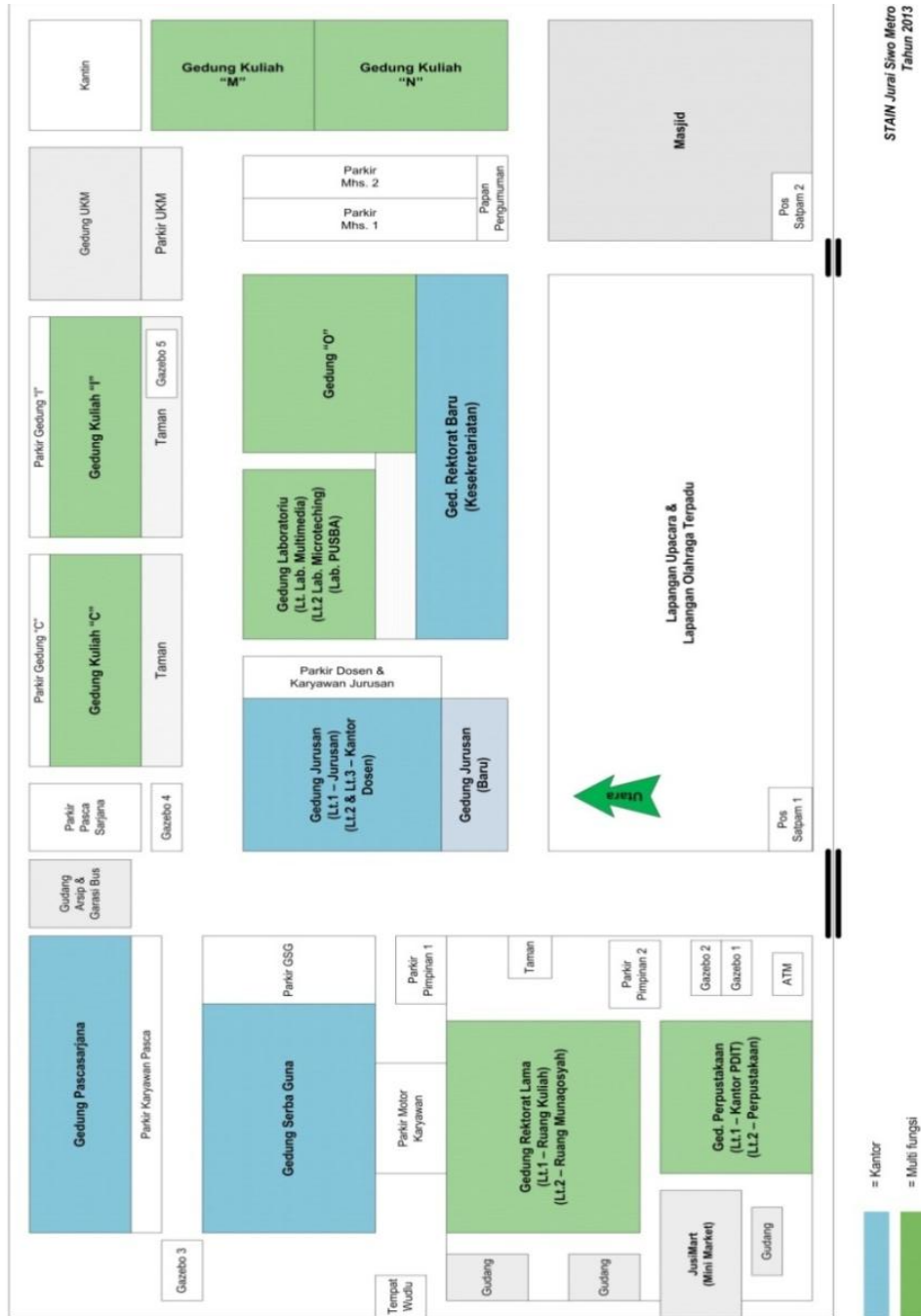
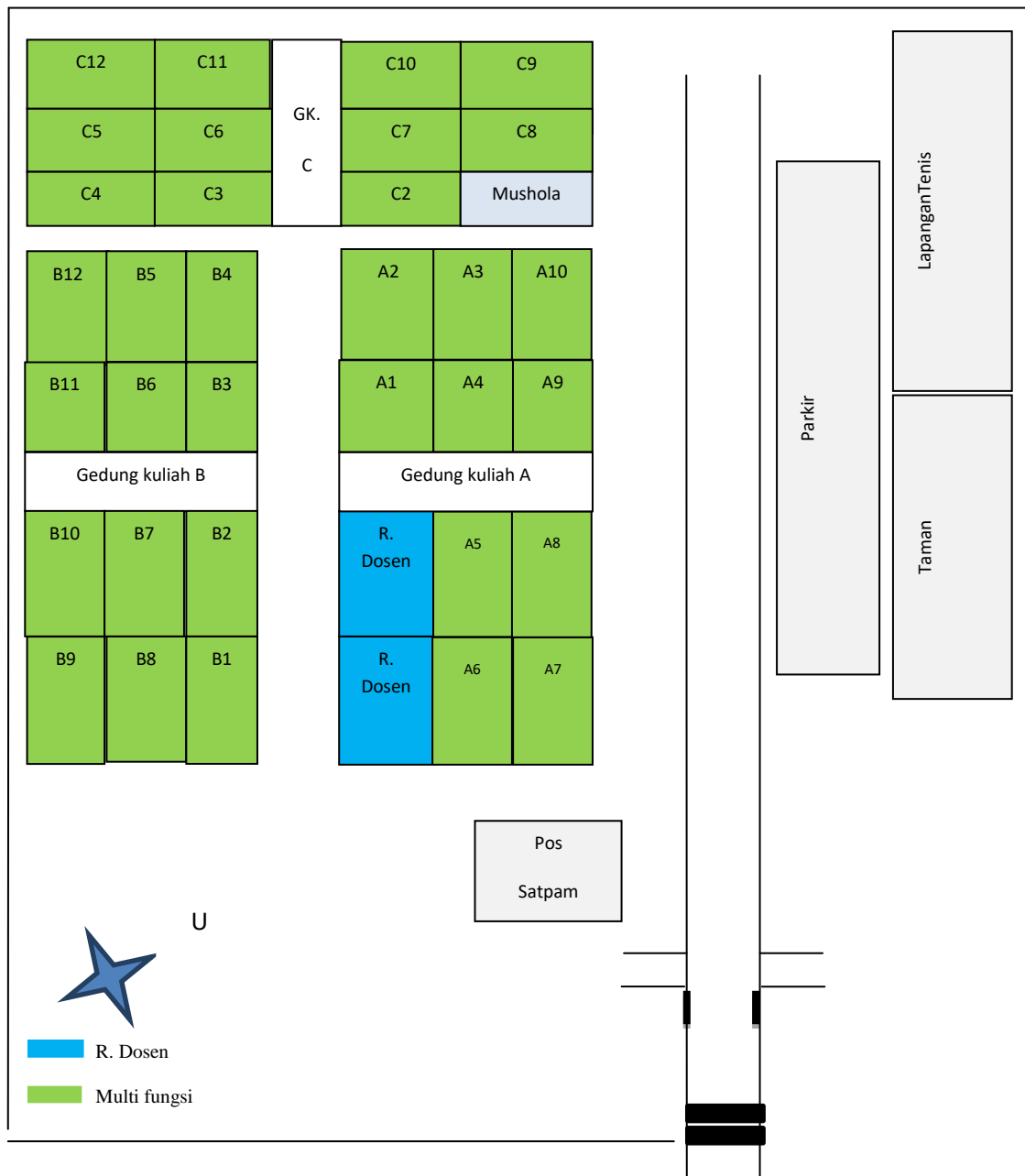


Figure III. The Location Sketch of Campus 1 IAIN Metro



Source: Documentation of IAINMetro in Academic Year of 2016/2017.

**Figure IV.** The Location Sketch of Campus 2 IAIN Metro

#### 4. Facilities at IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process. For getting the details of facilities, it can be shown in the table below:

**Table 6**  
**Facilities at IAIN Metro**

No	Facilities	Total of unit	Large (m <sup>2</sup> )
1.	Lecturers' Unit	1	556
2.	Computer Laboratory Unit & BMT	1	1000
3.	Library Unit	1	1000
4.	Language Laboratory Unit	1	180
5.	Micro-Teaching Laboratory	1	106,8
6.	Islamic Development Unit	1	30
7.	Classroom	74	-
8.	Mosque	1	1000
9.	Futsal Field	1	510
10.	Basketball Field	1	-
11.	Wall Climbing Field	1	92
12.	Volley Field	1	-
13.	Tennis Field	1	650
14.	Auditorium	1	-
15.	Students Activities Unit	1	-
16.	Students Committee Office	1	-
17.	Office of University Head	2	-
18.	Munaqosyah Building	1	-
19.	Postgraduate Building	1	-
20.	Parking Place	9	-
21.	Faculty Unit	2	-

*Source: Documentation of IAIN Metro in the Academic Year of 2016/2017*



## 5. The Condition of Lecturer and Official Employees at IAIN Metro

The number of lecturers and official employees at IAIN Metro in academic year 2015/2016 are 152. Otherwise, there are 75 lecturers non PNS and 19 honorary workers. Therefore, the whole staff of IAIN Metro in academic year 2015/2016 is 246.

## 6. The Condition of Students at IAIN Metro

The total students at IAIN Metro are 6.651 students. That is the data of total students from 2011 until 2016, more detail it can be seen on the table below:

**Table 7**

**Total Students at IAIN Metro**

No.	Academic year	Students
1.	2011	1.205
2.	2012	1.509
3.	2013	1.146
4.	2014	1.143
5.	2015	999
6.	2016	649
<b>Total of students</b>		<b>6.651</b>

*Source: Result of documentation at IAIN Metro on May 17<sup>th</sup> 2017.*

## 7. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Study Program (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included on Tarbiyah and Teaching Training Faculty n IAIN Metro. Historically, Strata 1 (S1) of English Education Department came

from Diploma 3 (D3) English Education that was opened in 2002 based on the Decree No:DJ.1/220.C/2007 on May 28, 2007.

In implementing education, English Education Department stands on its vision, as follows: the establishment of professional students in the English education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining. Furthermore, the vision than is enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in the Islamic culture values.
- b. Building and developing an atmosphere of the academic which is humanist, democratic and modern.
- c. Growing the professionalism ethic through theoretical knowledge basic.
- d. Providing qualified education service to produce the candidate of educator which is smart and skillful who have good attitude;
- e. Applying integrated educational system which is able to give a significant input to development of education.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision and missions above, it is formulated be two purposes of English Education Department, as follows:

- a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology, and art but also be able to be agents of change in the society.
- b. To prepare the students be professional English teachers which can imply, develop and enlarge English education with spirit of English-Islamic.

