AN UNDERGRADUATE THESIS

THE CORRELATION BETWEEN IDIOMATIC EXPRESSIONS

MASTERY AND THE STUDENTS' SPEAKING SKILL AT ENGLISH

DEPARTMENT OF IAIN METRO

By:

MIFTAHUL CHOIRI

Student Number : 1601070156

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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/2021 M

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Presented as a Partial Fulfillment of the Requirements

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APPROVAL PAGE

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To The Honorable,
The Head of Tarbiyah Faculty
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Assalamua'alaikumWarahmatullahiWabarakatuh

We have given guidance and enough improvement to research thesis script which is written by:

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

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Institut Agama Islam Negeri (IAIN) Metro
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     tempat

AssalamualaikumWr.Wb.

     Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : THE CORRELATION BETWEEN IDIOMATIC EXPRESSIONS MASTERY AND THE STUDENTS' SPEAKING SKILL AT ENGLISH DEPARTMENT OF IAIN METRO

Sudah kami setujui dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.
Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: THE CORRELATION BETWEEN IDIOMATIC EXPRESSIONS MASTERY AND THE STUDENTS' SPEAKING SKILL AT ENGLISH DEPARTMENT OF IAIN METRO written by: MIFTAHUL CHOIRI, Student Number 1601070156, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, July 08, 2021 at 13.30-15.30 a.m.

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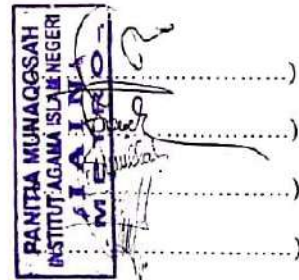
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THE CORRELATION BETWEEN IDIOMATIC EXPRESSIONS

MASTERY AND THE STUDENTS' SPEAKING SKILL AT ENGLISH

DEPARTMENT OF IAIN METRO

ABSTRACT

By:

MIFTAHUL CHOIRI

The objective of the research was to find out whether there was a correlation between idiomatic expresions mastery and the students' speaking skill at English Department of IAIN Metro. Speaking has been one of the most important skill to be mastered, by mastering speaking English. People were able to communicate each other well. Therefore, in speaking subject the students should practice as much as possible in order to they were able to speak English fluently.The English lecturer must have the capability to apply English teaching strategy which helps the students solve the problem. The English lecturer could give the motivation for students in English learning process. Idiomatic expression was used in daily conversation and repeated by native speakers of English language. Idiomatic expression was part of language vocabulary and it was based on language culture, history, and heritage. Learning idiomatic expression helped non-native speaker of language become more fluent and sound like native. it could be used in teaching speaking. The students were enthusiastic in learning process.

This research was a quantitative research. The population of this research was the students of the fifth semester English department of IAIN Metro. The sample of this research was 20 students. The researcher used test and documentation as the data collecting method. In order to analyze the data, the researcher used pearson product moment correlation.

On the other hand, the result of this correlation can be shown by the calculation of "$r_{observed}$" of 0.949 using Pearson Product Moment Correlation formula is higher than "r_{table}" in the significant level of 5% 0.456 and in the significant level of 1% 0.575. As a result, it can be concluded that H_a is accepted and H_o is rejected. It means that there is a positive and significant correlation between idiomatic expressions mastery and the students' speaking skill at the fifth semester of English department of IAIN Metro.

Keywords : *English, Idiomatic expression, Language, Motivation, Speaking skill*

HUBUNGAN ANTARA PENGUASAAN IDIOMATIC EXPRESSIONS DAN

KEMAMPUAN BERBICARA PARA SISWA DI JURUSAN BAHASA INGGRIS IAIN METRO

ABSTRAK

Oleh:

MIFTAHUL CHOIRI

Tujuan penelitian ini adalah untuk mengetahui apakah ada hubungan antara penguasaan *idiomatic expressions* dan kemampuan berbicara siswa di jurusan bahasa Inggris IAIN Metro. Berbicara merupakan salah satu dari kemampuan yang paling penting yang harus dikuasai , karena dengan menguasai ketrampilan berbicara orang dapat berkomunikasi satu dengan yang lainnya dengan baik. Oleh sebab itu, di dalam kelas *speaking* para siswa harus berlatih sebanyak mungkin , agar supaya mereka mampu berbicara bahasa Inggris dengan lancar. Guru bahasa Inggris harus meemiliki kemampuan untuk mengaplikasikan strategi pengajaran bahasa Inggris yang dapat membuat para siswa mengatasi permasalahan yang mereka hadapi di dalam proses pembelajaran. Guru bahasa Inggris bisa memberikan motivasi kepada para siswa dalam pembelajaran bahasa Inggris. *Idiomatic expression* di gunakan dalam percakapan sehari-hari dan sering diulang oleh penutur asli bahasa Inggris . *idiomatic expression* adalah bagian dari kosa kata bahasa dan ini dasar dari kebudayaan, sejarah dan warisan. Belajar *idiomatic expression* membantu bukan penutur asli menjadi lebih lancar dan pengucapan seperti penutur asli. Ini bisa digunakan di pembelajaran *speaking* agar supaya para siswa antusias dalam proses pembelajaran.

Penelitian ini merupakan penelitian kuantitatif. Populasi dari penelitian ini adalah para siswa semester 5 jurusan bahasa Inggris Institute Agama Islam Negeri Metro. Sampel dari penelitian ini ada 20siswa. Peneliti menggunakan test dan dokumentasi sebagai teknik pengumpulan data. Untuk menganalisis data, peneliti menggunakan *pearson product moment correlation*.

Pada satu sisi lainnya, hasil dari hubungan ini bisa dilihat dengan mengkalkulasikan "$r_{observed}$" dari 0.949 menggunakan Pearson Product Moment Correlation lebih tinggi dari "r_{table}" di tingkat signifikansi 5% sebesar 0.456 dan tingkat signifikansi dari 1% sebesar 0.575. Hasilnya, penelitian ini bisa disimpulkan bahwa H_a diterima dan H_o ditolak. Ini berarti bahwa ada pengaruh yang positive dan signifikan dari hubungan antara penguasaan idiomatic expressions dan kemampuan berbicara para siswa di semester 5 jurusan bahasa Inggris IAIN Metro.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Miftahul Choiri

Student Number : 1601070156

Study Program : S1 English Education Department

States that this undergraduate thesis is original except the certain parts of it quoted from bibliography mentioned.

Metro, 8 July 2021

The Researcher

Miftahul Choiri
S.N.1601070156

MOTTO

اطْلُبِ العِلمَ مِنَ المَهْدِ إلىَ اللَّحْدِ .

Uthlubil 'ilma minal mahdi ilal lahdi

Seek the knowledge from the cradle to the grave.

(mahfudzot)

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.

(Henry Prast)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to :

My beloved parents Mr. Bambang Ropangat dan Mrs. Katini who always pray and give me big support

My beloved mother in law Mrs Sunarmi who gives me motivation and spirit in every condition

My lovely wife Isah Nur Chasisa, S.TP who loves me sincerely

My lovely daughter Niswah Khairussyahda who gives me happiness

My beloved brother, Bahrul Mufid who inspired me.

My best friend Dimas Sukma Cahyadi, M.Pd who always encourages, teaches, remembers me to finish this research soon

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My beloved friends, Bagus Firmansyah, Septian Aldi Saputra, Singgih Rudi Atma, Bayu Putra Utama, Iman Prakoso, Arif Trianto, Jati Alma Jaya, Dayu Firmansyah, Fian Harada, Agusta Bahari, Aris Munandar, Yudi, Ahmad Qonaah,Anjar Prayogi, and my other friends who cannot mentioned one by one that always support me.

My beloved almamater of State Institute for Islamic Studies of Metro

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the researcher can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be achieved without any helps, motivation, advises and supports from many helpful individuals. In this lovely opportunity, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

Next, The greatest gratitude would also be addressed to :

1. The first, thanks for Mr Dr. Zuhairi, M.Pd , the Dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. The second, thanks for Mr. Andianto, M.Pd as the Head of English Education Department of IAIN Metro
3. The third, thanks for both of my advisors, Mr Dr. Dedi Irwansyah, M.Hum and Mrs Thrisna Dinillah Harya, M.Pd within their activities, they were still willing to read the undergraduate thesis.

4. The fourth, thanks for all of my lecturers in English Education Department of IAIN Metro who always give me knowledge and information.

5. The fifth, all of the staff of English Education Department of IAIN Metro who helped the researcher in processing of administration.

6. The last but least, thanks for all of my parents (Mr. Bambang Ropangat and Mrs. Katini), my lovely wife (Isah Nur Chasisa) and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistakes he has made in this research. The researcher hopes this undergraduate thesis can give advantage for the reader.

Metro, 8 July 2021

The Researcher

MIFTAHUL CHOIRI
NPM. 1601070156

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is a tool of communication by using of sounds, or symbols. It is a system for sharing ideas and feelings by using sounds, signs, and gestures. Language is something beautiful for human being, making them different from other creatures.

One of the most spoken languages is English. There are many ways to learn English for people recently. For instance, they could take English courses, watch English movies, listen to music and so forth. Those example activities are kind to support their understanding in English. Moreover, they could even practice their English skills in daily conversation. However, the support idea in mastering surely they must have knowledge in way to recognize and use the communication properly. Thus, it can be said that speaking is essential part to communicate with other people.

In learning English, speaking becomes a very essential skill to master, because it shows the users' are able to speak English well. It is important that the learners can speak English automatically without thinking, because automatic English speaking is the way to get results with English. Automatic speaking makes it easy to communicate with native speakers. As an automatic English speaker, it is easy for someone to make friends, participate in business, talk to customers,

understand English movies, and get better jobs. The real results in English, everyone needs to speak fluently and automatically. In this research, the writer focus on idiomatic expression mastery and speaking skill. Therefore, based on the result of pre survey on June 12th 2020, toward 40 students, the witer obtained the data of speaking skill at the fifth semester of IAIN Metro.

Then, the result of pre survey at the fifth semester of class B in English Departmen of IAIN Metro can be shown at the table 1 below:

Table 1

Student's Speaking Score List at the fifth Semester of Class B in English Department Education Program of IAIN Metro Academic Year 2019/2020.

No	Scale	Category	Frequency	Percentage
1	60-75	Low	13	32.5%
2	76-80	Fair	17	42.5%
3	80-100	High	10	25%
Total			40	100%

Source: Score List from Speaking Lecturer at the fifxth semester in English Department of IAIN Metro.

Based on data and Table 1 above, we can see that there are 13 students have low categories with percentages 32.5% and 17 students have fair categories with percentages 42.5%.Then, only 10 students who have high categories with percentages 25%. So, based on the data of pre-survey at IAIN Metro in the fifth semester B class the researcher found that the students face many problems, and there are many factors influence the successful of English learning result.

There are some factors that influence speaking skill. One of them is

idiomatic expression mastery. Idioms are the colorful side of languages, and one of the symbols that used when we communicate our thoughts and feelings[1]. They are used to give happiness and richness to the language by using the existing words, combination them in a mind and creating new meanings just like an art. Without idiomatic expressions English will lose much the variety of humor in speaking[2].

Most of English learners find the first problem, about the lack of vocabularies.Those are not surprising because the English language is a foreign language. Furthermore, the same words can have more than one meaning, depending on the context. As a result, it puts two (or more) words which have different pronunciations but they have some spelling, depending on their meanings. General words are difficult to learn, what to say idiomatic expressions whose meanings cannot be translated from word by word that make it up. Dispite of its difficulties, idiomatic expressions are an essential because they are used in daily life. They are a natural part of foreign language and used by native, not only on special opportunity, but also in every each occasion. It is very important, when a native English speaker uses idiom and you understand him or her. It means to be fluent we have to imitate the native and practice everyday. As a result the students can speak

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[1] Lennon, P. (1998). Approaches to the Teaching of Idiomatic Language.*IRAL*, 36(1) ,1-11.
[2] *The advantages and importance of learning and using idioms in English.*2009.dialnet. unirioja.esdescarga/articulo/3618851.pdf.

naturally. One of the steps that has to be started in order to be like a native is mastering idiomatic expressions. If someone wants to communicate in English like a native, it is important for them to include idiomatic expression[3].

