

**STUDENTS' PERCEPTION TOWARD THE USE OF IDIOMS IN
SPEAKING**

(A Descriptive Qualitative Research in The Fourth Semester at Muhammadiyah
University of Makassar)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for the Degree of English Education*

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2022**





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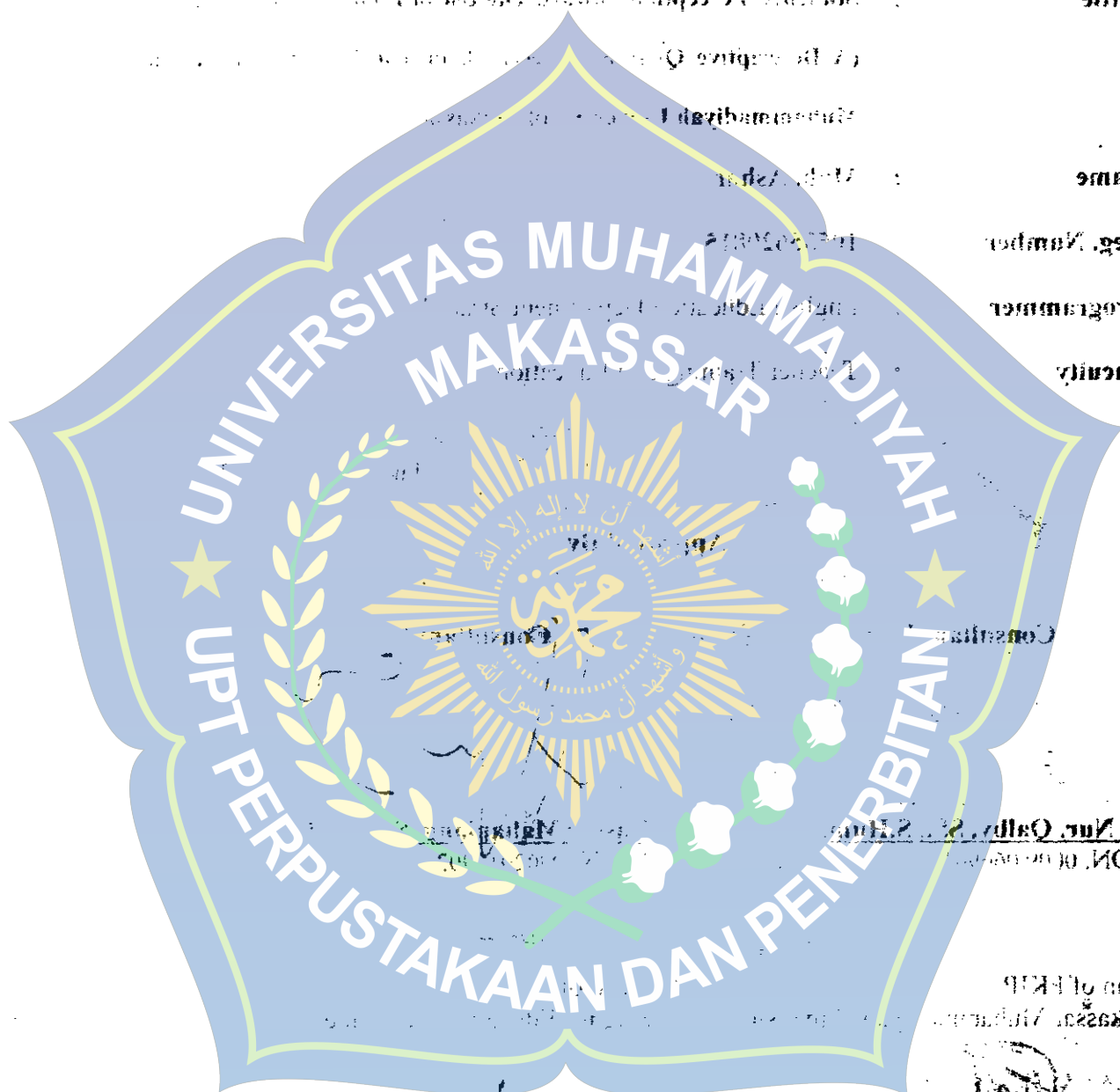
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MUH. ASHAR



MOTTO

To become a speacial one do something that the normal one don't do.

DEDICATION

This thesis is dedicated to my beloved parents Aman and Rostina, who always unburden their affection, give advice up to the writer finished in arranging this thesis.





ABSTRACT

Muh Ashar. 2022. *Students' Perception Toward The Use of Idioms in Speaking (A Descriptive Qualitative Research in The Fourth Semester at Muhammadiyah University of Makassar)*. A thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalby and Yasser Mallapiang.

This research aimed at finding out the students' perception toward using an idioms in speaking in the fourth semester at Muhammadiyah University of Makassar. In speaking skill the students were able to speak smoothly, fluently and confident especially in using an idioms. The Students speaking skill in using an idioms can be seen in their perception. The research design in this research, the researcher used a descriptive qualitative research at the fourth semesters Muhammadiyah University of Makassar with the number of the subject 26 students. The instruments of this research was a questionnaire.