In line with the above statement, English department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in English Education Department at IAIN Metro.

From 2011-2015, the number of English Education Department at IAIN Metro can be seen, as the table below:

**Table 8**  
**Total Students of TBI 2011-2016**

<b>Semester</b>	<b>Total</b>
I	226
III	171
V	250
VII	276
IX	136
<b>Total</b>	<b>1059</b>

*Source: Result of documentation at IAIN Metro in the Academic Year of 2016/2017.*

## **B. General Description of Research Data**

The researcher observed the students' TOEFL answer sheets especially on idiom comprehension on listening comprehension. On the listening

comprehension section, the students had to answer the question of conversation contained idiom. The questions were related to the idiom comprehension was in listening part A. This part was in form of short conversation consist of two people. The students had to guess the meaning of idiom was said by the second speaker on conversation. The result of the observation was to know the students' score on idiom comprehension, as follows:

**Table 9**  
**The Students' Idiom Comprehension Answers on Listening Comprehension on TOEFL Test**

No.	Student's Name	Student's Listening Comprehension Score		Student's Idiom Comprehension Score (on Listening Comprehension)	
		Score	Level	Score	Category
1.	ChamidahZahro	45	Elementary	25	Fair
2.	DesiNurwati	46	Intermediate	24	Bad
3.	Eka Nurwahyuni	37	Beginner	24	Bad
4.	Erna Yunita	44	Elementary	24	Bad
5.	MunirulUmam	52	Intermediate	24	Bad
6.	NasiratusSaidah	53	Intermediate	25	Fair
7.	Ratna P. S	54	Upper Intermediate	25	Fair
8.	RetnoWulandari	38	Elementary	25	Fair

9.	SitiMayang Sari	37	Beginner	25	Fair
10.	Wiwi R. A	47	Intermediate	25	Fair

*Source: Result of observation of students' TOEFL answer sheet on June 13<sup>th</sup> 2017.*

Based on conversion system, listening score was started from 24 (the lowest score) until 67 (the highest score). The lowest score (24 score) meant that there was no one correct answer. Then, for the highest score (67), it meant that totally 50 answers was correct. For the score every correct answer could be seen on conversion table.

Level score of listening comprehension consisted of some levels. The level was based on the Common European Framework of Reference for Languages (CEFR), it was divided into A1 (beginner level), A2 (elementary level), B1 (intermediate level), B2 (upper intermediate level), and C1 (advance level). A1 (beginner level) was for score range >38, A2 (elementary level) for 38-46, B1 (intermediate level) for 47-53, B2 (upper intermediate) for 54-63, and C1 (advance) for 64-68.

Moreover, the data above was also indicated students' score idiom comprehension on listening comprehension on TOEFL test based on these questions:

17. Man : It is nine o'clock. We're must sleep!

Woman : Let's *get a move on!*

Question : What does the woman mean?

(A) Moving too slowly

- (B) Moving too quickly
- (C) Saying their
- (D) Moving the things

30. Woman : Do you need help?

Man : No, thanks. It's not *abig deal*?

Question : What does the man mean about "deal"?

- (A) It's short
- (B) It's simple
- (C) It's nice
- (D) It's important

According the questions above, the idiom *get a move on* means *moving too quickly*, so the correct answer was B. While, for idiom *abig deal* means *it's important*, the correct answer was D.

Student's idiom comprehension score category was divided into three categories namely bad, fair, and good. For score 24, it meant for bad category. Then, 25 score was fair category. The last, for 26 score, it meant good category.

In detail, the data about students' listening comprehension score and idiom comprehension score could be explained as follows:

First data (ChamidahZahro), the student's correct answer of idiom comprehension was only one correct answer. Thus, her score was 25 from of 45 score of listening comprehension. Her comprehension in listening was in

the elementary level while her comprehension in idiom on listening comprehension was in fair category.

On the second data (DesiNurwati), there was no correct answer of idiom comprehension. Her score was 24 from her listening score, 46. It meant her idiom comprehension was in the bad category while her listening comprehension was in intermediate category.

On the third data (Eka Nurwahyuni), the score of idiom comprehension same as the second student, that was 24. It meant that her idiom comprehension was in the badcategory. Her listening comprehension score was 37, it was in beginner level.

The fourth data (Erna Yunita) , the idiom comprehension score was still same viz. 24. Her listening score was 44. These results indicated that her idiom comprehension was in the bad category and then her listening comprehension was in the elementary level.

On the fifth data (MunirulUmam) was also same, the student's idiom comprehension score was 24. His listening score was 52. It meant that his idiom comprehension was in bad category nonetheless his listening comprehension was in intermediate level.

On the sixth data (NasiratusSaidah), the student's total correct answer on idiom comprehension was one. Her score was 25 of her listening comprehension score that was 53. This was good result, either her idiom

comprehension or listening comprehension. Her idiom comprehension was in fair category and her listening comprehension was in intermediate level.

The seventh data (Ratna P.S) showed that the student's idiom comprehension score was 25, only one correct answer. Her listening comprehension score was 54. Her idiom comprehension was in fair category and her listening comprehension was in upper intermediate level. Her listening score was the highest score among the other students.

The eighth data (RetnoWulandari), the student's total correct answer on idiom comprehension was one answer, her score was 25. Her listening comprehension score was 38. Her idiom comprehension idiom was in fair category while her comprehension in listening was in elementary level.

On the ninth data (SitiMayang Sari), the student's total correct answer on idiom comprehension was one answer, the score was 25. Her listening comprehension score was 37. Her idiom comprehension was in fair category while her listening comprehension was in beginner level.

On the tenth data (Wiwi R.A), the student's total correct answer on idiom comprehension was one, her score was 25 and her listening comprehension score was 47. Her idiom comprehension was in fair category and her listening comprehension was in intermediate level.

The data was also obtained from interviewing 10 students of English Education Department as the examinees of the TOEFL test and observing their TOEFL answer sheets. Especially, interview questions number 4 and 7 were



related to the observation of students' idiom comprehension based on their TOEFL answer sheet. As the recapitulation result, the data could be seen on data below:

**Table 10**

**The Students' Idiom Comprehension Answer on Listening Comprehension on TOEFL Test**

No.	Student's Initial	Student's Idiom Comprehension (Item 17)	Student's Idiom Comprehension (Item 30)	Student's Total Correct Answer (Idiom Comprehension)	Category
1.	CZ	√	-	1	Fair
2.	DN	-	-	0	Bad
3.	EN	-	-	0	Bad
4.	EY	-	-	0	Bad
5.	MU	-	-	0	Bad
6.	NS	-	-	0	Bad
7.	RPS	√	-	1	Fair
8.	RW	√	-	1	Fair
9.	SMS	√	-	1	Fair
10.	WRA	√	-	1	Fair

*Source: Observation result on June 13<sup>th</sup> 2017.*

The table 8 provided data relating to the table 7 on total students' score of idiom comprehension. It as the detail items of students' idiom comprehension score. The data was obtained from students' answer sheets on idiom comprehension part (on listening part A number 17 and 30). Then, the observation result was related to interview result (item 4 and 7). For each data

would be explained in detail as below. The data had code to make reader understand easier. The code as follows:

R : Researcher

S : Student

Data 1

Student's name : ChamidahZahro

R : Do you recognize the idiom contained in the conversations?

S : No, I don't.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : Because I don't recognize the idioms, so I just interpret it by relating to the context of conversation.

Information from the student above gave explanation that she did not recognize the idiom but she could interpret the idiom based on the context on conversation. Analyzing her TOEFL answer sheet, there were one correct answer on idiom comprehension. Her correct idiom interpretation based on the context that could be explained as follows:

Man : It is nine o'clock. We're must sleep!

Woman : Let's *get a move on!*

She relates idiom *get a move on!* with what the man said that we (the man and the woman) must sleep right now, and idiom *get a move on!* she interpreted as the respon of agreement of what the first speaker said. This data

indicated that the student could not be said that she comprehended the idiom, it because there was problem on recognizing the idiom. She also faced difficulty in comprehending another idiom on this listening comprehension section.

#### Data 2

Student's name : DesiNurwati

R : Do you recognize the idiom contained in the conversations?

S : I just recognize one idiom.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : When I didn't know the meaning of the idioms, I interpret them literally.

Data above indicated that the student could recognize the idiom but just one idiom. Nevertheless, the interpretation of the idiom she recognized was incorrect because she interpreted literally. It can be seen on her incorrect TOEFL answer, the idiom *get a move on* was interpreted as *moving the things*. It indicated the student did not comprehend the idioms on this listening comprehension section.

#### Data 3

Student's name : Eka Nurwahyuni

R : Do you recognize the idiom contained in the conversations?

S : No, I don't.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : Because I don't recognize the idioms on conversation, so I think the meaning same with other words. I'm not sure my interpretation is correct.

Data above indicated that the student did not recognize the idiom. She also could not interpret the idiom. It indicated that the student did not comprehend all idioms on this listening comprehension section.

Data 4

Student's name : Erna Yunita

R : Do you recognize the idiom contained in the conversations?

S : Just one idiom.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : To get the meaning I just guess based on the literal meaning of the words.

Data above gave explanation the student was able to recognize one idiom. But she did not know the meaning of the idiom, so she interpreted the idiom literally. It could be seen on her TOEFL answer sheet. On her incorrect answer, idiom *get a move on* was interpreted as *moving the things* whereas the

actual meaning of the idiom was *moving too quickly*. It indicated the student did not comprehend the idioms on this listening comprehension section.

#### Data 5

Student's name: MunirulUmam

R : Do you recognize the idiom contained in the conversations?

S : Yes, but I just recognize one idiom.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : I just guess the meaning of the idiom based on its literal meaning.

Data above indicated that the student just could recognize one idiom. The idiom he recognized, he interpreted it literally. Analyzing his TOEFL answer sheet, the idiom he interpreted literally was *get a move on*, the idiom was interpreted as *moving the things*. This answer was incorrect, because the actual meaning of *get a move on* is *moving too quickly*. It means that he faced problem in comprehending the idioms.

#### Data 6

Student's name: NasiratusSaidah

R : Do you recognize the idiom contained in the conversations?

S : Yes, sometimes I recognize it.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : I guess the meaning based on the context of conversation.

Data above informed that the student was still confused that she recognized the idiom. She interpreted the idiom based on the context on conversation. Analyzing her TOEFL answer sheet, the correct answer about the meaning of the idiom she related it to the context as follows:

Man : It is nine o'clock. We're must sleep!