Therefore, the researcher sees and finds commonly in English communication in daily activity, especially among students, and more particularly among the students of English Department IAIN Metro. This is the widespread phenomenon the researcher would like to look into.

In fact, the students of English department sometimes communicate in English in the classroom, when they would like to present something before class in English. However, the English which they use is often limited and sounds unnatural. This encourages the researcher to know "The Correlation Between Idiomatic Expressions Mastery And the Students'Speaking Skill at English Department of IAIN Metro".

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[3]Jones C.,Alycia. *Speak Fluent English: 350 Idiomatic Expressions to Speak English Like aNative* (USA: ASAP Coaching Edition: 2014). p.7.

B. Problem Identification

Based on the background of the study above, the researcher identifies the problem on the students' speaking skill as follows:

1. The students get difficulties to speak English in natural way.
2. The students are less vocabulary about idiomatic expression.
3. The students find it difficult to speak English fluently.
4. Most of the students do not understand when native speaker speaks.

C. Problem Limitation

The researcher limits the problem to investigate the correlation between idiomatic expressions mastery and the students' speaking skill at English department of IAIN Metro.

D. Problem Formulation

The problem formulation in this research is formulated as follows: "Is there any correlation between idiomatic expressions mastery and the students'speaking skill at English department of IAIN Metro"?

E. Objectives and Benefit of the Study

1. The Objectives of the Study

To find out the correlation between idiomatic expressions mastery and the students'speaking skill at English department of IAIN Metro.

2. The Benefit of the Study

a. For the students

   1) The students can increase their speaking skill.

   2) The students can speak English in natural way.

   3) The students can speak English fluently.

   4) The students become more confident using idiomatic in their daily

      conversation.

b. For the teacher

   1) The teachers can solve the problem in teaching English speaking through idiomatic expression.

   2) The teachers can use idiomatic expression as interesting material in teaching speaking.

   3) The teachers can create an atractive teaching speaking through idiomatic expression.

   4) The teachers can introduce the culture of foreign language for the students through idiomatic expressions mastery.

c. For the other researchers.

1) This research can be a reference for English teaching and learning process, especially in speaking subject.

2) This research can be experienced on teaching and learning English.

F. Prior Research

This research will be conducted by considering several previous studies. The first prior research was conducted by Kurnia.[4]English language skill examined by the first prior research was speaking skill. The first prior research, the researcher used observation and questionnare to collect the data. The researcher involved the whole of seventh grade students of class 7 A of SMP Negeri 87 Jakarta as the respondents on May 12-18, 2014. This research discussed about the effect of two word verb Idiomatic expression mastery on speaking skill. The researcher conducted a study to find out how the correlation between Idiomatic expression and the students' speaking skill. Meanwhile, the goal of the frist prior research was, the students were able to speaking English fluently by using idiomatic expression in daily conversation.

The first prior research has similarities and differences with this

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[4]Gadis Rizky Kurnia,"The Students' Ability ofUsing idiomatic expressions on speaking skill".(A Duescriptive Qualitative study atSMP Negeri 87 Jakarta). No.1(24), March, 2016

study, the similarities between the first prior research with this study are the two equally focused in speaking skill and using Idiomatic expression with questionnaire methode. The differences between this study and the first prior research are in the research sample and analysis methode. This study will involve the sixth semester class B English departmen IAIN Metro as research sample with product moment, while the first prior research involved the whole of seventh grade students of class 7 A of SMP Negeri 87 Jakarta using table of score history methode. This study discusses about The correlation between Idiomatic expression and the first prior discussed about The students' ability of using Idiomatic expression.The suggestion from the first prior research, the students need to cooperate in speaking skill by using idiomatic expression to overcome their common problem. This will completely help them to improve speaking skill.

The second prior research conducted by Khonbi and Sadeghi.[5] The teaching method that was used in the second prior research were Movie Group, Sentence – Use, Definitions Group, and Role Play Group. Based on the research, the researcher concluded that the usage of role-play, followed by movies or idiom sentence use and definition, positively impact learner's idiomatic knowledge. Where the role-play strategy was the methode which used in speaking as the way to practice. This research used observation and quistionnare

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[5]Zainab Abolfazli Khonbi and Karim Sadeghip,"Improving English Language Learners' Idiomatic Competence: Does Mode of Teaching Play a Role", *Irian Journal of Language Teaching Research*, No.2 (1), october, 2017

methode.This research's result, the using idiom in daily conversation could improve the speaking skill of the students. As a result, they knew how important the knowledge and usage of idiom, in order to be in a parrallel position to the native speakers[6]. The aim of the second prior research, the students were able to speak natural English.It was the idioms in the language that given it a natural, conversational and more creative. So, the suggestion from the second prior, if the students wanted to speak English fluently, it was necessary to learn idiom in order to improve their communicative skill[7].

Finally, by the third prior that delivered bySafi with title "The Effectiveness Of A Training Program Based On Idioms to Enhance Speaking Skills For English Majors at Al-Azhar University-Gaza on 2016, the researcher knows that the thesis research's result is IBTP (Idioms Base Training Program) in improving speaking skills had a significant impact on the student. The effect of the program on performance of the experimental group had various techniques and activities which were used in the program. This research has simillarity with researcher study on the goal that will achieve. The purpose of the third prior research, guide the teacher who desires to practice teaching idioms through Idiom Base Training Program and enhance speaking skill for the students.

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[6]Rana Abid Thyab, " The Necessity Of Idiomatic Expression To English Language Learners," *Internasional Journal Of English Literature,* No.3 (2016) : 109
[7]Eliana Edith Roberto De Caro, " The Advantages And Importance Of Learning And Using Idiom In English," (2009) : 134.

This study has similarities with the third prior research. The similarities are two equally focused in speaking skill and using Idiomatic expression. The differences between this study and the third prior. The third prior research, the researcher used Pre – Post Oral Speaking Test and this study will use questionare and Test. In additional, this study will involve the students of English department IAIN Metro fifth semester class B. While, the third prior research involved the 25 students of the third level at the Faculty of Education at AUG. The third prior research suggests the following with regard to develop of speaking skill by using idioms were: Speaking had to be emphasized over the other language skill, idioms had to be an important part of the speaking class activities, and the teacher should encourage their students to speak up and practice using idiom in daily conversation.

From the prior research above, the researcher would like to hold a research in IAIN Metro about The Correlation Between Idiomatic Expressions Mastery and the Students'Speaking Skill at English Department of IAIN Metro.

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept Of Speaking

    1. The Concept Of Speaking

        a. Definition of Speaking

Speaking is one of the most essential skill to develop and enhance as means of effective communication. People would like to communicate when they want to say something or transfer the information. Speakers usage communication when they are going to give the information to someone. Speakers applicate language based on their goals. As a result, they should be good listeners

and speakers at the same time for the effective communication.[8]

There are many experts conveying the definition of speaking. Wendy and Listbeth state that speaking is necessary skill for the teacher to share the knowledge for the students. In their own language students are able to express emotions, body language and reactions, improve the language and make fun of it, so they suppose to be able to speak English fluently[9].

According to Ladouse (in Nunan) speaking refers to the activities as the skill to express theirself in the situation, or the activity to report acts, or situation in proper words or the ability to speak or to express a structure of ideas[10].

Brown states that when someone speaks a language, it means that he can bring along a conversation wisely and expertly. In addition, he states that the benchmark of successful skill of language always applies an ability to do real purpose through an interactive communication with other language speakers[11].

According to Chaney, speaking is the process developing and

[8]Lai Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners'English Speaking Skill :Internasional Journal of Research in English Education",on March 20(2017):34.

[9]Wendy A. Scott and Listbeth H. Ytreberg, *Teaching English to Children*. (New York: Longman), p. 33.

[10]David Nunan,. *Research Methods in Language Learning*. (New York: Cambridge University Press, 1991*)*, p. 23.

[11]J.D Brown,. *Pragmatics Tests: Different Purposes,Different Tests*. in K. R. Rose & G. Kasper (Eds), *Pragmatics in language Teaching*. New York: Cambridge University Press, 2001), p. 267.

giving the meaning through verbal and non-verbal symbols, in a variety of situation[12].

Speaking is getting information through spoken language in active process. In other hand it can be said that speaking an interactive process of constructing that involves producing and receiving information process. Etymologically, the word "speaking" in Oxford Advanced learner's dictionary is coming from the word 'speak' that can be explaned as follows:

1) To say word in order to express thoughts, feeling, opinion, an idea to someone.

2) To communicate about particular subject or person.

3) To say words to express yourself in a particular way.[13]

On the other hand the another expert, Huebner said, "Language is an important speech, and speech is basic of communication by sounds".

The last but not least, it can be concluded that speaking is transfering the communication, expressing ideas, opinions, or feelings by using words or sounds of articulation to inform, to persuade, and to entertain that can be learnt by using some teaching and learning process.

b. The Elements of Speaking

[12]A. L. Chaney and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston:
Allyn& Bacon, 1998), p. 13.
[13]AS Pornby , *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Express, 1955),p.996.

According to Heaton speaking has five elements, they are[14]:

1) Pronunciation

   Based on Harmer statement, the students who want to be able to speak English well, they should learn about pronounciation correctly, use proper stress and intonation form and speak in connected speech[15].

2) Grammar

   According to Baygate, who wants to be able speak English language, it is necessary to understand the rule of grammar and vocabulary[16].

3) Vocabulary

   Folse defines vocabulary as single words, set phrases, verbs, and idioms[17].

4) Fluency

   Riddel states, that fluency is the skill to speak automatically without stopping or hesitating[18].

5) Comprehension

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[14]J.B.. Heaton, Classroom Testing: Longman Keys to Language Testing, (New York:Longman, 1990), pp. 70 – 71.

[15]Jeremy Harmer. *The Practice of English Language Teaching: Fourth Edition*, (Harlow:
Pearson Education Limited, 2007), p. 343.

[16]Baygate Martin. *Language Teaching: A Scheme for Teacher Education: Speaking*, (Oxford:Oxford University Press, 1997), p. 3.

[17]Folse, S. Keith. Vocabulary Keiths: Applying Second Language Research to Classroom
Teaching, (Michigan: University Press, 2004), p. 4.

[18]David Riddel.*Teach English as a Second Language*, (Chicago: McGraw – Hill Companies,2001), p. 118.

Heaton defines comprehension as the ability to understand the information that we get in situation that is happened.

Finally , Chaney also states that speaking is a skill that used by everyone in daily life conversation whether at public place, school or outside. The skill is developed by much repetition, it is not only an intellectual process, but also the competence to send and receive messages.[19]

c. Type Of Speaking

According to Brown, there are some type of speaking. They are :

1) Imitative

Imitate native English speaker, what they are talking in daily English conversation. We practice to imitate them three times or more and we record our voice again and again until we get good pronounciation.

2) Intensive

Intensive speaking goes on one step from imitation related speaking skill. That is designed to practice about phonology and grammar of language.

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[19]Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York:Cambridge University Press, 1960), p. 5.

3) Responsive

Responsive means there is feedback between teacher and student in communication at class.

4) Transactional

Transactional language delivers to purpose explaining specific information.

5) Interpersonal (dialogue)

Interpersonal has purposed to recover social relationship in society for transferring fact of information.

6) Extensive (monologue)

Extensive or monologue is communication which did by one person or talk something by yourself.[20]

d. The Purpose of Speaking

The goal of speaking is very important to understand, there are eight purposes of speaking, they are :

1) The students get competences in linguistic.

2) Build up their confident in speaking English.

3) To train competences in interaction by face to face.

4) Developing the ability to evaluate and analyze speaking skill.

5) To explain the message to others.

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[20] H. Douglas Brown. *Teaching by Principles an Interesting Approach to Language Pedagogy* Second Edition , (New York : Logman, 2001) p.271-274.

6) The students use communication to deliver information and understanding.

7) There are many way to produce language.