The result of the data from questionnaire showed that mostly students can use an idioms in speaking as fluency. The students also can improve their self confidence and smoothness while speaking by using an idioms.

Key Words: Idioms, Speaking Skill



ABSTRAK

Muh Ashar. 2022. *Persepsi Mahasiswa Terhadap Penggunaan Idiom dalam Skill Berbicara (Penelitian Kualitatif Deskriptif Semester IV di Universitas Muhammadiyah Makassar)*. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nur Qalby dan Yasser Mallapiang.

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penggunaan idiom dalam berbicara pada semester empat di Universitas Muhammadiyah Makassar. Dalam keterampilan berbicara siswa mampu berbicara dengan fasih, lancar dan percaya diri terutama dalam menggunakan idiom. Keterampilan berbicara siswa dalam menggunakan idiom dapat dilihat bagaimana persepsi mereka. Desain penelitian dalam penelitian ini, peneliti menggunakan penelitian deskriptif kualitatif pada semester IV Universitas Muhammadiyah Makassar dengan jumlah subjek 26 mahasiswa. Instrumen penelitian ini adalah angket.

Hasil data dari angket menunjukkan bahwa sebagian besar siswa dapat menggunakan idiom dalam berbicara dengan fasih. Siswa juga dapat meningkatkan kepercayaan diri mereka dan kelancaran saat berbicara dengan menggunakan idiom.

Kata Kunci: Idiom, Keterampilan Berbicara



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Thank you to the beloved parents Mr. Aman and Mrs. Rostina, who always pray, motivate, spent a lot of time to support writer in whole time and reminded the writer to finish this thesis as soon as possible. And also, the researcher would like to thank all people who give contribute and support the researcher until the completion of this thesis, they are:

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4. Dr. Nur Qalby, SS., M.Hum. as the first consultant and the second consultant Yasser Mallapiang, S.S. M.Pd. who has given the writer guidance, correction and support until this thesis was complete.



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In the end, the researcher realized this thesis is still simplest one. Therefore, criticism and suggestion will be highly appreciated. Finally, the writer praised *Alhamdulillah* for the completion of this thesis.

Makassar, 2022

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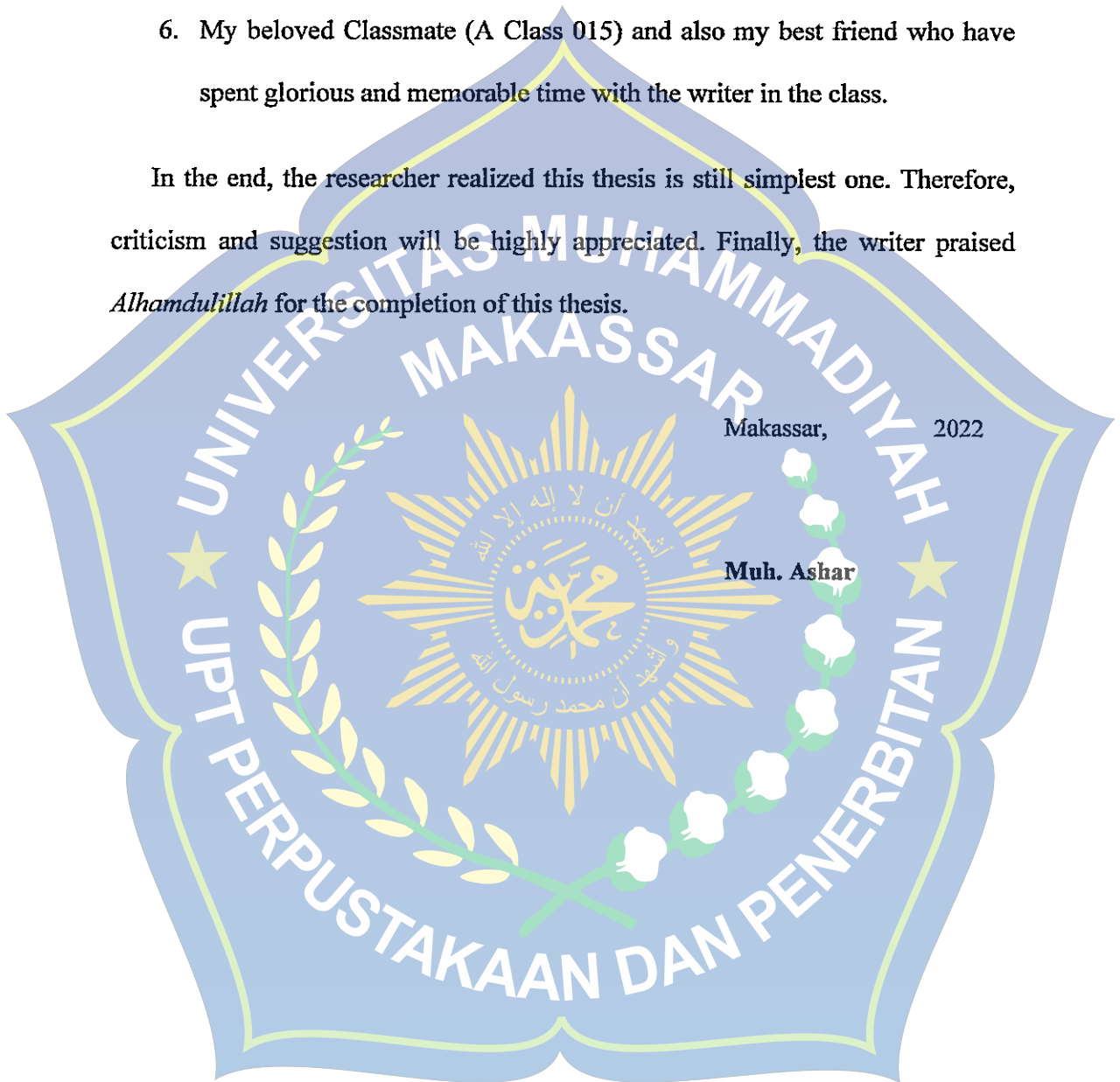