Woman : Let's *get a move on!*

She related the idiom to the context, what the man said as an indication that they (the man and the woman) must sleep right now, and idiom *get a move on!* he interpreted as the respon of agreement of what the first speaker say. This data indicated that the student had problem in comprehending the idioms

Data 7

Student's name: RatnaPuspita Sari

R : Do you recognize the idiom contained in the conversations?

S : Sometimes, I don't recognize it. I just can recognize one idiom

R : How you interpret the idiom on the conversation on this listening comprehension?

S : I just tried to guess the meaning by relating to the context of conversation.

Data above informed that the student was able to recognize one idiom and interpreted it based on the context on conversation. It could be explained based on her correct answer, relating to this context:

Man : It is nine o'clock. We're must sleep!

Woman : Let's *get a move on!*

She related the meaning of the idiom with the context about what the man said was an indication that they (the man and the woman) must sleep right now, and idiom *get a move on!* she interpreted as the respon of agreement of what the first speaker say. It could be said that she just comprehended one idiom and still faced the problem to comprehend another idiom on this listening comprehension section.

Data 8

Student's name: RetnoWulandari

R : Do you recognize the idiom contained in the conversations?

S : I just recognize one idiom contained in the conversation.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : Based on the context of conversation.

Data above informed that the student was able to recognize one idiom. She was also interpreted the idiom she recognize correctly based on the context of conversation. Analyzing her TOEFL answer sheet, the correct answer about the meaning of the idiom she related it to the context as follows:

Man : It is nine o'clock. We're must sleep!

Woman : Let's *get a move on!*

In relating the meaning of the idiom to the context she analyzed what the first speaker said was an indication that they must sleep right now. So, idiom *get a move on!* she interpreted it as the respon of agreement of what the first speaker say. This data indicated that the students just could comprehend one idiom but she still faced difficulty to comprehend another idiom on this listening comprehension section.

Data 9

Student's name: SitiMayang Sari

R : Do you recognize the idiom contained in the conversations?

S : I just recognize one idiom contained in the conversation.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : Just relating to the context.

Same with the case on data 8, data above informed that the student was able to recognize one idiom. The student also interpreted the idiom she recognize correctly based on the context of conversation. Analyzing her TOEFL answer sheet, the correct answer about the meaning of the idiom she related it to the context as follows:

Man : It is nine o'clock. We're must sleep!



Woman : Let's *get a move on!*

In relating the meaning of the idiom to the context she analyzed what the first speaker said was an indication that they must sleep right now. So, idiom *get a move on!* she interpreted it as the respon of agreement of what the first speaker say. This data indicated that the students just could comprehend one idiom but still faced difficulty to comprehend another idiom on this listening comprehension section.

Data 10

Student's name: WiwiRabiatulAdawiyah

R : Do you recognize the idiom contained in the conversations?

S : Yes, but just one idiom.

R : How you interpret the idiom on the conversation on this listening comprehension?

S : By relating to the context.

Data above informed that the student just could recognize one idiom and interpret it based on the context on conversation. It could be explained based on her TOEFL answer, relating to this context:

Man : It is nine o'clock. We're must sleep!

Woman : Let's *get a move on!*

She related the meaning of the idiom with the context about what the man saidas an indication that they must sleep right now, and idiom *get a move on!* she interpreted it as the respon of agreement of what the first speaker say.

It can be said that she just comprehends one idiom and still face the problem to comprehend another idiom on this listening comprehension section.

As the conclusion of the data above, there were six students chose the correct answers by relating to the context of conversation. Three students interpreted the idioms literally and their answer was incorrect. Then, one student could not recognize and interpret the idioms. Based on the cases above, it indicated the students were faced problem, both in recognizing and interpreting the idioms on this listening comprehension.

Also, based on interview students claimed that they face difficulties in comprehending idiom on listening comprehension on TOEFL test. Connection with this problem, the data below also showed about the level of difficulty of idiom comprehension on listening comprehension on TOEFL test.

**Table 11**

**Level of Difficulty of Idiom Comprehension on Listening Comprehension on TOEFL test**

No.	Item	P (Level of Difficulty)
1.	17 ( <i>get a move on</i> )	0.50 (medium difficult)
2.	30 ( <i>a big deal</i> )	0.00 (too difficult)

Source: Observation of Difficulty Level

Table 9 provided data about level of difficulties of idiom comprehension on listening comprehension on TOEFL test. The level of difficulty of Item 17 (*get a move on*) was *medium difficult* (0.50), while level of difficulty of item 30 (*big deal*) was *too difficult* (0.00).

There are six categories of difficulties in comprehending idioms were faced by students on listening comprehension on TOEFL test held by Language Development at IAIN Metro. This was the result of interview with ten students about the difficulties their face in comprehending idiom:

**Table 12**

**The Students' Difficulties in Comprehending Idiom on Listening Comprehension on TOEFL Test**

<b>Idiom Comprehension Difficulties</b>								
<b>No.</b>	<b>Student's Initial</b>	<b>Unfamiliar Idiom</b>	<b>No Analogous Idiom in L1</b>	<b>Cultural Differences</b>	<b>Lack of experience dealing with idiom</b>	<b>Lack of the broad context for a given idiom</b>	<b>Arbitrary</b>	<b>Total of Difficulty</b>
1.	CZ	√	-	-	√	-	-	2
2.	DN	-	-	-	√	√	-	2
3.	EN	√	-	-	-	-	√	2
4.	EY	-	-	-	√	√	-	2
5.	MU	-	-	-	√	-	√	2
6.	NS	-	-	√	√	-	-	2
7.	RPS	√	-	-	-	-	-	1
8.	RW	√	√	-	-	-	√	3
9.	SMS	√	-	-	√	-	-	2
10.	WRA	√	-	-	√	-	-	2

*Source: Result of interview with ten students of English Education Department on June 13<sup>rd</sup> 2017.*

Table 9 provided data about students' difficulties in comprehending idiom on listening comprehension on TOEFL test. This table was also provided the difficulties were faced by the students among six difficulties in comprehending idiom. Six difficulties in comprehending idiom were unfamiliar idiom, no analogous idiom in L1, cultural differences, lack of experience dealing with idiom, lack of the broad context for a given idiom, and arbitrary.

The data above were also showed that 9 from 10 students claimed that they faced two difficulties in comprehending idioms, while 1 student claimed just faced one difficulty.

As the result, the difficulties were faced by the students in comprehending idiom on listening comprehension on TOEFL test, it could be recapitulated as in the table below:

**Table13**

**Recapitulation of Students' Difficulties in Comprehending Idiom on Listening Comprehension on TOEFL Test**

<b>No.</b>	<b>Difficulties in Comprehending Idiom</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Unfamiliar idiom	6	60%
2.	No analogous idiom in L1	1	10%
3.	Cultural differences	1	10%
4.	Lack of experience dealing with idiom	7	70%
5.	Lack of broad context for a	2	20%

given idiom

6. Arbitrary 3 30%

*Source: Result of Interview on June 13<sup>rd</sup> 2017*

The result of interview with ten students showed that there was 60% students were difficult to comprehend unfamiliar idiom. No analogous idiom in L1 became the cause of difficulties as many as 10%. Same as, cultural difference had percentage 10%. Lack of experience dealing with idiom had the highest percentage, 70%. Lack of the broad context for a given idiom had percentage as many as 20%. The last difficulty was arbitrary, it had percentage as many as 30%.

According to the data analysis above, the highest percentage of difficulties was on lack of experience dealing with idiom that was 70%. Whereas, the lowest percentage was both on no analogous idiom in L1 and cultural differences, that was 10%.

### **C. Discussion**

The data analysis described that the sixth semester students of English Education Department were difficult to comprehend idiom on listening comprehension on TOEFL test was held by Language Development Unit at IAIN Metro. There were six difficulties in comprehending idiom. The highest percentage of difficulties was on lack of experience dealing with idiom that was 70%. Whereas, the lowest percentage was both on no analogous idiom in L1 and cultural differences, that was 10%.

According to the data above, it could be indicated that students' idiom comprehensions difficulties were caused by the lack of students' knowledge about idiom and how to comprehend it. The knowledge about the idiom was in the form of definition, types, and examples of idiom. The lack of students' knowledge about idiom examples became the cause of their difficulty on *unfamiliar idiom*. Same as the difficulty on *lack of experience dealing with idiom*, it was because the lack of knowledge about idiom and how to comprehend it.

In accordance with the problem above, the students need to enrich their idiom knowledge and how to comprehend it. Adding knowledge about idiom could be done by the lecturer and the student itself. From the lecturer, they could give more time to teach more about idiom. Also, the students could learn idiom more by themselves, it could be done in many ways for example by reading books, newspaper, watching television, etc.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. Based on the result of interview, almost of respondents claimed that they were difficult to comprehend idiom on listening comprehension on TOEFL test. There were six difficulties in comprehending idiom, *lack of experience dealing with idiom*(70%) and *unfamiliar idiom*(60%) as the most common difficulties that were faced by the sixth semester students of English Education Department at IAIN Metro.
2. Based on the observation result, the difficulties in comprehending idiom were faced by the students of English Education Department were caused by lack of their knowledge about idiom and lack to comprehend it. So that, they cannot recognize the idiom interpret it correctly.

#### B. Suggestion

1. For students

The students are suggested to learn more about idiom and how to comprehend it especially in listening comprehension on TOEFL test. Learning idiom just by learning in semantic subject and listening for TOEFL preparation subject was not enough to understand idioms. The students should add their knowledge about idiom more by themselves. They need to learn what idiom is, how to recognize and interpret the

idiom, and know more about the examples of idiom. It will make them easier to comprehend idiom on listening comprehension section on TOEFL test.

2. For Lecturer

The lecturer is suggested to give more knowledge about idiom comprehension especially on listening comprehension. It is expected can enrich the students' list of idiom examples and they will be more familiar with many idiom examples.

3. For Head of English Education Department

For Head of English Education Department is suggested to add quantity time in lectures are related to teaching and learning idiom. It is expected to enrich students' idiom knowledge, from the examples and the comprehension of idiom.