8) The students are able to communicate English language fluently.[21]

2. The Concept Of Speaking Skill

a. Definition of Speaking Skill

Speaking skill is the productive skill that students have something as an ability. As a result, they can explore their ideas in speaking way. Harmer says, When listening and reading contain the ability to correctly accept messages and indication as receptive skills, speaking and writing include language production and show as productive skills.[22]

Most of the learners get difficulty to learn a new language. It applies a question why. The answer is clear enough. In the natural spoken language students are necessary to know something of character the fluent speech, such as reduction forms, phrases, collocations and the most important the progress of speech and how to applicate slang or idiom. All of these have to be learnt while practising conversation in class. Without these, our spoken language would sound unnatural. To avoid this, it is an important to introduce and practise real English with our students in learning

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[21] Jack C. Richard. Teaching Speaking,p 37.
[22]Jeremy Harmer. *The Practice of English Language Teaching,* (Essex:Longman, 1991) p.343.

process. If they are not used, that may be a reason why learners are always shocked and difficulties when using a foreign language for the first time while communicating with foreigner in foreign environment. They are not ready speaking for automatically communication and could not face with all of situation.

According to Richards, the mastery of this skill is a mainly for second language or foreign language learners.[23] The students usually evaluate their achievement in language learning on how they can increase their speaking skill.

Duzer explains that students' speaking skill and their habitual have an effect on the goal of any exchange. Learners, as the speaker have to be able to anticipate and produce the expected form of specific situations. They have to organize other factors such as repetition, providing feed back, turn-taking, or redirecting. The speaker have to know the usual form that such interaction follows and accesses the knowledge as the exchange progresses. They can choose the correct words to describe something on that topic, rephrase or emphasize words to clarify the description, and use suitable expressions. Other things which are included into indicators of good speaking skill.[24]

1) Producing sounds, stress patterns, rhythmic structures, and

[23]Jack C. Richards, *Teaching Listening and Speaking: from theory to practice*, (New York:Cambridge University Press, 2008) p. 19.

[24]Mary Ann CunninghamFlorez, *Improving Adult English Language Learner's SpeakingSkills*, (National Center for ESL: Literacy Education, 1999), p.1.

intonations of the language.

2) Using structure of grammar well.

3) Choosing the vocabulary that is understood and suitable for the audience, the topic that will be discussed, and the setting in which the speech act occur.

4) Applying the good strategies to improve comprehensibility, such as emphasizing keywords and rephrasing.

5) Using body language or gestures.

6) Paying attention the goal of the interaction and adjusting elements of speech such as vocabulary, part of speech, and complicate of grammar and structure to maximize listener understanding and connection.

The above indicators can be simple into four competences as indicated by Canale :

1) Grammatical competence includes language rules such as vocabulary,formation of words or sentences, and pronunciation.

2) Sociolinguistic competence addresses the appropriate in terms of both the meaning and form, which can be different with the status of participants, objectives of the communication and norms of the communication.

3) Discourse competence includes an understanding of how spoken texts are organized and related to the cohesion and coherence of expression.

4) Strategic competenceis compensatory in nature, drawn on when the developing language system of the second or foreign language learner is more active in communication. It refers to mastery of both verbal and nonverbal communication strategies.[25]

b. The Characteristic of Successfull Speaking

Practice is the key to speak English fluently, but sometimes it is hard to say it for nonnative English speaker, they need the environment that support their langguage, because it is not our language and we need habit to be able to speak English well. As a result they want to achive the goal of learning, they have to fulfil some characteristics of succesful speaking activity. There are some characteristic of successful speaking activity such as:

1) High motivation

Students want to speak as much as possible because they are interested and enthusiastic about the topic that will be discussed and have something new to say about it, or they want to contribute to achieve the goal of learning. The other reasons the influence of their motivation, they are:

a) The students can speak with foreigner that they met in every place, especially in abroad.

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[25]Canale, M. ―*A Communicative Approach to Language Proficiency Assessment in Minority Setting*‖. In C. Rivera. (Ed.). *Communicative Competence Approaches to Language Proficiency Assessment: Research and Application,* (GreatBritain: Robert Hartnoll Ltd, 1984), pp: 107--121.

b) Getting high score in their class and to be the first rank in teaching learning proccess.

c) They want to go around the world by their ability in speaking English.

d) Getting some scholarship in abroad to continue study as magister or doctor.

e) After graduating, they want to work in famous foreign company.

2) Students can speak as much as possible

The students learn English language every time, and practice it in every daily conversation in order to they are able to speak English fluently without hesitation. Beside that there are the way to be able to speak English well, they are : The students read English books, listen the native speaker in English youtube, sing English song, watch English movie and practice speaking in front of the mirror.

3) The students participate in discussion

Classroom discussion is not dominated by a minority of the students who talk active as participants. However, all of the participants have occasion to speak and give contribution fairly. Hence, the students do not be afraid to make mistakes when they want to speak English because mistakes can be lesson and repair it to be better than before. Practicing language, it is not only in the

class, but also it can do in the agenda or students' organization who applies the topic about English. They are like to be master of ceremony, active in debate competition, and join in English club.

4) Students explore their skill about English, eventhough they alway make mistakes. They have to do on and on until they achive the goal of learning However, the student who does not have skill in speaking , does not understand the English words that are said by native speaker. As a result, they cannot understand the meaning of the speaker talk. One of the way to be able to speak English well, they are : adding English vocabulary, listening native English speakers when they speak both directly or through media. On the other hand, the students have to increase intensity of communication with classmate using language that easy to understand in order to the information can achieve well .[26]

The mastery of speaking skills in English is a mainly for many second and foreign language learners. Several language experts have effort to manage the functions of speaking in daily communication. According to Brown and Yule there are three functions of speaking, they are : talks as interaction, talk as transaction, talk as performance. Each of these speech activities is quite clear in term of form and function and necessary different

[26]Novisuryati, inwww.novvie92english.blogspot.co.id,dowloade on june 11,2020.

teaching approaches.[27]

a) Talk as interaction

Speaking as interaction is the interaction which people a mainly social function. When someone meets, they expressess greetings, join in small group discussion and chit chat each other because they hope to be easy going and to build up a comfortable place to interact with others. The focus is more on the speaker and how they hope to perform themselves to others.

b) Talk as performance

Speaking as performance refers to speaking in front of many people, it is talking which sends the information before and audience such as public announcements and speeches. Speaking as performance can be in form of monolog or dialogue, it is suitable with the situastion when we want to communicate. It is closer to writte language than conversational language.

c) Speaking as transaction

Speaking as transaction refers to situation where the focus is on the message about what is said,we can understand it or achieved in order to it makes people understand clearly.[28]

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[27]Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21
[28]Jack C. Richards, (2006), *Communicative Language Teaching Today*,Cambrigde: Cambridge University Press, p. 19-23.

c. The Measurement of Speaking Skill

Harris states that there are some measurement in oral test, as follows:[29]

Table 2
Measurement of Speaking skill

Components	Score	Description
Pronunciation	5	It can imitate of native English speaker.
	4	The proninciation is clear, although one realize of properly accent.
	3	Pronunciation problem needs to concentrate about listening and sometimes makes misunderstanding because the pronounciation is not clear.
	2	It is very difficult to understand because of pronunciation problems, it must be repeated on and on.
	1	Pronunciation problem is so hard to understand and make real misunderstanding.
Grammar	5	It is suitable the rule of grammar or word order.
	4	Sometimes it makes structure of grammar or word order errors and the meaning is not clear.
	3	It usually makes errors of grammar and word order which occasionally obscure meaning.

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[29]David P Harris, Testing English As Second Language, Bombay: Tata Mc Graw-Hill Company Ltd.,1974.,p. 84

	2	Grammar and word order errors make comprehension hard.
	1	Errors in grammar and word order are so hard to make speech clearly.
Vocabulary	5	Using vocabulary and idiomatic that native speakers usage.
	4	Sometimes it uses inappropriate terms and must rephrase idea because of lack vocabulary.
	3	It uses the wrong words conversation somewhat limited because of less the vocabulary.
	2	Uses of words and limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitation is so hard to make short conversation, it is impossible to be able speak English well.
Fluency	5	Speak as fluent and effortless as a native speaker.
	4	Speed of speech looks to be little affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	It usually hesitates forced into silence by language limitations.
	1	Speech is so halthing and fragmentary as to make conversation virtually impossible.
Comprehension	5	It appears to understand everything without difficulty.
	4	Understand almost everything at

		normal speed, although sometimes repetition may be necessary.
	3	It understands most of what is said at slower than normal speed with repetitions.
	2	It has difficulty following what is said. It can comprehend only social conversation spoken slowly and with frequent repetitions.
	1	It cannot be said to understand event simple conversational English.

B. The Concept Of Idiomatic Expression
   1. The Concept Of Idiomatic Expression
      a. Definition Of Idiomatic Expression

       Idiomatic expressions have big influence in teaching and learning process as foreign language, because it can be one of

the ways to give students better condition to improve speaking skill in the daily conversation.

Idiomatic expression is an expression whose meaning cannot be understood from the meaning of the words which make it up.[30]Dixon says that Idiomatic expression has an essential role in the English language. In fact, the usage of idioms have widespread and the understanding of these expressions is an important to successful communication, whether in listening, speaking, reading, or writing.[31]In other words, idiom is an expression which cannot be translated from the literal meaning of the words that has been arranged.[32]An idiom is a form expression which meaning cannot be taken as a combination of literal meaning.[33]

Actually, the difficulties idiomatic expressions for students make them frustrated as stated by Collis.[34]The conclusion of idiomatic expression refers to express opinion, feeling and idea that meaning depends on the context, as a result the phrase or

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[30]Rana Abid Thyab, "The Necessity of Idiomatic Expression to English Language Learner", *Academic Journal : International Journal of English and Literature*, vol.7,pp.106-111,july(2016).

[31]Dixon, J. Robert. *Essential Idioms in English*, (Englewood Cliffs, New Jersey: PrenticeHall Regents, 1983), p. 1

[32]Lauren Feronica and Lasyuli Simbolon, "Idiomatic Expression in Acehnese Wedding Ceremony", *Macrothink Institute: Internasional Journal of Linguistics 9*, no.3 (2017):137.

[33]Noura Winis Ibrahim Saleh and Mohammed Hassan Zakaria, "Investigating the Difficulties Faced in Understanding English Idiom", *IJ-ELTS: Internasional Journal of English Language 1*, No.292013):69.

[34]Harry Collis. *101 American English Idioms*, (New York: the McGraw Hill Companies,
2007), p. V.

sentence cannot be translated word by word.

Nonnative speakers of English are able to achieve the goal in their knowledge of the language when they feel comfortable and easy going. However, they are responsibility to find themselves in comfortable condition when ecounter with idiomatic expressions. When find an idiom or collocation, they might feel frustrated or confused, since the true meaning of the idiom commonly cannot be determined by a knowledge of component parts. In many cases an effort on the part of the learner to connect the definition of an idiom that would work in all instances is an useless.

It is an uselessness when somebody tries to determine the meaning of component parts. This is according to Sarah Badger. She says that phrases are carrying different meanings than the literal definition of their component words are called idiomatic expressions or idioms. Roger Woodham in World Service states that idiomatic expressions are combinations or collocations of words which cannot be translated word by word. For instance, I could eat a horseis an idiomatic expression, it means I am very hungry.

Every language, there is idioms and the speaker of each language use them to communicate ideas fluently or fast. By using the idiomatic expressions improve non-native speakers (of English) sound more fluent and help them in understanding

others more efficiently.

More specifically, idiomatic expressions can be divided into several categories:

1) Simile is a form of figurative language in which a comparison is made between two things which have something in common, using the words like or as. The simile is used to describe an item, situation, emotion or action by comparing it to something else in order to make the statement more creative and artistic. For examples : They fight like cat and mouse, Ali is as brave as lion, Her attitude is as cool as cucumber, My daughter is as sweet as sugar and so on.

2) Phrasal verbs is a phrase consisting of a verb plus a preposition or adverb. The phrasal verb creates the meaning that is different from the meaning of the verb. Phrasal verb consists of two words, but they sometimes consist three words. For example : My mother never give up to teach me, if I finish all of my homework, I can go hang out with my friends, and Ronaldo throws the ball up in the air.

3) Aphorisms, or colloquially called "*sayings*," aphorisms is a short statement of general truth, knowledge, or good advice. It often uses imagery to get their purpose or general point. For examples: Actions speak louder than word, you can kill a man but you cannot kill an idea, and "Do not judge a book by

its cover".