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## Research Picture Documentation



Picture 1: The researcher interviews the students



Picture 2: The researcher interviews the students



Picture 3: The researcher interviews the students



Picture 4: The researcher interviews the students





Picture 5: The researcher interviews the students



Picture 6: The researcher interviews the students



Picture 8: TOEFL test activity



Picture 9: TOEFL test activity





Picture 10: TOEFL test activity

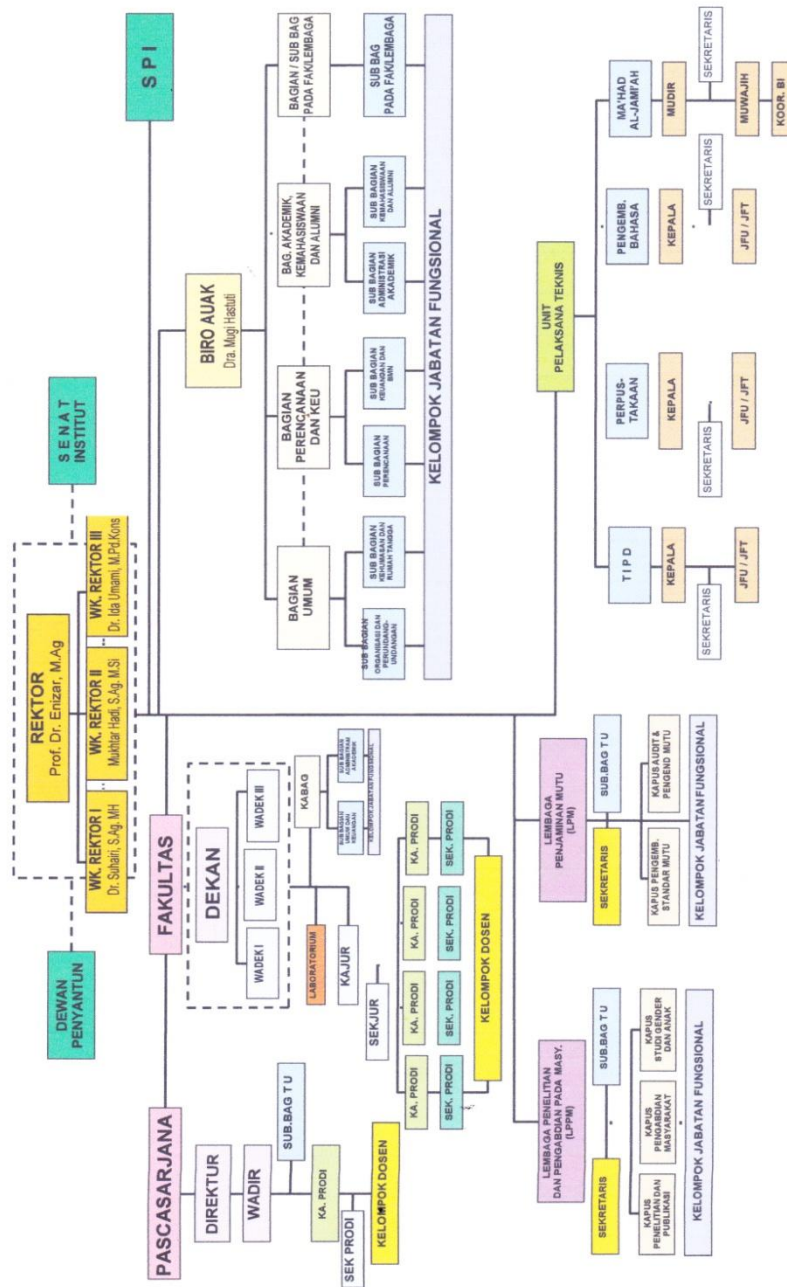


Picture 11: TOEFL test activity

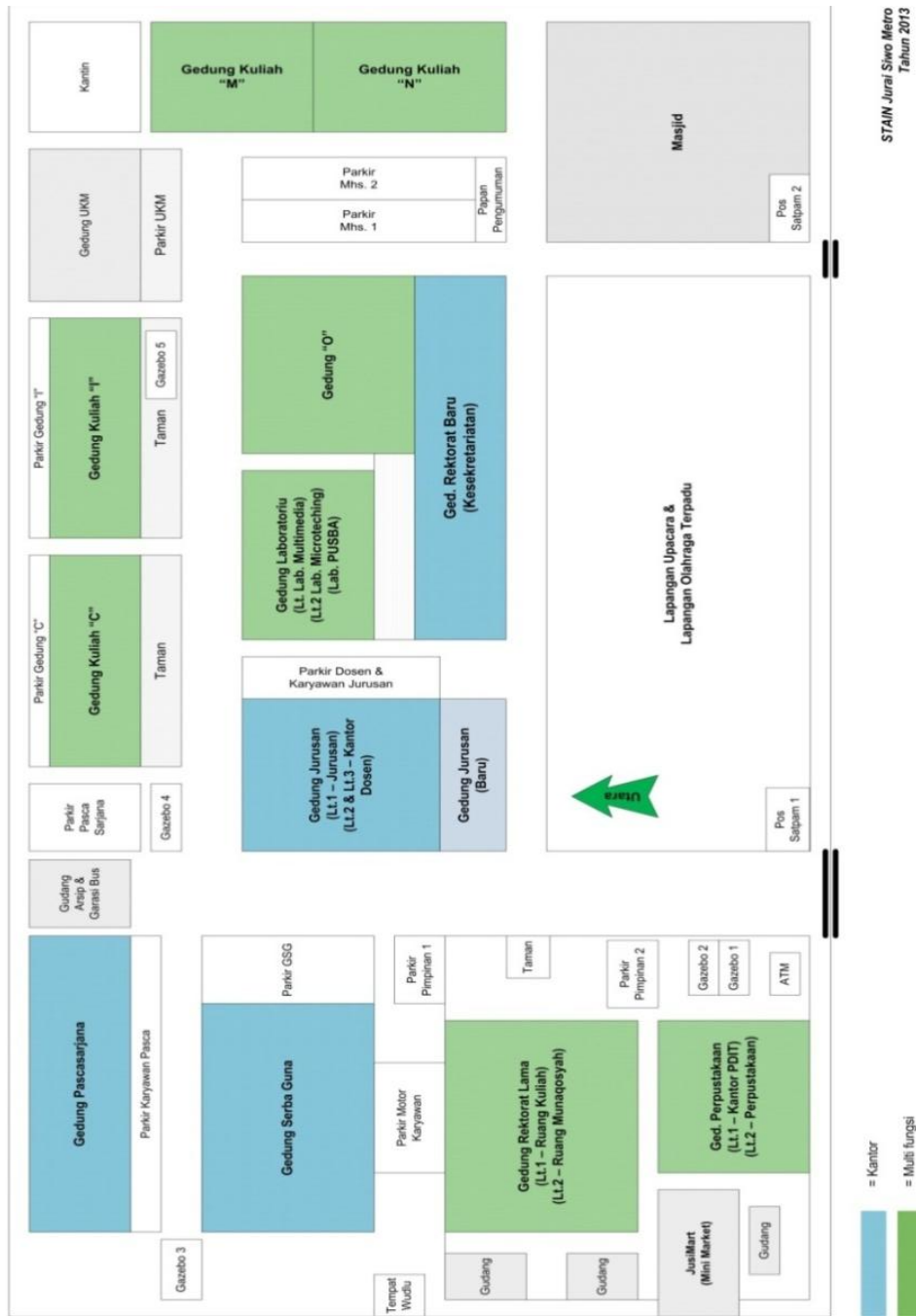


Picture 12: Language Laboratory for TOEFL Test

# ORGANIZATION STRUCTURE OF IAIN METRO



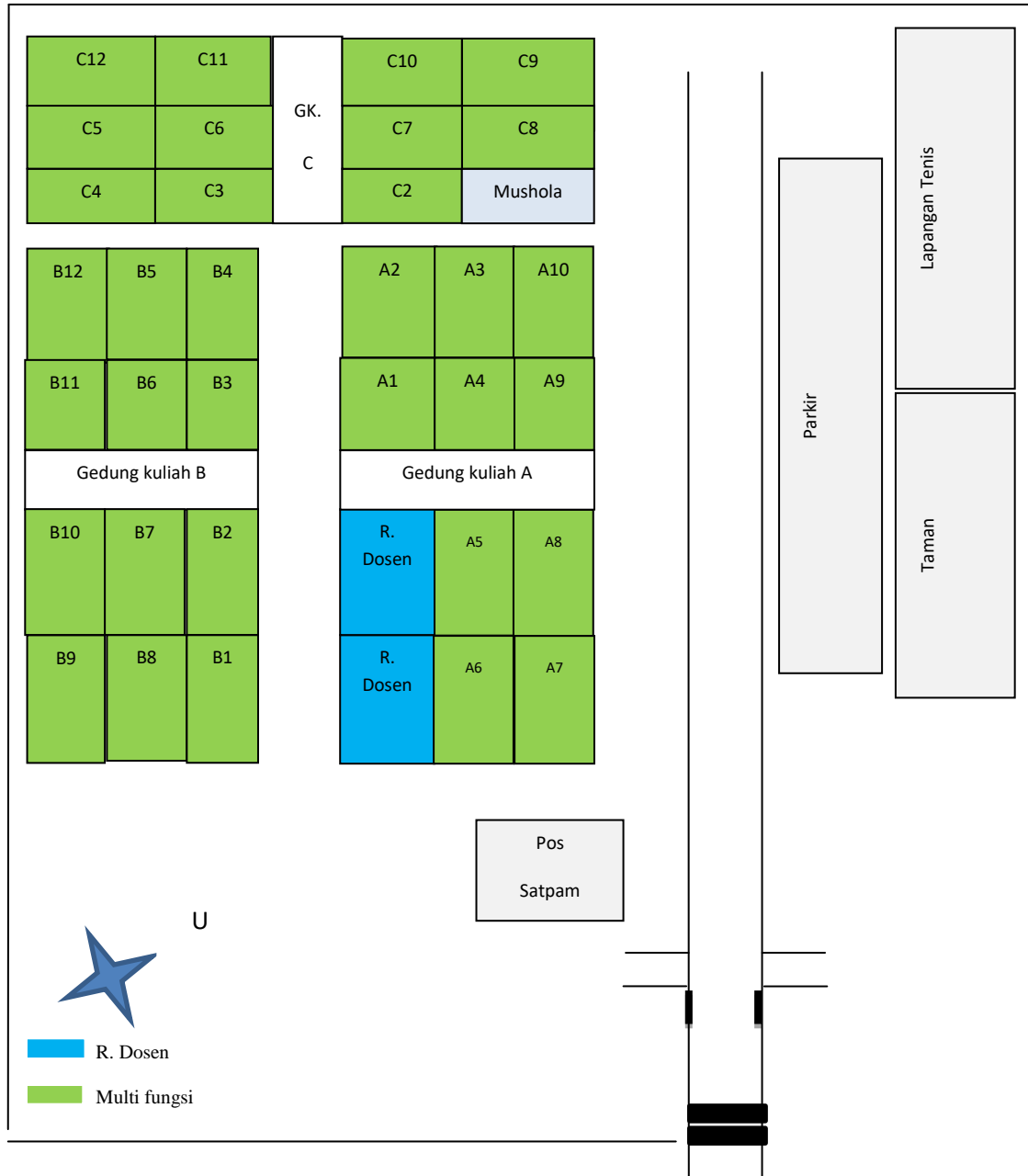
### The Location Sketch of Campus 1 IAIN Metro



STAIN Jural Sivo Metro  
Tahun 2013

= Kantor  
= Multi fungsi

### The Location Sketch of Campus 2 IAIN Metro



### Facilities at IAIN Metro

No	Facilities	Total of unit	Large (m <sup>2</sup> )
1.	Lecturers' Unit	1	556
2.	Computer Laboratory Unit & BMT	1	1000
3.	Library Unit	1	1000
4.	Language Laboratory Unit	1	180
5.	Micro-Teaching Laboratory	1	106,8
6.	Islamic Development Unit	1	30
7.	Classroom	74	-
8.	Mosque	1	1000
9.	Futsal Field	1	510
10.	Basketball Field	1	-
11.	Wall Climbing Field	1	92
12.	Volley Field	1	-
13.	Tennis Field	1	650
14.	Auditorium	1	-
15.	Students Activities Unit	1	-
16.	Students Committee Office	1	-
17.	Office of University Head	2	-
18.	Munaqosyah Building	1	-
19.	Postgraduate Building	1	-
20.	Parking Place	9	-
21.	Faculty Unit	2	-

## **OBSERVATION GUIDANCE**

1. Observation about the students' TOEFL test activity.
2. Observation about the students' TOEFL answer sheet.
3. Observation about the students' idiom comprehension answer on listening comprehension on TOEFL test.

## INTERVIEW QUESTIONS

1. Do you know about idiom?
2. How you got the knowledge about idiom?
3. Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
4. Do you recognize the idiom contained in the conversations?
5. If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?
6. Could you distinguish between idioms and other words in the conversation?
7. How you interpret the idiom on the conversation on this listening comprehension?
8. Do you have difficulties in comprehending the idioms?
9. Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
10. Do you face difficulties in comprehending unfamiliar idiom?
11. Do you face difficulties in comprehending idiom because of no analogous idiom in L1?
12. Do you face difficulties in comprehending idiom because of cultural differences?
13. Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?



14. Do you face difficulties in comprehending idiom because of the lack of the  
broad context for a given idiom?
15. Do you face difficulties in comprehending arbitrary idiom?

## **DOCUMENTATION GUIDANCE**

1. Documentation about the profile of IAIN Metro.
2. Documentation about the condition of the lecturers and official employees in IAIN Metro.
3. Documentation about the quantity of the students of IAIN Metro.
4. Documentation about the organization structure of IAIN Metro.
5. Documentation about the facility of IAIN Metro.
6. Documentation about the location sketch of IAIN Metro.
7. Documentation of student's TOEFL answers sheets.
8. Documentation of student's TOEFL scores.
9. Documentation of research picture.

**Idiom Comprehension Questions on Listening Comprehension on  
TOEFL Test**

17. Man : It is nine o'clock. We're must sleep!

Woman : Let's *get a move on!*

Question : What does the woman mean?

(A) Moving too slowly

(B) Moving too quickly

(C) Saying their

(D) Moving the things

30. Woman : Do you need help?

Man : No, thanks. It's not *a big deal?*

Question : What does the man mean about "deal"?

(A) It's short

(B) It's simple

(C) It's nice

(D) It's important

### Students' TOEFL Score

No.	Nama	SKOR			SKOR TOEFL	Explanation
		I	II	III		
1.	Chamidah Zahro	45	47	40	440	Pass
2.	Desi Nurwati	46	55	47	493	Pass
3.	Eka Nurahyuni	37	47	40	380	Fail
4.	Erna Yunita	44	51	44	463	Pass
5.	Munirul Umam	52	51	41	480	Pass
6.	Nasiratus Saidah	53	59	43	517	Pass
7.	Ratna Puspita Sari	54	58	36	493	Pass
8.	Retno Wulandari	38	36	31	350	Fail
9.	Siti Mayang Sari	37	35	31	340	Fail
10.	Wiwi Rabiatal Adawiyah	47	48	38	433	Pass

Note: The minimum pass standard score of TOEFL test for the students of English Education Department is 400.

## The Students' Idiom Comprehension Answers on Listening

### Comprehension on TOEFL Test

No.	Student's Name	Student's Listening Comprehension Score		Student's Idiom Comprehension Score (on Listening Comprehension)	
		Score	Level	Score	Category
1.	Chamidah Zahro	45	Elementary	25	Fair
2.	Desi Nurwati	46	Intermediate	24	Bad
3.	Eka Nurwahyuni	37	Beginner	24	Bad
4.	Erna Yunita	44	Elementary	24	Bad
5.	Munirul Umam	52	Intermediate	24	Bad
6.	Nasiratus Saidah	53	Intermediate	25	Fair
7.	Ratna P. S	54	Upper Intermediate	25	Fair
8.	Retno Wulandari	38	Elementary	25	Fair
9.	Siti Mayang Sari	37	Beginner	25	Fair
10.	Wiwi R. A	47	Intermediate	25	Fair

Scoring Level of Listening Comprehension based on the Common European Framework of Reference for Languages (CEFR):

1. >38 = A1 (beginner level)
2. 38-46 = A2 (elementary level)
3. 47-53 = B1 (intermediate level)
4. 54-63 = B2 (upper intermediate level)
5. 64-68 = C1 (advance level)

Scoring Categories of Idiom Comprehension:

1. 0 Correct Answer = 24 (Bad)
2. 1 Correct Answer = 25 (Fair)
3. 2 Correct Answer = 26 (Good)

**The Students' Idiom Comprehension Answer on Listening Comprehension  
on TOEFL Test**

No.	Student's Initial	Student's Idiom Comprehension (Item 17)	Student's Idiom Comprehension (Item 30)	Student's Total Correct Answer (Idiom Comprehension)	Category
1.	CZ	√	-	1	Fair
2.	DN	-	-	0	Bad
3.	EN	-	-	0	Bad
4.	EY	-	-	0	Bad
5.	MU	-	-	0	Bad
6.	NS	-	-	0	Bad
7.	RPS	√	-	1	Fair
8.	RW	√	-	1	Fair
9.	SMS	√	-	1	Fair
10.	WRA	√	-	1	Fair

Correct Answer Categories:

4. 0 Correct Answer = Bad
5. 1 Correct Answer = Fair
6. 2 Correct Answer = Good

**The Students' Difficulties in Comprehending Idiom on Listening  
Comprehension on TOEFL Test**

**Idiom Comprehension Difficulties**

No.	Student's Initial	Unfamiliar Idiom	No Analogous Idiom in L1	Cultural Differences	Lack of experience dealing with idiom	Lack of the broad context for a given idiom	Arbitrary	Total of Difficulty
1.	CZ	√	-	-	√	-	-	2
2.	DN	-	-	-	√	√	-	2
3.	EN	√	-	-	-	-	√	2
4.	EY	-	-	-	√	√	-	2
5.	MU	-	-	-	√	-	√	2
6.	NS	-	-	√	√	-	-	2
7.	RPS	√	-	-	-	-	-	1
8.	RW	√	√	-	-	-	√	3
9.	SMS	√	-	-	√	-	-	2
10.	WRA	√	-	-	√	-	-	2

**Recapitulation of Students' Difficulties in Comprehending Idiom on  
Listening Comprehension on TOEFL Test**

<b>No.</b>	<b>Difficulties in Comprehending Idiom</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Unfamiliar idiom	6	60%
2.	No analogous idiom in L1	1	10%
3.	Cultural differences	1	10%
4.	Lack of experience dealing with idiom	7	70%
5.	Lack of broad context for a given idiom	2	20%
6.	Arbitrary	3	30%



UNIT PENGEMBANGAN BAHASA IAIN METRO LAMPUNG

**ANSWER SHEET**

TEST OF ENGLISH FOREIGN LANGUAGE (TOEFL)

**PETUNJUK PENGISIAN**


1. Isilah hanya dengan PENSIL 2B
2. Tulis Nomor/NPM, Nama Peserta, dan Prodi pada kolom yang tersedia, hitamkan pada buktian yang sesuai
3. Hitamkan jawaban yang Anda anggap paling benar
4. Jika salah, hapus dengan karet penghapus sampai bersih
5. LJK ini tidak boleh kotor, rusak, robek, atau basah

NUMBER	NPM	NAMA PESERTA
	1 4 1 2 1 0 6 7	C H A M I D A H Z A H R O
0 0 0 0	0 0 0 0 0 0 0 0 0 0	A A
1 1 1 1	1 1 1 1 1 1 1 1 1 1	B B
2 2 2 2	2 2 2 2 2 2 2 2 2 2	C C
3 3 3 3	3 3 3 3 3 3 3 3 3 3	D D
4 4 4 4	4 4 4 4 4 4 4 4 4 4	E E
5 5 5 5	5 5 5 5 5 5 5 5 5 5	F F
6 6 6 6	6 6 6 6 6 6 6 6 6 6	G G
7 7 7 7	7 7 7 7 7 7 7 7 7 7	H H
8 8 8 8	8 8 8 8 8 8 8 8 8 8	I I
9 9 9 9	9 9 9 9 9 9 9 9 9 9	J J
		K K
		L L
		M M
		N N
		O O
		P P
		Q Q
		R R
		S S
		T T
		U U
		V V
		W W
		X X
		Y Y
		Z Z

PRODI	PERNYATAAN PESERTA
<input type="radio"/> PAI <input type="radio"/> PBA <input checked="" type="radio"/> PBI <input type="radio"/> PGMI <input type="radio"/> PGRA <input type="radio"/> AS <input type="radio"/> ESy <input type="radio"/> D3-PBS <input type="radio"/> HESy <input type="radio"/> S1-PBS <input type="radio"/> KPI <input type="radio"/> BSA <input type="radio"/> S2-PAI <input type="radio"/> S2-HK	<p>Dengan ini saya Menyatakan bahwa Data yang diisikan dalam formulir ini benar dan dapat dijadikan dasar untuk penerbitan sertifikat. Saya bersedia menerima sanksi apabila melanggar pernyataan ini.</p> <p>Nama Lengkap: <u>CHAMIDAH ZAHRO</u></p> <p>Tanda Tangan: </p>

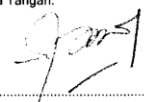
**JAWABAN** (hitamkan pada huruf yang menurut Anda paling benar)