4) Metaphors describe a person, object or situation by comparing it to something else with similar characteristics. They are often used in poetry and literature. For example: over the moon, it means really happy. Meanwhile in the sentence, My honey when I meet you, I was over the moon.

5) Cultural and Historical Idioms, it means these idiomatic expressions create from the culture and history of that country. For example, in the foreign country, "A cross the pond " means in America or USA.[35]

Woodham said, idiomatic expressions are still general and found in all types of English, both formal and informal situation. But they do not make a specific effort to learn them. There are so many idiomatic expressions. You are going to learn the most common word naturally through the learning materials that you are using.

Therefore, the researcher might say that idiomatic expressions are one of unique language with unique meanings in every language usage as the English language does. Indonesia language have some idiomatic expressions in certain forms such as *berakit-rakit kehulu berenang-renang ketepian* (after the work is done, the rest is sweet), *siapa yang menggali lobang, maka dia sendiri yang akan terperosok didalamnya* (harm watch, harm catch), and *siapa*

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[35]Atiqah Nurul Asri and Dyah Rochmawati, "Innovative Teaching of English Idiomatic Expression for EFL Learner",*Adi Buana : Journal of English Teaching,* vol.02, no. 01, April(2017) 47.

yang bersungguh-sungguh, maka ia akan berhasil (no sweet without sweat) to mention a few. However, our idioms are not much as the English as we suppose and they are not common to use in daily speech. In the researcher's mind, idiomatic expressions are much easier to know the meaning of expression by learning the contexts, so we do not learn all of them, but we learn them in accordance with our context and it is suitable with the condition.

b. Types Of Idiomatic Expressions

According to O'Dell, Felicity and McCarthy, there are seven types of idioms:

1) Idioms that consist of verb + object / complement or adverbial, for instance : kill two bird with one stone, it means get two useful result by doing one action.

2) Prepositional phrases are words (on, at, by, before, after, in, into, above, under, below, beneath, and so on) normally placed before noun or pronoun. For example : under the weather, it means feeling sick.

3) Phrasal Compound Idioms are containing primarily nominal made up of adjective plus noun, noun plus noun,verb plus noun, or adverb plus preposition. Example: *blackmail* (any payment force by intimidation), *bookworm* (a person committed to reading or studying).

4) Similes are expressions which compare two things, they

always include the words as or like, (As+adjective+as+or like+noun), example: My brother's *as cool as cucumber.*

5) Binomials are type of idiom in which two words are joined by a conjunction (linking word), usually "and", example: *on and on (repeat something that we do).*

6) Trinomials (word+word+and+word) are a similar type of idiom, in which three words are joined, for instance: Cool,calm,and collected. It means Relaxed,control,not nervous.

7) Whole clause or sentence, it means completed sentences that consist of subject, verb, object and complement. For the example: I feel butterflies in stomach when I speak in front of many people.

Table 3
Type of Idiomatic Expressions

Form	Examples	Meaning
Verb+object/complement or adverbial	Kill to bird with one stone.	Get two useful result by doing one action.
Prepositional phrases.	In the blink of an eye.	An extremelly short time.
Compound	A bone of contention	Something which people argue or disegree over.
Simile As+adjective+as+or like+noun.	As dry as bone	Very dry indeed.
Binomial (word and word)	Rough and ready	Crude and lacking

		sophistication.
Trinomial (word+word+and+word)	Cool,calm,and collected	Relaxed,control,not nervous.
Whole clause or sentence	Jack Cuts a long story short	To tell the main point but not all fine detail.[36]

c. The Use of Idiomatic Expression

The general use of idioms in daily conversation for English speakers become a necessity in teaching to applicate the use of this material inside and outside the classroom in order to help the students be creative, enhance their vocabulary informal way to speak in English.

Holleman says that as English learners study to enhance their conversation properly, they realize it that the number of idiomatic expressions that used in spoken English is confused. They know totally when they communicate with native English speakers, expressions including idioms can be a serious challenge tounderstandthe dynamics of a conversation. Most importantly, being able to use idiomatic expressions in every situation improves a people's confidence in their all of communication skill in speaking

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[36]O'Dell, Felicity and Michael McCarthy, *English Idioms in Use Advanced*, (UK: CambridgeUniversity Press, 2010), p. 6.

English.[37]

d. The Importance of Idiomatic Expressions in English

1) Using some idioms the learners are able to improve their knowledge about idioms, that they learned about new vocabulary, and increase their communication skill.

2) To help teachers and students show the creative environment of communication.

3) A variety of activities based on idioms can help facilitate necessary and challenge students' in learning process.

4) To help students be competitive, enhance their vocabulary and the informal way to speak in English.

5) Without idioms English would lose much of its variety and humor both in speech and writing.

6) The learners get motivation in classes, also they feel happy because they are able to make dialogues, make sentences and understand texts with idioms.

7) To help students understand the native English speakers, from the movies and songs.

8) The students will be better and they can trust on themselves since they are able to understand what English speakers want to express by using idioms.

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[37]Holleman, John, *American English Idiomatic Expressions in 52 Weeks: An Easy Way toUnderstand English Expressions and Improve Speaking*, (Sha Tin, N.T. Hongkong: The Chinese
University Press: 2006), p. Vii.

9) The students are able to recognize a variety of idioms in the English language, gain specific knowledge about the English language through idioms.[38]

C. Theoretical Framework and Pradigm

1. Theoretical Framework

There are two variable of this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is idiomatic expression mastery and dependent variable (Y) is student's speaking skill.

Idiomatic expression is an expression whose meaning cannot be translated word by word. Meanwhile, speaking is an activity to explain the express that has meaning and the skill to respond what people say when conversation or communication happend. The skill of speaking English seems to choose the right word or utterance in order to be appropriate with the context.

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[38] *The advantages and importance of learning and using idioms in English.*2009.dialnet. unirioja.esdescarga/articulo/3618851.pdf

The theoretical framework in this research is "if the idiomatic expression is mastered perfectly, the students achievement in speaking skill will be high, whereas if the idiomatic expression is not mastered imperfectly, the students achievement in speaking skill will be low.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:

Idiomatic expression mastery	Perfect	Students' speaking Skill	High	H Y P O T H E S I S
	Fair		Fair	
	Imperfect		Low	

Figure 1
The paradigm of the the correlation between idiomatic expressions mastery and the students' speaking skill at English department IAIN Metro.

Based on the figure above, if the students' achievement in speaking skill is high, it means that there is any positif and significance correlation between idiomatic expressions mastery and speaking skill. Meanwhile, if the students' achievement in speaking kill is low, it means there is no positive and significance the correlation between idiomatic expression mastery and speaking skill.

D. Hypothesis

Blessing and Cakrabakti say an hypothesis is a tentative answer to a research question in the form of a relationship between two or more concept, or in our case, between two or more influencing factors, including the success factor.[39] It can be concluded that hypothesis is an interim answer of the research question that has correlation between some concepts or each variable in a research.

1. Hypothesis Formula

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[39]lucience Tm Blessing , Amaresh Cajrabarti. DRM A Design Research Methodology, (London:Springer, 2009),p.59

Based on the theoretical framework above the researcher formulation the hypothesis as follows:

a. Null hypothesis (Ho)

There is not any positive and significance the correlation between idiomatic expression mastery and the students'speaking skill at English department of IAIN Metro.

b. Alternative hypothesis (Ha)

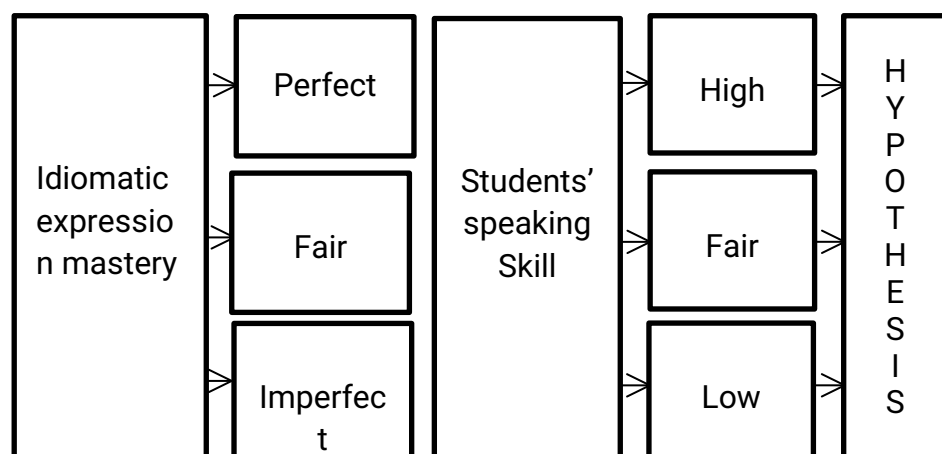There is a positive and significance the correlation between idiomatic expression mastery and the students' speaking skill at English department of IAIN Metro.

2. Statistical Hypothesis

a. If ro > r + Ha is accaptable and Ho is rejected.

b. If ro < r + Ha is rejected and Ho is acceptable.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Cresswell, research design are plans and the procedures for research to get detailed methods of data collection and analysis.[40]So, research design consists of data that the researcher will do in the research.

The research will be conducted in IAIN Metro that has located on

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[40]John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches.* (London: Sage Publication, 2002), P.20

Jl. Ki Hajar Dewantara No.15A, Iringmulyo, Kec. Metro Timur.,Metro city, Lampung Pos code 34112 At fifth semester of English department IAIN Metro.

The researcher uses quantitative research.Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.[41]We can say that quantitative is the research by which the numeric data are used to find knowledge. This research is descriptive correlation research which will be done as expose facto in English department fifth semester IAIN Metro.

This design can be illustrated as follows:

$$X \longrightarrow y$$
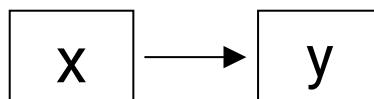
X = Independent variable (Idiomatic Expression Mastery)

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[41] John W. Creswell, Research Design, (United State of America: SAGE.2009), P.22.

Y = Dependent variable (Speaking Skill)[42]

This research consist of two variable. Dependent variable and independent variable. Dependent variable of this research is speaking skill and independent variable is idiomatic expressions mastery. This design is used to investigate whether there is The Correlation Between Idiomatic Expressions mastery and the Students' Speaking Skill at English Department of IAIN Metro".

B. Population, Sample, and Sampling Technique

1. Population

Muijs "The population is the group of people we want to *generalise* to."[43] As well as deciding on what information you need, you also need to decide exactly what your *population* is going to be. The population is the group you want to generalise your findings to.[44]

Graeme Keith Porte "A population consists of an entire set of objects, observations, or scores that have something in common. It is the entire group the researcher is interested in, which he or she wishes to describe or draw conclusions about."[45] Based on the definition above, it means that the population is the whole subject

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[42] Drs. S. Margono, Metodologi Penelitian Pendidikan,(Jakarta:Rineka Cipta,2005), P.139.

[43] Daniel Muijs, *Doing Quantitative Reasearch in Education*, (California: sage Publication.2004),P.15.

[44] Ibid., P.37.

[45] *Graeme Keith Porte, Appraising Research In Second Language Learning,* (Philadelphia: University of granada,2002), p.241.

that will be researched in the research.

The population of this research is the students of English department sixth semester at IAIN Metro in academic year 2019/2020. The total population in this research is161 students.

2. Sample

A sample is a group of units selected from a larger group (the population) to represent it, because the population is too large to study in its entirety.[46] The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population.[47] The researcher takes students the sixth semester of English Education Department. The sample totally is 20 students. Both male and female were involved in this research. The students were almost at same age and both of the students have different characteristic and achievement.

3. Sampling Technique

In conducting the research to get the sample from population the writer uses the random sampling technique. The sample is a sample technique that takes from members of population which is done randomly without looking at strata in the population.

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[46]Ibid.,P.243.
[47] John W. Creswell, *Educational Research*, (United State of America: Pearson,2012), P.381.

C. **Operational Definitions of Variables**

Operational definitions of variables in this research are:

1. Independent Variable (X)

Independent variable of this research is "Idiomatic Expression Mastery". It correlates the dependent variable that is speaking skill. It means that how significant is the correlation between idiomatic expression mastery and the students' speaking skill which referred to the result of the students activity in speaking.

Then, the researcher determines some indicators that should be attend by students in idiomatic expression (independent variable) are as follow:

a. The students have memorized sufficient idiomatic vocabulary.

b. The students are able to use idiomatic expression in speaking.

c. The students are able to understand the meaning of idiomatic expression which they listen.

2. Dependent Variable (Y)

The dependent variable is an attribute or characteristic that is dependent on or in correlation by the independent variable.[48]Dependent variable of this research is speaking skill.It can be defined that result is students to do the changes in activity

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[48]John W.Creswell, *Educational Research,* p.115

of learning which is measured by score or numbers of test. Based on the theoretical review about the indicators to measure the student's English speaking result, the researcher will collect the data from the English lecturer and the data is fifth semester score. To measure the student's speaking skill result the researcher use the criteria of score.

a. The students have a good pronunciation in speaking.

b. The students are able to speak grammatically.

c. The students can speak English fluently.

d. The students are able to speak naturally.

D. Data Collecting Technique

1. Test

According to Yogesh, in educational research achievement test are most commonly used.[49]The researcher use test as a data collection method to measure the dependent variable and independent variable.The first, dependent variable of this research is speaking skill. The researcher measured the speaking skill result by using online test . The kind of test is a speaking test. The researcher use a test to know about the speaking skill at English department of IAIN Metro fifth semester. The second, independent variable in this research is idiomatic expressions mastery. The

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[49]Ibid.,209

researcher measured idiomatic expressions mastery by using online test. The kind of test is to translate idiomatic expressions into Indonesia.

2. Documentation

Margono defines documentation as the method which is used to get information from written language such as files, and theory of book, argumentation, etc that is related with the problem of research.[50] The writer uses the documentation method to get detail information about the teaching learning process, the quantity of students, the quantity of teachers and official employes, and the student organization structure of English department Metro.

E. Research Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data.[51] Furthermore, the research instrument involves:

1. Instrument Blue Print

a. Test

In collecting the data, the writer did a test. There are two ways the writer tested the students. The first, translating idiomatic expressions into Indonesia and practicing speaking test. The test that used in this research is fifth semester test of English department of IAIN Metro. After getting the data, the

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[50] Drs. S. Margono,*Metodologi Penelitian*, P. 181.
[51] John W. Creswell, Educational*Research*, P.14

writer compared the scores between idiomatic expressions mastery score and speaking score in order to measure whether there is any significant The correlation between Idiomatic Expressions and The Students' Speaking Skill at English Department of fifth semester IAIN Metro.

b. Documentation

1) Document about the quantity of the English department students' IAIN Metro in the fifth semester academic year 2019/2020.

2) Observation about the location sketch of IAIN Metro in the academic year 2019/2020.

3) Observation about the building of IAIN Metro in the academic year 2019/2020.

F. Data Analysis Technique

The investigation whether there is any positive and significant of The Correlation between Idiomatic Expressions Mastery and The Students' Speaking Skill at English Department of IAIN Metro, the researcher analyzes the data by using Pearson Product Moment Correlation in which there were one predictor variables and one criterion variable. In the process of calculation, to investigate the correlation between two variables the result of calculation in Pearson Product Moment Correlation would be explained by using application *SPSS 16.0.*

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Description of Research Setting

1. The Historical Background of State Institute for Islamic Studies of Metro

a. The Brief History of State Institute For Islamic Studies Of Metro

State Islamic Institute (IAIN) Metro is located on Jl. Ki Hajar Dewantara No.15A, Iringmulyo, Kec. Metro Timur, Metro city, Lampung province. It was only one the State Institute for Islamic Studies in this city. This Islamic Institute which was one famous and favorite university.

IAIN Metro has vision and mission. The vision of this university was become an innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Moreover, the application of the vision, it consists some missions, namely: implementation Islamic values in education, community service, research, develop a productivity, innovative academic in management resource through scientific research, learning method, growing socio-ecotechno-preneurship of academic in the application of three pillars of university, implementation a professional, and cultivated institutional

management system based on information technology.[52]

b. The English Education Department

The application of English Education Department stands on its vision , as follow: the establishment of professional students in English Education which can integrate the Islamic values and academic dimensions. As a result, the students have high bargaining. Meanwhile, the vision is enlarged in some missions as follow:

1) Increasing the students' performance through knowledge reinforcement and actualization toward religious, national, and civil life in the Islamic culture.

2) Building the atmosphere of the academic which is humanist, democratic and modern.

3) Growing the professionalism ethic through theoretical basic knowledge.

4) Giving qualified education service to train the candidate of educator which is smart and skillful that have good attitude.

5) Applying integrated educational system which is able to give significant input to development of education.

That all about the vision and missions that included all of the students of English Education Department in State

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[52] Taken from http://metrouniv.ac.id,accessed on November 28th ,2020

Islamic Institute of Metro. Furthermore, based on the vision and mission above, it is formulated to be three purposes of English Education Study Program, they are:

1) To prepare the students, it is not only to be English Teacher who can applicate the social benefit values, science, technology, and art . but also be able to become agents of change in the society.

2) To prepare the students to be professional English Teacher who can applicate , establish, and enlarge English Education with high spirit of Islamic English. In addition, English Education Study Program always tries to repair and develop the quality in teaching and learning process. In order to English Education to be better than before.

In line with above statement, English study program always tries to develop the quality in the teaching and learning process. In addition, The total students from 2019 – 2020 of TBI are 1059 students and the lecturers are 26.

Table 4
Total students of TBI 2019-2020

Semester	Total
I	226
III	171
V	250
VII	276

IX	136
Total	1059

Graphic of Total Students of TBI 2019-2020
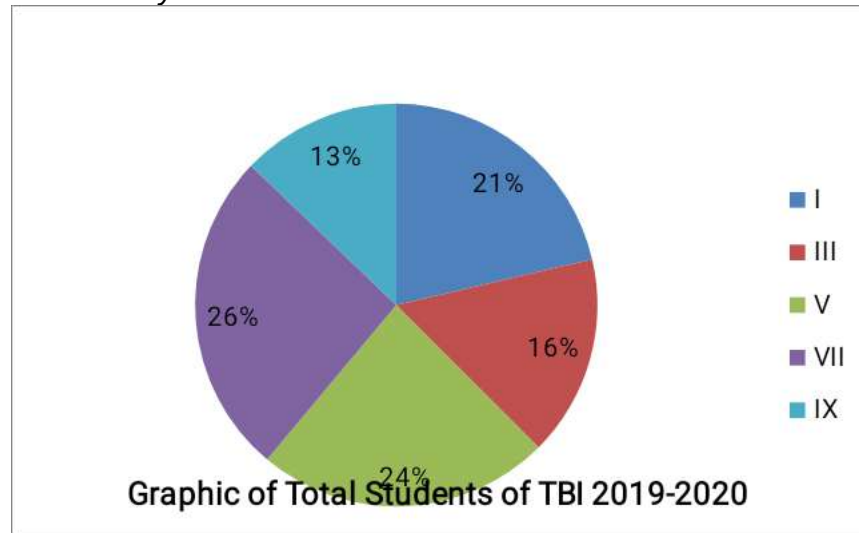
Table 5
Total lecturers of TBI based on Gender 2019-2020

Gender	Total
Male	7
Female	19
Total	26

Graphic of Total Lecturers of TBI based on Gender 2019-2020
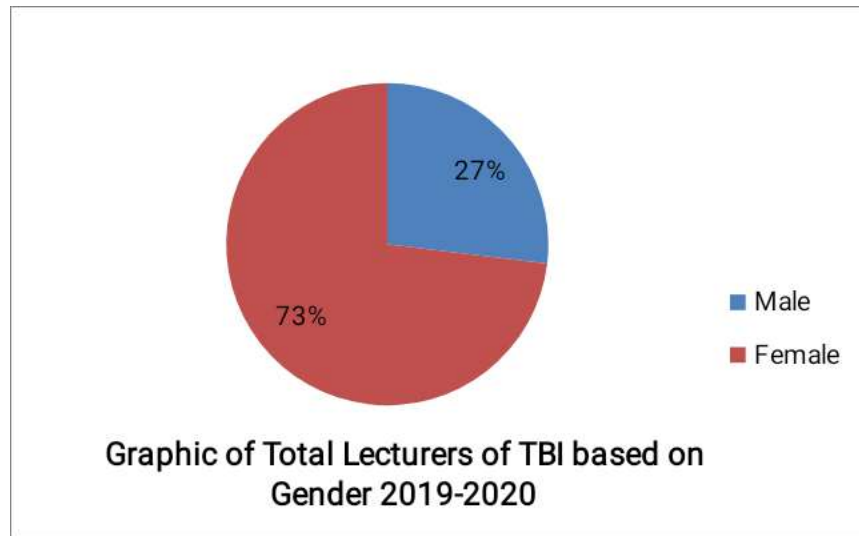
Table 6
Total lecturers of TBI based on Education 2019-2020

Education	Total
S3	3
S2	23
Total	26

Graphic of Total Lecturers of TBI based on Education 2019-2020
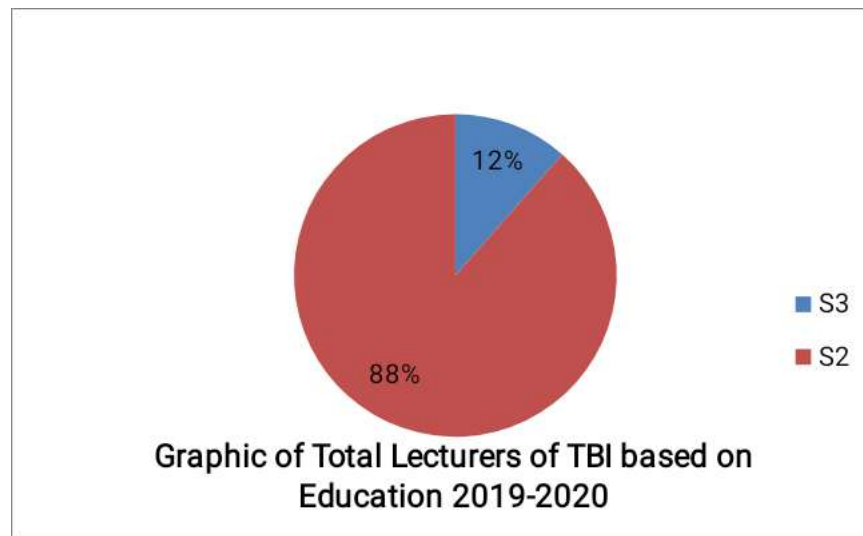
Source: Observation of State Islamic Institute of Metro in the academic year 2019-2020.

B. General Description of Research Data

1. Idiomatic expression mastery Data

Idiomatic expression mastery in this research was the independent variable (X) of this research. Idiomatic expression mastery related to students' knowledge about idiomatic expression which they used in daily English conversation.

To measure the students' idiomatic expression mastery the researcher documented the data of students' test score with test to translate idiomatic expression into Indonesia. The data is described in the following :

Table 6

List Of Idiomatic Expression Mastery Test Score

No	Initial Name	Class	Score
1	AA	D	52
2	AC	D	78

3	AI	A	56
4	AP	D	48
5	DK	A	78
6	DL	B	82
7	DR	A	80
8	DT	D	70
9	HA	A	68
10	HP	A	58
11	ND	A	68
12	NH	A	72
13	NM	B	70
14	NU	B	74
15	PC	B	70
16	PW	A	82
17	SC	C	46
18	UK	A	80
19	VA	C	72
20	YL	A	70
Total			1374
Highest			82
Average			68,7
Lowest			46

Based on the data above , it can be described the total score

of idiomatic expression test from 20 students as the sample using

random sampling technique is 1374, where the highest score is 82, the average score is 68.7, and the lowest score is 46.