Section 1		Section 2		Section 3	
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2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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	<b>UNIT PENGEMBANGAN BAHASA IAIN METRO LAMPUNG</b> <b>ANSWER SHEET</b> <b>TEST OF ENGLISH FOREIGN LANGUAGE (TOEFL)</b>	<b>PETUNJUK PENGISIAN</b> 1. Isilah hanya dengan PENSIL 2B 2. Tulis Nomor/NPM, Nama Peserta, dan Prodi pada kolom yang tersedia, hitamkan pada bulatan yang sesuai 3. Hitamkan jawaban yang Anda anggap paling benar 4. Jika salah, hapus dengan karet penghapus sampai bersih 5. LJK ini tidak boleh kotor, rusak, robek, atau basah
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NAMA PESERTA																									
D E S I N I K E A T I																									
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PRODI	PERNYATAAN PESERTA
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JAWABAN (hitamkan pada huruf yang menurut Anda paling benar)					
Section 1		Section 2		Section 3	
1 ○ (A) (B) ● (C) (D)	26 ○ (A) ● (B) (C) (D)	1 ○ (A) (B) (C) ● (D)	26 ● (B) (C) (D)	1 ○ (A) (B) (C) ● (D)	26 ● (B) (C) (D)
2 ○ (A) (B) ● (C) (D)	27 ○ (A) (B) (C) (D)	2 ○ (A) (B) (C) ● (D)	27 ○ (A) (B) (C) (D)	2 ○ (A) (B) (C) ● (D)	27 ● (B) (C) (D)
3 ○ (A) (B) (C) (D)	28 ○ (A) ● (B) (C) (D)	3 ○ (A) ● (B) (C) (D)	28 ○ (A) ● (B) (C) (D)	3 ○ (A) ● (B) (C) (D)	28 ○ (A) ● (B) (C) (D)
4 ○ (A) (B) (C) ● (D)	29 ○ (A) (B) (C) (D)	4 ○ (A) (B) (C) (D)	29 ○ (A) (B) (C) (D)	4 ○ (A) (B) (C) ● (D)	29 ○ (A) ● (B) (C) (D)
5 ○ (B) (C) (D)	30 ○ (A) ● (B) (C) (D)	5 ○ (A) ● (B) (C) (D)	30 ○ (A) ● (B) (C) (D)	5 ○ (A) (B) ● (C) (D)	30 ○ (A) (B) ● (C) (D)
6 ○ (B) (C) (D)	31 ○ (A) ● (B) (C) (D)	6 ○ (A) (B) (C) ● (D)	31 ○ (A) ● (B) (C) (D)	6 ○ (B) (C) (D)	31 ○ (A) ● (B) (C) (D)
7 ○ (B) (C) (D)	32 ○ (A) (B) ● (C) (D)	7 ○ (A) ● (B) (C) (D)	32 ○ (A) (B) ● (C) (D)	7 ○ (B) (C) (D)	32 ○ (A) ● (B) (C) (D)
8 ○ (B) (C) (D)	33 ○ (A) (B) ● (C) (D)	8 ○ (B) (C) (D)	33 ○ (A) ● (B) (C) (D)	8 ○ (B) (C) (D)	33 ○ (A) ● (B) (C) (D)
9 ○ (B) (C) (D)	34 ○ (A) ● (B) (C) (D)	9 ○ (A) ● (B) (C) (D)	34 ○ (A) ● (B) (C) (D)	9 ○ (A) (B) (C) ● (D)	34 ○ (A) ● (B) (C) (D)
10 ○ (B) (C) (D)	35 ○ (A) (B) ● (C) (D)	10 ○ (A) (B) ● (C) (D)	35 ○ (A) ● (B) (C) (D)	10 ○ (A) (B) (C) ● (D)	35 ○ (A) (B) ● (C) (D)
11 ○ (A) (B) (C) ● (D)	36 ○ (A) ● (B) (C) (D)	11 ○ (A) (B) ● (C) (D)	36 ○ (A) (B) ● (C) (D)	11 ○ (A) (B) ● (C) (D)	36 ○ (A) (B) ● (C) (D)
12 ○ (A) (B) (C) (D)	37 ○ (A) (B) ● (C) (D)	12 ○ (A) ● (B) (C) (D)	37 ○ (A) (B) (C) ● (D)	12 ○ (A) ● (B) (C) (D)	37 ○ (A) (B) ● (C) (D)
13 ○ (B) (C) (D)	38 ○ (A) (B) ● (C) (D)	13 ○ (B) (C) (D)	38 ○ (A) (B) (C) ● (D)	13 ○ (B) (C) (D)	38 ○ (A) (B) ● (C) (D)
14 ○ (A) (B) (C) (D)	39 ○ (A) (B) (C) ● (D)	14 ○ (B) (C) (D)	39 ○ (A) (B) (C) ● (D)	14 ○ (B) (C) (D)	39 ○ (B) (C) (D)
15 ○ (B) (C) (D)	40 ○ (A) ● (B) (C) (D)	15 ○ (B) (C) (D)	40 ○ (A) ● (B) (C) (D)	15 ○ (B) (C) (D)	40 ○ (A) ● (B) (C) (D)
16 ○ (A) (B) (C) (D)	41 ○ (A) (B) ● (C) (D)	16 ○ (A) (B) ● (C) (D)	41 ○ (A) (B) (C) (D)	16 ○ (A) (B) ● (C) (D)	41 ○ (A) (B) ● (C) (D)
17 ○ (A) (B) (C) ● (D)	42 ○ (A) ● (B) (C) (D)	17 ○ (A) (B) (C) ● (D)	42 ○ (A) (B) (C) (D)	17 ○ (A) (B) ● (C) (D)	42 ○ (A) ● (B) (C) (D)
18 ○ (A) (B) (C) ● (D)	43 ○ (A) (B) ● (C) (D)	18 ○ (A) ● (B) (C) (D)	43 ○ (A) (B) (C) (D)	18 ○ (A) (B) ● (C) (D)	43 ○ (A) ● (B) (C) (D)
19 ○ (B) (C) (D)	44 ○ (A) (B) ● (C) (D)	19 ○ (A) ● (B) (C) (D)	44 ○ (A) (B) (C) (D)	19 ○ (B) (C) (D)	44 ○ (B) (C) (D)
20 ○ (A) ● (B) (C) (D)	45 ○ (A) ● (B) (C) (D)	20 ○ (A) (B) (C) ● (D)	45 ○ (A) (B) (C) (D)	20 ○ (A) (B) (C) ● (D)	45 ○ (A) ● (B) (C) (D)
21 ○ (B) (C) (D)	46 ○ (A) (B) ● (C) (D)	21 ○ (A) ● (B) (C) (D)	46 ○ (A) (B) (C) (D)	21 ○ (B) (C) (D)	46 ○ (A) ● (B) (C) (D)
22 ○ (A) (B) (C) (D)	47 ○ (A) ● (B) (C) (D)	22 ○ (A) (B) ● (C) (D)	47 ○ (A) (B) (C) (D)	22 ○ (A) (B) (C) (D)	47 ○ (A) ● (B) (C) (D)
23 ○ (B) (C) (D)	48 ○ (A) ● (B) (C) (D)	23 ○ (A) ● (B) (C) (D)	48 ○ (A) (B) (C) (D)	23 ○ (B) (C) (D)	48 ○ (A) ● (B) (C) (D)
24 ○ (B) (C) (D)	49 ○ (A) (B) ● (C) (D)	24 ○ (A) ● (B) (C) (D)	49 ○ (A) (B) (C) (D)	24 ○ (A) (B) (C) ● (D)	49 ○ (A) ● (B) (C) (D)
25 ○ (A) (B) ● (C) (D)	50 ○ (A) ● (B) (C) (D)	25 ○ (A) (B) (C) ● (D)	50 ○ (A) (B) (C) (D)	25 ○ (B) (C) (D)	50 ○ (A) (B) (C) ● (D)









UNIT PENGEMBANGAN BAHASA IAIN METRO LAMPUNG

PETUNJUK PENGISIAN

### ANSWER SHEET

#### TEST OF ENGLISH FOREIGN LANGUAGE (TOEFL)

1. Isilah hanya dengan PENSIL 2B
2. Tulis Nomor/NPM, Nama Peserta, dan Prodi pada kolom yang tersedia, hitamkan pada bulatan yang sesuai
3. Hitamkan jawaban yang Anda anggap paling benar
4. Jika salah, hapus dengan karet penghapus sampai bersih
5. LJK ini tidak boleh kotor, rusak, robek, atau basah


NUMBER	NPM						
	1	2	3	4	5	6	7
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

NAMA PESERTA	NAMA PESERTA											
	1	2	3	4	5	6	7	8	9	10	11	12
A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z


PRODI	PERNYATAAN PESERTA
<input type="radio"/> PAI	Dengan ini saya Menyatakan bahwa Data yang diisikan dalam formulir ini benar dan dapat dijadikan dasar untuk penerbitan sertifikat. Saya bersedia menerima sanksi apabila melanggar pernyataan ini.  Nama Lengkap: .....  Tanda Tangan: .....
<input type="radio"/> PBA	
<input checked="" type="radio"/> PBI	
<input type="radio"/> PGMI	
<input type="radio"/> PGRA	
<input type="radio"/> AS	
<input type="radio"/> ESy	
<input type="radio"/> D3-PBS	
<input type="radio"/> HESy	
<input type="radio"/> S1-PBS	
<input type="radio"/> KPI	
<input type="radio"/> BSA	
<input type="radio"/> S2-PAI	
<input type="radio"/> S2-HK	

**JAWABAN (hitamkan pada huruf yang menurut Anda paling benar)**

Section 1		Section 2		Section 3	
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	<b>UNIT PENGEMBANGAN BAHASA IAIN METRO LAMPUNG</b>  <b>ANSWER SHEET</b> <b>TEST OF ENGLISH FOREIGN LANGUAGE (TOEFL)</b>	<b>PETUNJUK PENGISIAN</b> 1. Isilah hanya dengan PENSIL 2B 2. Tulis Nomor/NPM, Nama Peserta, dan Prodi pada kolom yang tersedia, hitamkan pada bulatan yang sesuai 3. Hitamkan jawaban yang Anda anggap paling benar 4. Jika salah, hapus dengan karet penghapus sampai bersih 5. LJK ini tidak boleh kotor, rusak, robek, atau basah
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<b>NUMBER</b>	<b>NPM</b>	<b>NAMA PESERTA</b>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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<b>PRODI</b> <input type="radio"/> PAI <input type="radio"/> PBA <input checked="" type="radio"/> PBI <input type="radio"/> PGMI <input type="radio"/> PGRA <input type="radio"/> AS <input type="radio"/> ESy <input type="radio"/> D3-PBS <input type="radio"/> HESy <input type="radio"/> S1-PBS <input type="radio"/> KPI <input type="radio"/> BSA <input type="radio"/> S2-PAI <input type="radio"/> S2-HK	<b>PERNYATAAN PESERTA</b> Dengan ini saya Menyatakan bahwa Data yang diisikan dalam formulir ini benar dan dapat dijadikan dasar untuk penerbitan sertifikat. Saya bersedia menerima sanksi apabila melanggar pernyataan ini. Nama Lengkap: <b>RAKNA DUSPITA SAPI</b> Tanda Tangan: 
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<b>JAWABAN (hitamkan pada huruf yang menurut Anda paling benar)</b>					
Section 1		Section 2		Section 3	
1	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
2	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	27	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	2	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	3	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
4	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	29	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	4	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
5	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	5	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
6	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	31	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	6	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
7	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	32	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	7	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
8	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	33	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	8	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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11	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	36	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	11	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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13	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	38	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	13	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
14	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	39	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	14	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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18	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	43	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	18	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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21	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	46	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	21	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
22	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	47	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	22	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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24	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	49	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	24	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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	<b>UNIT PENGEMBANGAN BAHASA IAIN METRO LAMPUNG</b>	<b>PETUNJUK PENGISIAN</b>
<b>ANSWER SHEET</b>		1. Isilah hanya dengan PENSIL 2B 2. Tulis Nomor/NPM, Nama Peserta, dan Prodi pada kolom yang tersedia, hitamkan pada bulatan yang sesuai 3. Hitamkan jawaban yang Anda anggap paling benar 4. Jika salah, hapus dengan karet penghapus sampai bersih 5. LJK ini tidak boleh kotor, rusak, robek, atau basah
<b>TEST OF ENGLISH FOREIGN LANGUAGE (TOEFL)</b>		

NUMBER	NPM	NAMA PESERTA
0 0 0 0 1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	1 4 1 2 2 0 3 7 0	R E T N O W U L A N D A R I A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
<b>PRODI</b> <input type="radio"/> PAI <input type="radio"/> PBA <input checked="" type="radio"/> PBI <input type="radio"/> PGMI <input type="radio"/> PGRA <input type="radio"/> AS <input type="radio"/> ESy <input type="radio"/> D3-PBS <input type="radio"/> HESy <input type="radio"/> S1-PBS <input type="radio"/> KPI <input type="radio"/> BSA <input type="radio"/> S2-PAI <input type="radio"/> S2-HK	<b>PERNYATAAN PESERTA</b> Dengan ini saya Menyatakan bahwa Data yang diisikan dalam formulir ini benar dan dapat dijadikan dasar untuk penerbitan sertifikat. Saya bersedia menerima sanksi apabila melanggar pernyataan ini.  Nama Lengkap: <u>RETNO WULANDARI</u>  Tanda Tangan: 	

JAWABAN (hitamkan pada huruf yang menurut Anda paling benar)					
Section 1		Section 2		Section 3	
1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
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12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D
13 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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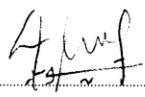




	UNIT PENGEMBANGAN BAHASA IAIN METRO LAMPUNG	PETUNJUK PENGISIAN
	<b>ANSWER SHEET</b> <b>TEST OF ENGLISH FOREIGN LANGUAGE (TOEFL)</b>	

NUMBER	NPM
0 0 0 0	1 4 1 2 2 3 5 7
0 0 0 0	0 0 0 0 0 0 0 0
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2 2 2 2	0 0 0 0 0 0 0 0
3 3 3 3	0 0 0 0 0 0 0 0
4 4 4 4	0 0 0 0 0 0 0 0
5 5 5 5	0 0 0 0 0 0 0 0
6 6 6 6	0 0 0 0 0 0 0 0
7 7 7 7	0 0 0 0 0 0 0 0
8 8 8 8	0 0 0 0 0 0 0 0
9 9 9 9	0 0 0 0 0 0 0 0

NAMA PESERTA																									
W	I	W	I	R	O	B	I	A	T	U	L	A	D	A	W	I	Y	A	F						
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
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X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
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PRODI	PERNYATAAN PESERTA
<input type="radio"/> PAI <input type="radio"/> PBA <input checked="" type="radio"/> PBI <input type="radio"/> PGMI <input type="radio"/> PGRA <input type="radio"/> AS <input type="radio"/> ESy <input type="radio"/> D3-PBS <input type="radio"/> HESy <input type="radio"/> S1-PBS <input type="radio"/> KPI <input type="radio"/> BSA <input type="radio"/> S2-PAI <input type="radio"/> S2-HK	<p>Dengan ini saya Menyatakan bahwa Data yang diisikan dalam formulir ini benar dan dapat dijadikan dasar untuk penerbitan sertifikat. Saya bersedia menerima sanksi apabila melanggar pernyataan ini.</p> <p>Nama Lengkap:  <u>WILU ROBATA ADAWYAH</u></p> <p>Tanda Tangan:  </p>

JAWABAN (hitamkan pada huruf yang menurut Anda paling benar)					
Section 1		Section 2		Section 3	
1 A ● C D	26 A ● C D	1 A B ● D	26 ● B C D	1 A B C ●	26 ● B C D
2 A B ● C D	27 ● B C D	2 A ● C D	27 A ● C D	2 A B ● D	27 A B ● D
3 A B C ●	28 A B ● D	3 A ● C D	28 A ● C D	3 A ● C D	28 ● B C D
4 A B C ●	29 A B ● D	4 A B ● C D	29 ● B C D	4 A B C ●	29 A ● C D
5 ● B C D	30 A B ● D	5 ● B C D	30 A B C ●	5 A B C ●	30 A B ● C ●
6 ● B C D	31 A B C ●	6 A B C ●	31 A B C ●	6 ● B C D	31 A B ● D
7 A ● C D	32 A B ● D	7 A ● C D	32 A B ● D	7 ● B C D	32 A ● C D
8 A B ● C D	33 A B ● D	8 A B ● C D	33 A ● C D	8 ● B C D	33 ● B C D
9 ● B C D	34 A B ● D	9 A ● C D	34 A ● C D	9 A B C ●	34 A B ● D
10 A B ● D	35 A B C ●	10 A B ● D	35 ● B C D	10 A ● C D	35 A B ● D
11 A B C ●	36 A ● C D	11 ● B C D	36 A B ● D	11 A B ● D	36 A B ● D
12 A B ● D	37 A B ● D	12 A ● C D	37 A B C ●	12 A ● C D	37 A B C ●
13 ● B C D	38 A B C ●	13 ● B C D	38 ● B C ●	13 A B ● D	38 ● B C D
14 ● B C D	39 A B ● D	14 ● B C D	39 A ● C D	14 A B C ●	39 A B C ●
15 ● B C D	40 A B ● D	15 ● B C D	40 A ● C D	15 ● B C D	40 A B ● D
16 A ● C D	41 ● B C D	16 A ● C D	41 ● B C D	16 A ● C D	41 A B ● D
17 A ● C D	42 A ● C D	17 ● B C D	42 A B C D	17 A ● C D	42 ● B C D
18 A B C ●	43 A ● C D	18 ● B C D	43 A B C D	18 A B C ●	43 ● B C D
19 A B C ●	44 A B C ●	19 ● B C D	44 A B C D	19 A B C ●	44 ● B C D
20 A ● C D	45 A B C ●	20 ● B C D	45 A B C D	20 A B ● D	45 ● B C D
21 ● B C D	46 ● B C D	21 A ● C D	46 A B C D	21 A ● C D	46 A ● C D
22 A ● C D	47 A B ● D	22 A B ● D	47 A B C D	22 A ● C D	47 ● B C D
23 ● B C D	48 A ● C D	23 A ● C D	48 A B C D	23 ● B C D	48 A ● C D
24 A B ● D	49 A B ● D	24 A ● C D	49 A B C D	24 A B C ●	49 A ● C D
25 A B ● D	50 A ● C D	25 A B ● D	50 A B C D	25 A B C ●	50 A B ● D

## INTERVIEW TRANSCRIPT

Informant's name : Chamidah Zahro

St. Number : 14121067

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I know about idiom when I learned it in semantic subject and listening for TOEFL preparation subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	No, I don't.
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	No, I don't.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	No, I can't.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	Because I don't recognize the idioms, so I just interpret it by relating to the context of conversation
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, of course.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	Yes, I do.

11.	Researcher	Do you face difficulties in comprehending idiom because of no analogous idiom in L1?
	Informant	No, I don't.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	Yes, I do.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	No. I don't.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	No, I don't.

## INTERVIEW TRANSCRIPT

Informant's name : Desi Nurwati

St. Number : 14121137

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I got it a little in semantic subject and I get it more in listening for TOEFL Preparation subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	I just recognize one of conversations.
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	No, I don't understand it.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	Sometimes, I can't.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	When I didn't know the meaning of the idioms, I interpret them literally.
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, I do.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	No, I don't.

11.	Researcher	Do you face difficulties in comprehending idiom because of no analogous idiom in L1?
	Informant	No, I don't.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	Yes, I do.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	Yes, I do.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	No, I don't.



## INTERVIEW TRANSCRIPT

Informant's name : Eka Nurwahyuni

St. Number : 14121277

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I learned it in listening for TOEFL Preparation subject and in semantic subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, there are words I don't know their meaning.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	No, I don't
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	I don't understand the meaning of every idioms, I just know one.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	Sometimes, I can't.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	Because I don't recognize the idioms on conversation, so I think the meaning same with other words. I'm not sure my interpretation is correct.
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, of course
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	Yes, I do.

11.	Researcher	Do you face difficulties in comprehending idiom because of no analogous idiom in L1?
	Informant	No, I think it doesn't influence in comprehending idiom.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	No, I don't.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	No, I don't.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	Yes, I do.

## INTERVIEW TRANSCRIPT

Informant's name : Erna Yunita

St. Number : 14121327

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I know a little about idiom.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I just learned it in the semantic and listening subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't. It was so hard to know overall meaning.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	Just one idiom
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	I just understand the meaning of one idiom in listening conversation.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	I'm still confused to distinguish the idioms and other words I the conversation.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	To get the meaning I just guess based on the literal meaning of the words.
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, I do.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	No, I don't.
11.	Researcher	Do you face difficulties in comprehending idiom because of

		no analogous idiom in L1?
	Informant	No, I don't.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	Yes, I do.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	Yes, I do.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	No, I don't.