After knowing the result of class interval, the researcher was put the data on the table of frequency as follows:

Table 7

The Table of Frequency of Idiomatic Expression Test Score

No	Class interval	Frequency	Percentage
1	46 - 52	3	15%
2	53 - 59	2	10%
3	60 - 66	0	0%
4	67 - 73	8	40%
5	74 – 80	5	25%
6	81 - 87	2	10%

From the table of frequency above, the graphic of frequency can be describe as follow:
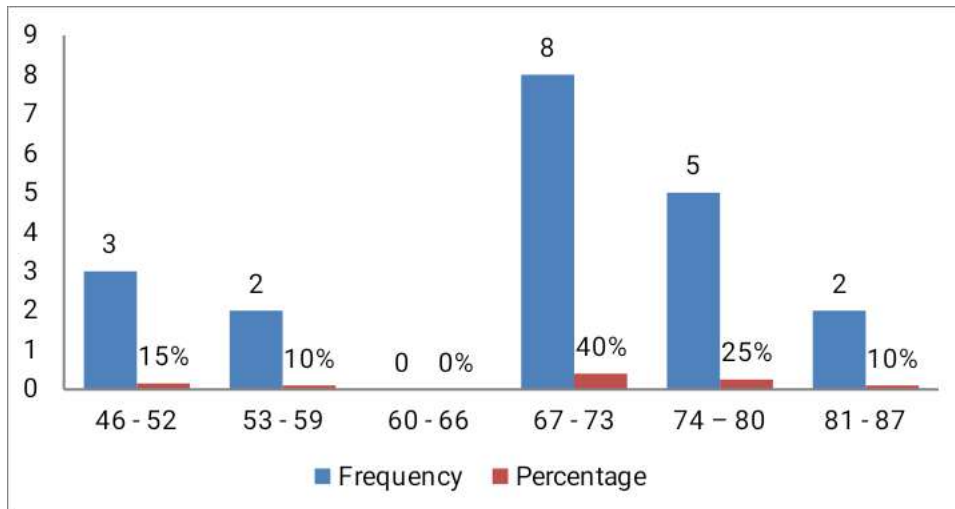
Graph 1
Graphic of Frequency of Idiomatic Expressions Mastery Test Score

The graphic of frequency above shows that there are 20 students as the research sample can be divided:

1) The class interval of 46 – 52, there were 3 students or 15%.

2) The class interval of 53 – 59, there were 2 students or 10%.

3) The class interval of 60 – 66, there were 0 students or 0%.

4) The class interval of 67 – 73, there were 8 students or 40%.

5) The class interval of 74 – 80, there were 5 students or 25%.

6) The class interval of 81 – 87, there were 2 students or 10%.

The graphic of frequency above shows that there are 3 students or 15% who got score 46-52, 2 students or 10% who got score 53-59, 8 students or 40% who got score 67-73, 5 students or 25% who got score 74-80 and 2 students or 10% who got score 81-87.In short, it can be concluded that the students' idiomatic expressions mastery test score is good.

2. Speaking Skill Data

Speaking skill in this research was the dependent variable (Y). It refers to the level of the students' speaking skill. Data result of students is taken from the Tes, where the amount of students are 20 as a sample, these data are the average speaking score which obtained from test, the score includes all components in speaking , they are pronunciation, grammar, comprehension, fluency, and vocabulary.

Table 8

List of Speaking Skill Test Score

No	Name	Class	Score
1	AA	D	60
2	AC	D	72
3	AI	A	60
4	AP	D	58
5	DK	A	80
6	DR	B	84
7	DS	A	80
8	DT	D	72
9	HA	A	72
10	HP	A	60
11	ND	A	72
12	NH	A	74

13	NM	B	72
14	NU	B	72
15	PC	B	72
16	PW	A	84
17	SC	C	56
18	UK	A	84
19	VA	C	72
20	YL	A	72
Total			1428
Highest			84
Average			71.4
Lowest			56

Based on the data above , it can be described the total score of speaking skill test from 20 students as the sample using random sampling technique is 1428, where the highest score is 84, the average score is 71.4, and the lowest score is 56.

After knowing the result of class interval, the researcher was put the data on the table of frequency as follows:

Table 9

The Table of Frequency of Speaking Skill Test Score

No	Class interval	Frequency	Percentage
1	56 - 60	5	25%

2	61- 65	0	0%
3	66 - 70	0	0%
4	71 - 75	10	50%
5	76 - 80	2	10%
6	81 - 85	3	15%

From the table of frequency above, the graphic of frequency can be describe as follow:
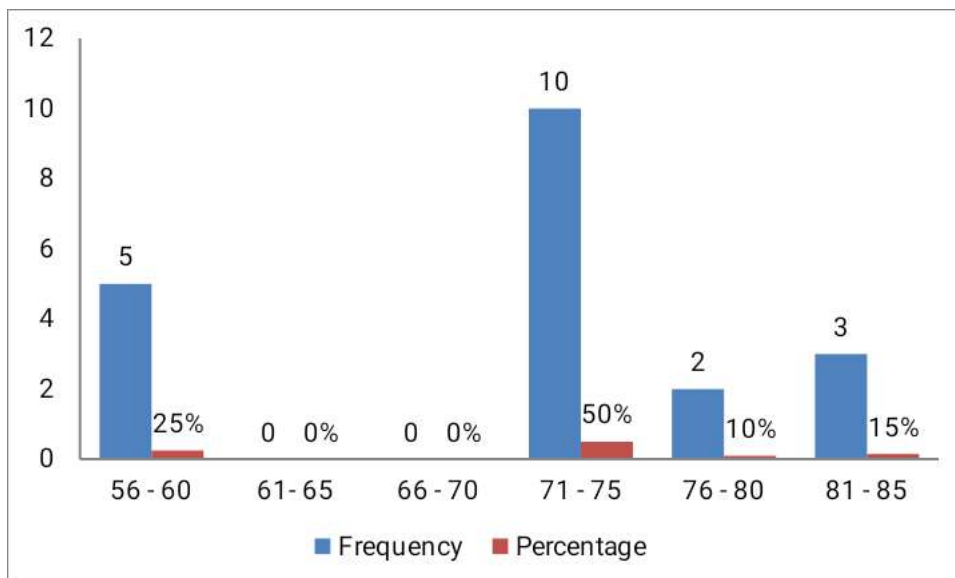
Graph 2
Graphic of Frequency of Speaking Skill Test Score

The graphic of frequency above shows that there are 20 students as the research sample can be divided:

1) The class interval of 56 – 60, there were 5 students or 25%.

2) The class interval of 61 – 65, there were 0 students or 0%.

3) The class interval of 66 – 70, there were 0 students or 0%.

4) The class interval of 71 – 75, there were 10 students or 50%.

5) The class interval of 76– 80, there were 2 students or 10%.

6) The class interval of 81 – 85, there were 3 students or 15%.

The graphic of frequency of speaking skill test score above shows that there are 5 students or 25% who got score 56 -60, 10 students or 50% who got score 71-75, 2 students 10% who got score 76-80, 3 students or 15% who got score 81-85. As a result, it can be concluded that students speaking skill test score is good. In short, it can be concluded that the students' speaking skill test score is good.

3. Data Distribution of the variables

After applying the documentation methods, the researcher analyzed the data by using analysis of Pearson Product Moment Correlation to prove whether there is a positive and significant correlation between Idiomatic Expression Mastery and The Students' Speaking Skill at English Department Of IAIN Metro.

Table 10

Distribution Table of the Correlation between Idiomatic Expressions Mastery (x) and The Students' Speaking Skill (y) at English Department of IAIN Metro.

No	X	Y	X^2	Y^2	XY
1	52	60	2704	3600	3120

2	78	72	6084	5184	5616
3	56	60	3136	3600	3360
4	48	58	2304	3364	2784
5	78	80	6084	6400	6240
6	82	84	6724	7056	6888
7	80	80	6400	6400	6400
8	70	72	4900	5184	5040
9	68	72	4624	5184	4896
10	58	60	3364	3600	3480
11	68	72	4624	5184	4896
12	72	74	5184	5476	5328
13	70	72	4900	5184	5040
14	74	72	5476	5184	5328
15	70	72	4900	5184	5040
16	82	84	6724	7086	6888
17	46	56	2116	3136	2576
18	80	84	6400	7056	6720
19	72	72	5184	5184	5184
20	70	72	4900	5184	5040
	$\sum X=$ 1374	$\sum Y=$ 1428	$\sum X^2=$ 96732	$\sum Y^2=$ 103430	$\sum XY=$ 99864

4. Correlation between Idiomatic Expressions Mastery and The Students' Speaking Skill by using SPSS 16.0.

The criteria for accepting or rejecting a hypothesis, it can look at based on the significant value (Sig):

a. If the value of significant (Sig) < 0.05 then there is correlation of the independent variable (x) and the dependent variable (y) or hypothesis is accepted.

b. If the value of significant (Sig) > 0.05 then there is no correlation of the independent variable (x) and the dependent variable (y) or hypothesis is rejected. The results of the analysis SPSS 16.0 can be looked at on the table bellow:

Table 11

Correlations

		idiomatic expression mastery (x)	speaking skill (y)
idiomatic expression mastery (x)	Pearson Correlation	1	.949[**]
	Sig. (2-tailed)		.000
	N	20	20
speaking skill (y)	Pearson Correlation	.949[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.00 level (2-tailed).

Based on the analyze output table 10, we know that significant score (Sig) is 0.00. As a result, the score of significant < 0.05 there is correlation between idiomatic expressions mastery and the students' speaking skill in fifth semester at English department of IAIN Metro.

C. Interpretation

a. Interpretation of "$r^{observed}$"

Table 12

The table of Interpretation the Grade of "$r^{observed}$"[53]

Value of "$r^{observed}$"	Interpretation
0.800 – 1.000	High
0.600 – 0.800	Fair
0.400 – 0.600	Quite Low
0.200 – 0.400	Low
0.00 – 0.200	Very Low

Based on the calculation of the test result data using pearson product moment correlation above. The result of calculation can be interpreted as follows:

The critical value of "$r_{observed}$" between idiomatic expressions mastery and students' speaking skill was 0.949. As a result, it can be concluded that there is high correlation between idiomatic expressions mastery and students' speaking skill at English department of IAIN Metro.

a. Statistical Significance

The researcher has formulated the Alternative Hypothesis,

[53] Suharsimi Arikunto, prosedur penelitian suatu pendekatan praktik,(Jakarta: Rineka Cipta,2006,p276.

as follow: there is any positive and significant correlation between idiomatic expression mastery and the students' speaking skill at English department of IAIN Metro.

After Alternative Hypothesis (H_a) above was formulated, the researcher consulted "$r_{observed}$" to "r_{table}", as follow:

1) If "$r_{-observed}$" is higher than "r_{-table}", Alternative Hypothesis (H_a) is accepted.

2) If "$r_{-observed}$" is lower than "r_{-table}", Alternative Hypothesis (H_a) is rejected and Null Hypothesis (H_o) is accepted.

Furthermore, to know the critical value of r Product Moment (r_{table}), the researcher firstly counted df (Degree of freedom). Bellow is the formula:

$$df = N - 1$$

Note :

N is the numbers of sample.

$$df = N - 1$$
$$= 20 - 1$$
$$= 19$$

After considering the product moment table by using df 19, it can be found that:

1) The critical value of r Product Moment (r_{table}) for the 5% level

is 0.456.

2) The critical value of r Product Moment(r_{table}) for the 1% level

is 0.575.

From all of data analysis above, it can be found that:

1) "$r_{observed}$" idiomatic expressions mastery and the students'

speaking skill was 0.949.

2) "r_{table}" in the significant level of 5% = 0.456 and 1% = 0.575.

Finally, the data confirmed that "$r_{observed}$" is higher than "r_{table}".

As a result, it can be concluded that H_a is accepted and H_o is

rejected . On the other hand, the statistical correlation

significant can be interpreted as follows:

There is positive and significant correlation between

idiomatic expressions mastery and students' speaking skill at

English department of IAIN Metro.

D. Discussions

In this research, there are two variables, the independent variable

that is idiomatic expressions mastery (x) and the dependent variable

that is the students' speaking skill (y). The variables were tested by using the calculation of pearson product moment correlation and it was known that the correlation of the variables proved positive and significant.