## INTERVIEW TRANSCRIPT

Informant's name : Munirul Umam

St. Number : 14121767

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I learned idiom in semantic subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't understand all meaning of words.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	Yes, but I just recognize one idiom.
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	Sometimes I understand, sometimes I don't.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	I can't distinguish clearly.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	I just guess the meaning of the idiom based on its literal meaning.
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, of course.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, I do.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	No, I don't.
11.	Researcher	Do you face difficulties in comprehending idiom because of



		no analogous idiom in L1?
	Informant	No, I don't.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	Yes, I do.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	No, I don't.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	Yes, I do.

## INTERVIEW TRANSCRIPT

Informant's name : Nasiratus Saidah

St. Number : 14121807

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I got it in semantic and listening subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	Yes, sometimes I recognize it.
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	I don't understand the meaning of all idioms.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	Sometimes, I'm still confused.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	I guess the meaning based on the context of conversation.
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, of course.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	No, I don't.

11.	Researcher	Do you face difficulties in comprehending idiom because of no analogous idiom in L1?
	Informant	No, I don't
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	Yes, I do.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	Yes, I do.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	No, I don't.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	No, I don't.

## INTERVIEW TRANSCRIPT

Informant's name : Ratna . P. S.

St. Number : 14121997

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I just got in semantic and listening subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	Sometimes, I don't recognize it. I just can recognize one idiom
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	I don't understand the meaning of all idioms in listening comprehension section.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	Sometimes, I can't.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	I just tried to guess the meaning by relating to the context of conversation.
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, I do.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	Yes, I do.

11.	Researcher	Do you face difficulties in comprehending idiom because of no analogous idiom in L1?
	Informant	No, I don't.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	No, I don't.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	No, I don't.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	No, I don't.

## INTERVIEW TRANSCRIPT

Informant's name : Retno Wulandari

St. Number : 14122037

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I studied about idiom in semantic and listening subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't. There are some words that I don't know their meaning.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	I just recognize one idiom contained in the conversation.
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?



	Informant	I am not sure, the meaning I mean is right.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	I am still confused to distinguish them.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	I guess the meaning based on the context of conversation.
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, I do.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	Yes, I do.
11.	Researcher	Do you face difficulties in comprehending idiom because of

		no analogous idiom in L1?
	Informant	Yes, I do.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	No, I don't
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	No, I don't.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	Yes, I do.

## INTERVIEW TRANSCRIPT

Informant's name : Siti Mayang Sari

St. Number : 14122177

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	I got it in semantic and listening for TOEFL preparation subject
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't. I don't know the meanings of some words.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	Yes, but just one idiom.
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	I am not really sure with the meaning of idioms I mean.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	I am confused to distinguish them.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	Just relating to the context
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, of course.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	Yes, I do. Unfamiliar idiom makes me difficult to comprehend it.
11.	Researcher	Do you face difficulties in comprehending idiom because of

		no analogous idiom in L1?
	Informant	No, I don't.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	Yes, I do.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	No, I don't.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	No, I don't.

## INTERVIEW TRANSCRIPT

Informant's name : Wiwi R. A

St. Number : 14122357

No.		Interview Material
1.	Researcher	Do you know about idiom?
	Informant	Yes, I do.
2.	Researcher	How you got the knowledge about idiom?
	Informant	From semantic and listening for TOEFL preparation subject.
3.	Researcher	Especially in listening comprehension section on TOEFL test about idiom, do you understand the overall meaning of words in the conversation?
	Informant	No, I don't. There are words I don't know their meanings.
4.	Researcher	Do you recognize the idiom contained in the conversations?
	Informant	Yes, but just on idiom.
5.	Researcher	If you recognize the idiom contained in the conversations, do you understand the meaning of the idioms?

	Informant	I know, but I am still confused.
6.	Researcher	Could you distinguish between idioms and other words in the conversation?
	Informant	Sometimes, I am still confused.
7.	Researcher	How you interpret the idiom on the conversation on this listening comprehension?
	Informant	By relating to the context.
8.	Researcher	Do you have difficulties in comprehending the idioms?
	Informant	Yes, I do.
9.	Researcher	Do you face difficulties in answering the questions related to the idiom material in listening comprehension section on TOEFL test?
	Informant	Yes, of course.
10.	Researcher	Do you face difficulties in comprehending unfamiliar idiom?
	Informant	Yes, I do.

11.	Researcher	Do you face difficulties in comprehending idiom because of no analogous idiom in L1?
	Informant	No, I don't.
12.	Researcher	Do you face difficulties in comprehending idiom because of cultural differences?
	Informant	No, I don't.
13.	Researcher	Do you face difficulties in comprehending idiom because of the lack of experience dealing with idiom?
	Informant	Yes, I do.
14.	Researcher	Do you face difficulties in comprehending idiom because of the lack of the broad context for a given idiom?
	Informant	No, I don't.
15.	Researcher	Do you face difficulties in comprehending arbitrary idiom?
	Informant	No, I don't.





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**(STAIN) JURAI SIWO METRO**

*Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111*

**KARTU KONSULTASI BIMBINGAN PROPOSAL**

Nama : ELLY PUSPITA SARI      Jurusan / Prodi      : Tarbiyah / PBI  
 NPM : 1291797                      Tahun Akademik      : 2016/2017

No	Hari / Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	28 12 2016	Revisi Chapter I	
2	03 01 2017	Revisi Chapter II	
3	06 01 2017	Revisi Chapter III	
4	10 01 2017	Acc Seminar	

Mengetahui  
Ketua Jurusan Tarbiyah

**Dr. Hj. Akla, M.Pd**  
 NIP. 196910082000032005

Mengetahui  
Pembimbing II

**Drs. Kurvani Utih, M. Pd**  
 NIP. 196202151995031001



**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI**  
**(STAIN) JURAI SIWO METRO**

*Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111*

**KARTU KONSULTASI BIMBINGAN PROPOSAL**

Nama : ELLY PUSPITA SARI      Jurusan / Prodi : Tarbiyah / PBI  
 NPM : 1291797                      Tahun Akademik : 2016/2017

No	Hari / Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Friday 16 Sept '16	Revise chapter I-III	
2	Friday 09 Dec '16	- Revise your problem formulation - Show reference	
3	Friday 23 Dec '16	- Acc and continue to the first sponsor	

Mengetahui  
Ketua Jurusan Tarbiyah

**Dr. Hj. Akla, M.Pd**  
NIP. 196910082000032005

Mengetahui  
Pembimbing II

**Svahreni Siregar, M. Hum**  
NIP. 197608142009122004



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Elly Puspita Sari  
 NPM : 1291797

Fakultas/Jurusan : TBI  
 Semester/TA : XI/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	28/8 2017	✓		Bab IV	
2	4/5 2017	✓		perbaiki semi akhir Bab IV & V	
3	8/9 2017	✓		ACC Nangajul	

Diketahui:  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Drs. Kuryani Utih, M. Pd**  
 NIP. 19620215 199503 1 001



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Elly Puspita Sari  
 NPM : 1291797

Fakultas/Jurusan : TBI  
 Semester/TA : X/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Thursday 14/07/17		✓	Revise Chapter IV-V	
2.	Thursday 20/07/17		✓	Acc and Continue to the First Sponsor	

Diketahui:  
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Svahreni Siregar, M.Hum  
 NIP. 19760814 200912 2 004



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Nomor : P.0412/In.28/FTIK/PP.00.9/03/2017  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:  
1 Sdr. Drs. Kuryani Utih, M.Pd  
2 Sdri. Syahreni Siregar, M.Hum  
Dosen Pembimbing Skripsi  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : **Elly Puspita Sari**  
NPM : 1291797  
Jurusan : Tarbiyah/PBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 23 Maret 2017  
Dekan FTIK

**Dr. Akla, M.Pd**  
NIP. 19691008 200003 2 005

2016/2017

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Telepon (0725) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : 1755/In.28/R.1/TL.00/03/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
REKTOR INSTITUT AGAMA ISLAM  
NEGERI (IAIN) METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: 1754/In.28/R/TL.01/03/2017, tanggal 29 Maret 2017 atas nama saudara:

Nama : **ELLY PUSPITA SARI**  
NPM : 1291797  
Semester : - 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IDIOM COMPREHENSION DIFFICULTIES IN LISTENING FOR TOEFL PREPARATION AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO IN ACADEMIC YEAR 2016/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro 29 Maret 2017  
Wakil Rektor Bidang Akademik  
dan Kelembagaan,

**Dr. Suhari, S.Ag, MH**  
NIP. 197210011999031003





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## SURAT TUGAS

Nomor: 1754/In.28/R.1/TL.01/03/2017

Wakil Rektort Bidang Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN) Metro,  
 Menugaskan Kepada Saudara:

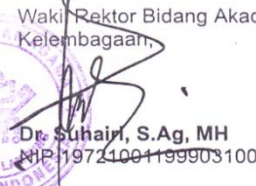

Nama : **ELLY PUSPITA SARI**  
 NPM : 1291797  
 Semester : 10 (Sepuluh)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF IDIOM COMPREHENSION DIFFICULTIES IN LISTENING FOR TOEFL PREPARATION AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO IN ACADEMIC YEAR 2016/2017".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 29 Maret 2017

Mengetahui  
 Pejabat Setempat  
  


Wakil Rektort Bidang Akademik dan  
 Kelembagaan,  
  
 Dr. Suhajri, S.Ag, MH  
 NIP. 197210011999031003  




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**SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH**

No. SH.06/JST/CT.01.2/1788/2017

Menindaklanjuti Surat Institut Agama Islam Negeri (IAIN) Metro Nomor: 1755/In.28/R.1/TL.00/03/2017, tanggal 29 Maret 2017 Perihal Izin Research, Dengan ini Ketua Jurusan Tadris Bahasa Inggris IAIN Metro menerangkan bahwa:

Nama : Elly Puspita Sari  
NPM : 1291797  
Jurusan : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan penelitian selama 4 minggu dari tanggal 15 Mei sampai dengan 15 Juni di IAIN Metro dengan judul "AN ANALYSIS OF IDIOM COMPREHENSION DIFFICULTIES ON LISTENING COMPREHENSION ON TOEFL TEST AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO IN ACADEMIC YEAR 2016/2017" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 15 Juni 2017

Ketua Jurusan TBI

**Ahmad Subhan Roza, M. Pd.**

NIP. 19750610200801101



## CURRICULUM VITAE



Elly Puspita Sari was born in Metro, January 7, 1992.

She is the fourth daughter from Mr. Puspadi and Mrs. Judiah.

She had graduated from elementary school (SDN 6)

West Metro, Lampung in 2004. Three years later she

graduated from Junior High School (SMPN 9) West Metro,

Lampung in 2007. Then she continued to Senior High School of Muhammadiyah

1 Metro in 2010. In 2012, she continued the study at S1 English Education

Department at IAIN Metro