Moreover, in the discussion of the independent and the dependent variables analysis result can be described the table bellow:

Table 13

The Frequency Distribution of Idiomatic Expressions Mastery And The Students' Speaking Skill Test Results

No	Variable	Frequency (Precentage)					
1	Idiomatic Expressions Mastery (x)	3 (15%)	2 (10%)	0 (0%)	8 (40%)	5 (25%)	2 (10%)
2	The Students' Speaking Skill (y)	5 (25%)	0 (0%)	0 (0%)	10 (50%)	2 (10%)	3 (15%)

Based on the table above, it can be concluded that from 20 students who followed the measurement process, most of the students were included into good category especially into independent variable (Idiomatic Expression Mastery (x) and also into good category the dependent variable The Students' Speaking Skill (y). it means that the

most students of the fifth semester of English Education Department in State Islamic Institute of Metro who have idiomatic expressions mastery and the students' speaking skill have good category.

E. Limitation

This research conducted at the sixth semester students of English department of IAIN Metro. As a result, the research limited to this semester and it cannot be generalized. If this research was doing in different place, students, semester, or the Academic Year the result of the research will be different.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concludes that it was clear using idiomatic expressions to help students learn new vocabularies and they can speak naturally and fluently, based on using idiomatic expression mastery in their spoken. It is not only the students were motivated in classes, but also they felt happy, they were able to make dialogues, make sentences, and understand texts with idiomatic expressions.

On the other hand, the outcomes of this research show that the use of specific idiomatic expressions can be included in the syllabus as a useful strategy to help the students speak English naturally. For the example: this language component was a way to help students understand the native English speakers, English movies, and English song. Meanwhile, the students who knew, how to use idiomatic expressions, they would feel better, they trust on themselves, they are able to understand what English speakers want to express by using idiomatic expressions mastery.

B. Suggestion

After conducting and obtaining the result of this research, the researcher is going to constructively give suggestion as follow:

1. For the Students

The researcher suggest that the students can develop their speaking skill by doing more practice in daily English conversation and combine it with their idiomatic expressions mastery. As a result, by combining these disciplines of knowledge, the students are expected to be able to develop their speaking skill.

2. For the Lecturer

The lecturer should support and train the students to develop their speaking skill by combining and applying the disciplines knowledge of idiomatic expression mastery as the effort to develop the students' speaking skill.

3. For the Head of English department

The head of English department is supposed to provide some separated programs related to the English subject, especially idiomatic expressions, it is rarely learnt at formal education because idiomatic expressions create from the culture of foreign language and it is always developed year by year. As a result, we need environment which is supported their language especially in English. In other word, the purpose of this program is not only to develop students' knowledge about speaking skill but also how to apply the students' idiomatic expressions mastery in their daily English conversation.

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APPENDICES

LIST OF APPENDICES

Appendix 1

Instrument Blueprint

NAME	:	
CLASS	:	
SEMESTER	:	
SUBJECT	:	SPEAKING

A. Directions

1. Please, make short conversation and speak clearly and fluently.

2. Work in pairs or individually to make free conversation.

3. Maximum three minutes.

B. Scoring

No	Indicator	Bad	Enough	Good	Very Good	Excellent	Amount
		1	2	3	4	5	
1	Pronounciation						
2	Grammar						
3	Vocabulary						
4	Fluency						
5	Comprehension						

Nb. Scoring = Amount x 4

Appendix 2

Measurement of Speaking skill

Components	Score	Description
Pronunciation	5	It Can imitate of foreign language.
	4	It is clear, although one realize of properly accent.
	3	Pronunciation problem needs to concentrate about listening and sometimes makes misunderstanding because the pronounciation is not clear.
	2	It is very difficult to understand because of pronunciation problems it must be repeated on and on.
	1	Pronunciation problem is so hard to make real speech misunderstanding.
Grammar	5	It makes few errors of grammar or word order.
	4	Sometimes it makes structure of grammar or word order errors and the meaning is not clear.
	3	It usually makes errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make

		comprehension hard.
	1	Errors in grammar and word order are so hard to make speech clearly.
Vocabulary	5	Using vocabulary and idiomatic that native speakers usage.
	4	Sometimes it uses inappropriate terms and must rephrase idea because of lack vocabulary.
	3	It uses the wrong words conversation somewhat limited because of less the vocabulary.
	2	Uses of words and limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitation is so hard to makeshort conversation, it is impossible to be able speak English well.
Fluency	5	Speak as fluent and effortless as a native speaker.
	4	Speed of speech looks to be little affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	It usually hesitates forced into silence by language limitations.
	1	Speech is so halthing and fragmentary as to make conversation virtually impossible.
Comprehension	5	It appears to understand everything without difficulty.
	4	Understand almost everything at normal speed, although sometimes repetition may be necessary.

	3	It understands most of what is said at slower than normal speed with repetitions.
	2	It has great difficulty following what is said. It can comprehend only social conversation spoken slowly and with frequent repetitions.
	1	It cannot be said to understand event simple conversational English.

Appendix 3

Instrument of Idiomatic Expression Mastery Test

NAME	:	
CLASS	:	
SEMESTER	:	

A. **Directions**
   1. Write your identity in this worksheet.
   2. Please answer 50 questions by translating presented English Idiomatic Expressions into Indonesian correctly and briefly,
   3. You must finish all the questions individually in 50 minutes!

B. **Questions And Answers**

Name :
Semester :

Translate Idiomatic Expressions into Indonesian correctly!

1. Under the weather :

2. Wanna wash my hand :

3. Not my cup of tea :

4. Piece of cake :

5. Raining cats and dogs :

6. Cheap as chips :

7. An arm and a leg :

8. Pigs might fly :

9. It is hot potato :

10. Action speak louder that word :

11. Kill two birds with one stone :

12. Don't judge a book by its cover :

13. For donkey's year :

14. Cross the pound :

15. Down under :

16. Spill the bean :

17. Once in blue moon :

18. I am crazy about :

19. I feel blue :

20. Give me a buck :

21. Over the moon :

22. Kick the bucket :

23. Bob's your uncle :

24. Like a fish out of water :

25. Butterfly in stomach :

26. Could eat a horse :

27. Look Like million dollars :

28. Beat around the bush :

29. Hit the book :

30. Break a leg :

31. Every dog has his day :

32. Let sleeping dogs lie :

33. In the same boat :

34. Head over heels :

35. Better late than never :

36. Keep your chin up :

37. My head is killing me :

38. Cat bites your tongue :

39. Stop pretending to me :

40. Don't do dirty on me :

41. Don't late someone get you down :

42. You drive me crazy :

43. How could you :

44. You are lucky dog :

45. Let's gone be by gone :

46. Make youself at home :

47. No pain no gain :

48. Call it a day :

49. A stone's throw :

50. It takes two to tango:

Answers:

1. Sedang sakit
2. Pergi ke toilet
3. Tidak suka
4. Sangat mudah
5. Lagi hujan lebat
6. Sangat murah
7. Sangat mahal
8. Tidak mungkin
9. Gosip terbaru
10. Hanya berbicara tidak ada tindakan
11. Melakukan satu pekerjaan mendapatkan dua keuntungan
12. Jangan melihat seseorang dari satu sisi saja
13. Untuk waktu yang lama
14. Amerika/United State
15. Di Australia
16. Menceritakan rahasia
17. Jarang
18. Kesukaan
19. Merasa sedih
20. Satu dolar
21. Sangat bahagia
22. Mati
23. Segalanya baik-baik saja
24. Tidak nyaman
25. Nerfous
26. Sangat lapar
27. Luar biasa
28. Jangan bertele-tele
29. Belajar sangat rajin

30. Semoga berhasil

31. Setiap orang akan beruntung suatu saat

32. Jangan mengganggu seseorang

33. Dalam situasi masalah sama

34. Sangat mencintai

35. Lebih baik terlambat dari pada tidak sama sekali

36. Tabahkanlah hatimu

37. Sakit kepala

38. Diam saja

39. Jangan pura-pura padaku

40. Jangan curang

41. Jangan biarkan seseorang membuatmu ciut

42. Kamu membuatku gila

43. Sungguh teganya

44. Beruntung sekali

45. Yang lalu biarlah berlalu

46. Anggap rumah sendiri

47. Tiada perjuangan tanpa pengorbanan

48. Berhenti sekarang dan melanjutkan besok

49. Sangat dekat

50. Sesuatu yang tidak dapat dikerjakan sendiri

Appendix 4

List of Students' Scores in Speaking

No	Name	Class	Score
1	AA	D	60
2	AC	D	72
3	AI	A	60
4	AP	D	58
5	DK	A	80
6	DR	B	84
7	DS	A	80
8	DT	D	72
9	HA	A	72
10	HP	A	60
11	ND	A	72
12	NH	A	74
13	NM	B	72
14	NU	B	72
15	PC	B	72
16	PW	A	84
17	SC	C	56
18	UK	A	84
19	VA	C	72
20	YL	A	72

Total	1428
Highest	84
Average	71.4
Lowest	56

Appendix 5

List Of Idiomatic Expression Mastery Test Score

No	Initial Name	Class	Score
1	AA	Class	52
2	AC	D	78
3	AI	D	56
4	AP	A	48
5	DK	D	78
6	DL	A	82
7	DR	B	80
8	DT	A	70
9	HA	D	68
10	HP	A	58

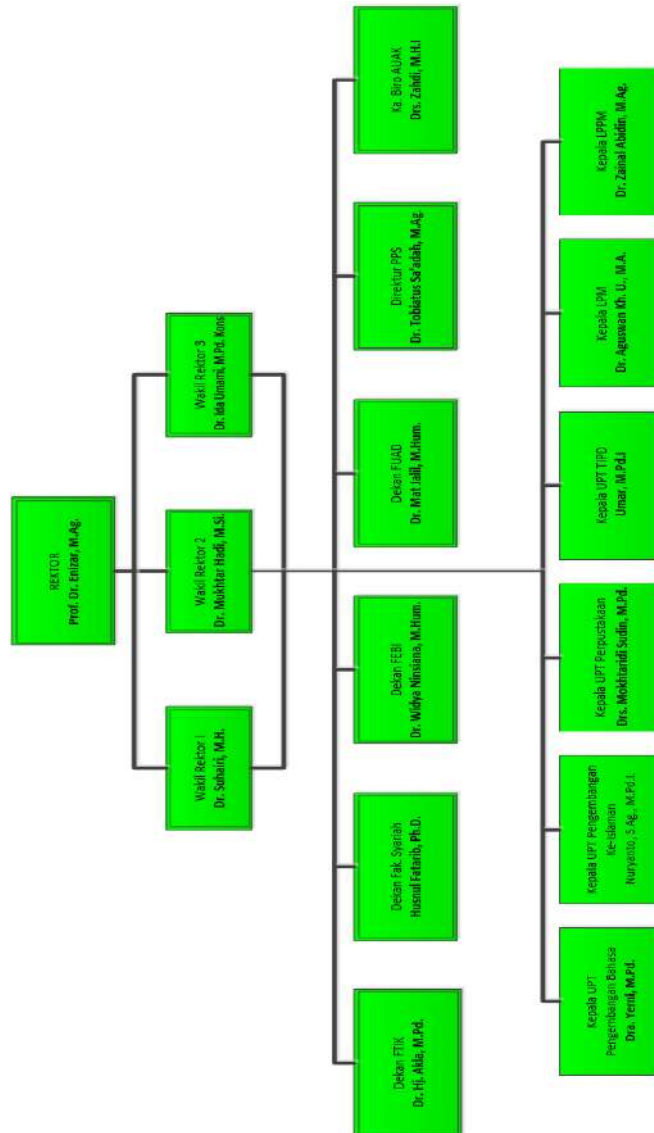| 11	ND	A	68
12	NH	A	72
13	NM	A	70
14	NU	B	74
15	PC	B	70
16	PW	B	82
17	SC	A	46
18	UK	C	80
19	VA	A	72
20	YL	C	70
Total			1374
Highest			82
Average			68,7
Lowest			46

Appendix 6

The Structural Organization of State Institute for Islamic

Studies of Metro.

Figure 2

The organization structure of State Islamic Institute of Metro

Appendix 7

The facilities in State Institute For Islamic Studies of Metro

Table 4
The facilities in State Institute for Islamic Studies of Metro

| No	Facilities	Total of unit	Large(m^2)
1	Lecturers' room	1	556
2	Computer Laboratory Unit	1	1000
3	Library Unit	1	1000
4	Language Laboratory	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basket Ball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Ball Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: observation of State Islamic Institute of Metro in Academic year 2019/2020

Appendix 8

The Sketch of Location of State Institute For Islamic Studies

of Metro

Figure 3
The Location Sketch of State Islamic Institute of Metro
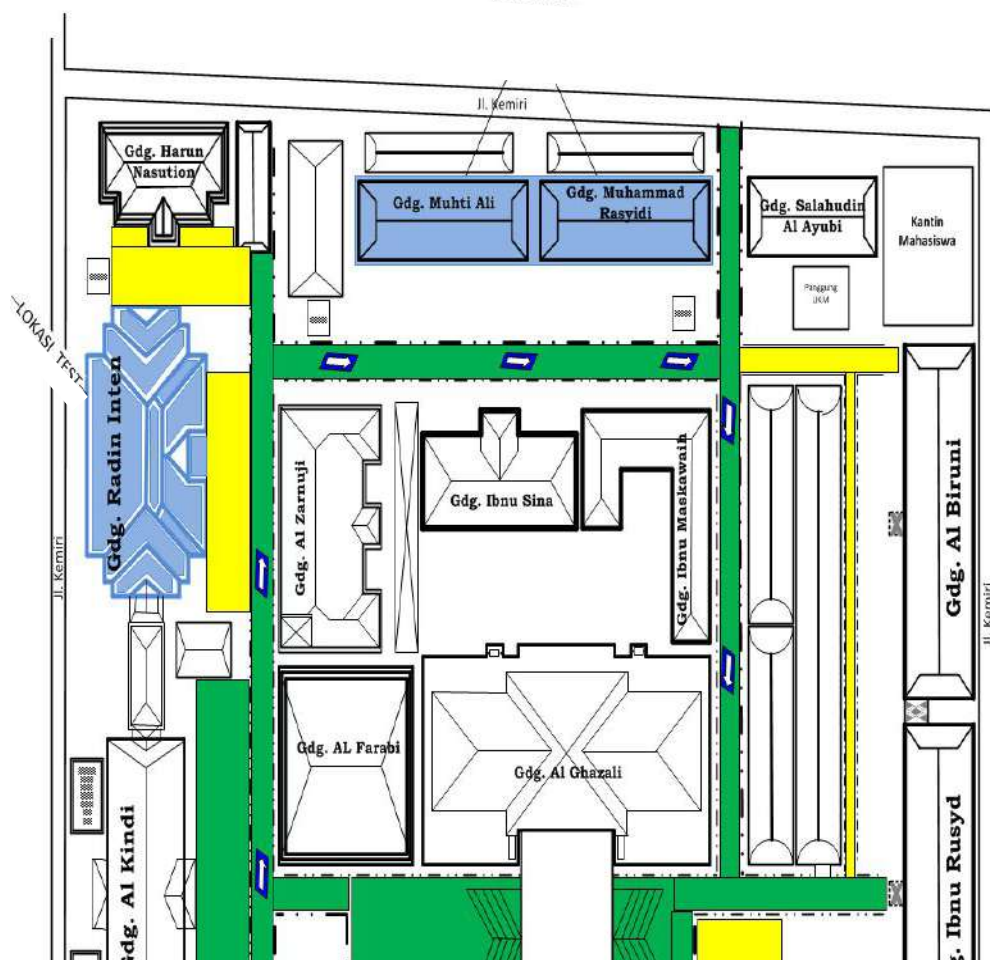
Appendix 6

<div align="center">Documentation</div>

Appendix 9

<div align="center">Documentation</div>

The students did speaking Test in living room on red sofa

The students did speaking Test in living room in front of green sofa

The students did speaking Test in the class room

The students did speaking Test in study room

The students did speaking Test in front of flower garden.

The students did speaking Test in dormitory

The students did speaking Test in rent house

The students did speaking Test in dormitory

The students did speaking Test in living room

The students did speaking Test in veranda

The students did speaking Test in the class room

Appendix 10

Permit of Pre-survey.

Nomor : B-0666/In.28.1/J/TL.00/03/2020
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
  Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**MIFTAHUL CHOIRI**
NPM	:	1601070156
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF USING IDIOMATIC EXPRESSIONS ON SPEAKING SKILL AT THE STUDENTS' OF ENGLISH DEPARTMENT IAIN METRO

untuk melakukan *pra-survey* di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb. ·

Metro, 09 Maret 2020
Ketua Jurusan
Tadris Bahasa Inggris

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

Appendix 11

Response Letter of Pre-survey.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT IZIN MELAKSANAKAN SURVEY

Nomor: B-2662/In.28.I/J.PP.00.9/08/2019

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa memberikan Izin Survey Kepada :

Nama   : **Miftahul Choiri**

NPM   : 1601070156

Jurusan   : Pendidikan Bahasa Inggris

Program Studi   : Tarbiyah dan Ilmu Kependidikan

Sebagai syarat untuk menyelesaikan studi pada program Strata 1 (S1) Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan dengan judul skripsi **"THE INFLUENCE OF USING IDIOMATIC EXPRESSIONS ON SPEAKING SKILL AT THE STUDENTS' OF ENGLISH DEPARTMENT IAIN METRO".**

Demikian Surat Izin Melaksanakan Survey ini kami buat untuk dapat dipergunakan sebagaimana mestinya, terima kasih.

Metro, 12 JUNI 2020

Ketua Jurusan TBI

AHMAD SUBHAN ROZA, M.Pd

NIP. 197506102008011004

Appendix 12

Response Letter of Duty

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15.A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-0723/In.28/D.1/TL.01/03/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**MIFTAHUL CHOIRI**
NPM	:	1601070156
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN IDIOMATIC EXPRESSIONS MASTERY AND THE STUDENTS SPEAKING SKILL AT ENGLISH DEPARTMENT OF IAIN METRO".

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   : 12 Maret 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 13

Permit of Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0724/In.28/D.1/TL.00/03/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Ketua Jurusan TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0723/In.28/D.1/TL.01/03/2021, tanggal 12 Maret 2021 atas nama saudara:

Nama : **MIFTAHUL CHOIRI**
NPM : 1601070156
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN IDIOMATIC EXPRESSIONS MASTERY AND THE STUDENTS SPEAKING SKILL AT ENGLISH DEPARTMENT OF IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Maret 2021
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 14

Research Proposal Guidance Letter.

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

Nama : Miftahul Choiri   Jurusan : TBI
NPM : 1601070156   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
5	Senin 24/08 2020	V		- Repair the title of research - Grammar - Using Impersonal - Parallel - Using last name - Capital letter - Tables use 1 space and 10 font - Analysis technique uses product moment - Good research, there are 10 journal inside	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Appendix 15

Thesis Guidance Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Miftahul Choiri Fakultas/Jurusan : FTIK / TBI
NPM : 1601070156 Semester/TA : IX / 2020

No	Hari/ Tanggal	Pembimbing 1	Hal yang dibicarakan	Tanda Tangan
	20 Dec 2020		– Lampirkan semua proposal lengkap untuk bimbingan Instrumen	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing 1

Dr. Dedi Irwansyah, M. Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Miftahul Choiri   Fakultas/Jurusan : FTIK / TBI
NPM   : 1601070156   Semester/TA   : IX / 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	7/01/2021	√	Chapter IV presentation Chapter V Abstracts → Tenses Referenes → mechanical aspect Appendices → numbering Please Revise error.	
	13/01/2021	√	Please Consult Buku Pedoman for the Reference Writing	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing I

Dr.Dedi Irwansyah, M. Hum
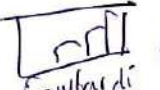NIP. 19791223 200604 1 001

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Miftahul Choiri   Fakultas/Jurusan : FTIK / TBI
NPM   : 1601070156   Semester/TA   : IX / 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	4/02/20	∨	▪ Revise the abstract accordingly ▪ lihat cara penulisan Table dan Figure. ▪ Tabel di atas ↑ ▪ Gambar di bawah ↓ Acc for Munaqosyah	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M. Hum
NIP. 19791223 200604 1 001

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

Nama : Miftahul Choiri
NPM : 1601070156

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1	Selasa 9/6 - 2020		∨	Acc ch. I Continue to ch II	
2.	Selasa 16/6 - 2020		∨	- Revise grammar - Revise the technique of quote theories. - Elaborate the theory that have quotes by your own language!	
3.	Jum'at 19/6 - 2020		∨	Acc ch-II Continue to ch-III.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Miftahul Choiri   Jurusan : TBI
NPM : 1601070156   Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
1.	Selasa 23/6-2020		v	Pay attention the writting technique. Revise grammar.	
	Selasa 30/6-2020		v	Acc ch.II. Continue to 1st Advisor.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website. www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Miftahul Choiri   Fakultas/Jurusan : FTIK / TBI
NPM : 1601070156   Semester/TA : IX / 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	20/12-2020.	N	Revise IPD.	
	16/12. 2020	✓	Revise Indicator	
	Rabu 3/2-2021	✓	make clear about the idiom !	
	Selesa 9/3-2021	✓	Acc IPD	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjsai@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama	: Miftahul Choiri	Fakultas/Jurusan	: FTIK / TBI
NPM	: 1601070156	Semester/TA	: IX / 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Rabu 7/4-2021	✓	Elaborate the result of your research !	
2.	Kamis 29/4-2021	✓	Elaborate more deremptin research dara (online)	
3.	Senin 21/6 2021	✓	Perbaiki penulisan, Sesuai dengan buku pedoman penulisan Skripsi (online)	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama	: Miftahul Choiri	Fakultas/Jurusan	: FTIK / TBI
NPM	: 1601070156	Semester/TA	: IX / 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Kamis 24/6-2021.	V -	Perbaiki Sistem Penulisan sesuai dengan buku Panduan.	
		-	Perhatikan Penulisan Huruf kapital	
		-	Jelaskan lebih rinci Hasil penelitian.	
		V	Acc ch·IV 2 V.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M. Pd
NIP. 19830511 200912 2 004

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Appendix 16

The Letter of Free to the Book Library

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1019/In.28/S/U.1/OT.01/12/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	Miftahul choiri
NPM	:	1601070156
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/ TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070156

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Desember 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP. 195808311981031001

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Appendix 17

The Letter of Free to the Book Major

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Miftahul Choiri*

NPM : *160107015 6*

Fakultas : *Tarbiyah Dan Keguruan*

Angkatan : *2016*

Telah menyerahkan buku berjudul : *Effectiviness Speaking*

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Miftahul Choiri*

NPM : *160107015 6*

Fakultas : *Tarbiyah Dan Keguruan*

Angkatan : *2016*

Telah menyerahkan buku berjudul : *Effectiviness Speaking*

Metro,

Ketua Jurusan TBI

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

Appendix 18

Guidance of Research.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www. metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor	: B-3090/In.28.1/J/TL.00/11/2020	Metro, 26 November 2020
Lampiran	: -	
Perihal	: **BIMBINGAN SKRIPSI**	

Kepada Yth.,
1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Di-
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Miftahul choiri
NPM	:	1601070156
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	The Correlation Between Idiomatic Expressions Mastery and The Students' Speaking Skill At English Department Of IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

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Appendix 19

Curriculum vitae

The writer's name is Miftahul Choiri. He was born on March 25th, 1988 in Banjar Rejo East Lampung. He is the first child in his family. His father's name is Bambang Ropangat and his mother's name is Katini. He has a young brother. His name is Bahrul Mufid.

In 2000, he graduated from SDN 01 Banjar Rejo, East Lampung. In 2003, he has graduated from MTs N 1, East Lampung. Then, he continued his study to MAN 1 East Lampung and graduated in 2006. After graduated from Senior High School. He worked in PT SGS Bala Raja Tanggerang until 2009. He moved working in PT Triona until 2011. Moreover, he worked in PT NFU in Bitung Tanggerang City until 2014 and he went to hometown and worked inTEXAS as Administration.

In other hand, he has married with Isah Nur Chasisa and had a beautiful daughter. Her name is Niswah Khairussyahda. In 2016, he entered S1 English Education Study Program of State Islamic Studies of Metro (IAIN Metro).