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CHAPTER I

INTRODUCTION

A. Background

English was an important thing for everyone. In the education process, people are able to get more knowledge of many subjects. One of the subjects thought by teacher was English language. English has four skills, they are including writing, speaking, reading, and listening. All those skills have an important role in improving English. For speaking it has role to help learners convey their idea and feelings in English verbally.

Speaking, according to Flutcher in Permanasari (2014), was the verbal use of language to communicate with others. Furthermore, speaking, as defined by Burns and Joyce in Permanasari (2014), was an interactive process of constructing meaning that involves producing, receiving, and processing information. According to Chastain in Harahap (2004) speaking was a productive skill since it produces ideas, messages, and suggestion and we need to practice it. According to Tarigan in Harnita (2008) states that, speaking skill was speech sound of the word, in the ability express the ideas, message and feelings. The mastery of speaking skill in English was a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.

Fluency in speaking was Furthermore, Baily (2003) defines fluency as using language quickly and confidently, with limited hesitations, unnatural



pauses, etc. In addition, Harmer (2015) mentions that fluency refers to focusing on the content of speech to communicate as effectively as possible.

In Fakhrazi (2015), Mollanazar defines idiom as a combination of at least two words that cannot be understood literally but function as a semantic unit. It did be influenced our speaking skill by using idioms. In speaking activities, the students must be able to fluent to communicate each other, and also, the students need idioms to make communication more enjoy and can support their speaking fluency. But in fact, there are still many students that cannot using an idioms.

Student take speaking \$ courses in their fourth semester, when theyre is frequently conversation between the lectures and the students. The speaker frequently employs idioms in speaking exercises, and they come across as elegantly comtemplative. Therefore, the researcher interest to conduct the research about students' perception by using idioms in speaking.

B. Problem Statement

Based on the limitation of the problem mentioned above, the problem that was analyzed by the researcher was stated as follows:

“What are the students’ perception toward using idioms in speaking fluency which consist of smoothness and self-confidence?”

C. Objective of The Research

Based on the problem above, the objective of the research was to find out the students’ perception by using idiom in speaking fluency.

D. Significant of Research

1. Theoretically

The result of this study was expected to know the students' perception by



using idioms in speaking fluency.

2. Parcatically

A. Readers

This research was expected to used this research an information as about the students' perception toward using an idioms in speaking fluency.

B. Students

This research was expected to help and become input for students about an idioms in speaking.

C. Researcher

This research was expected to help other researchers to gain new experience, insight and understanding about the students' perception by using an idioms in speaking fluency.

E. Scope of The Research

This research was limit to know the students' perception on using idioms in speaking fluency terms of smoothness and self-confidence at Universitas Muhammadiyah of Makassar in 4th semester.



CHAPTER II

REVIEW OF RELETED LITERATURE

A. Previous Related Findings

This chapter deals with some previous research findings. Many research has reported on idioms in some aspect of the researcher finding are carried out below:

According to Kurnia (2016), each language has its own idioms that speakers used to communicate ideas cleverly or quickly. Idiomatic expressions help non-native English speakers sound more fluent and understand others more effectively by encoding and decoding. According to the findings of her study, students with the best idiomatic mastery and speaking ability who master more idiomatic expressions speak natural English better than those who master less.

According to Tabatabaee and Rezvani (2018) idioms and metaphoric expression are important parts of learning and understanding the second of foreign language. The findings indicate that the learners who are taught via podcast outperformed the control group on the post-test. Moreover, the findings show that learners have a significantly positive attitude toward learning via podcast. The result have implication for EFL teachers and materials develop.

According to Ulandari (2019), there was a significant difference in students' vocabulary achievement before and after treatment with idioms via Flash card. Her research found that students who were taught idioms using flash cards performed better on the post-test. It means that the students' post-test scores improved significantly compared to the pre-test.

According to Orfan (2020) find out that the Afghan EFL students were



aware of the difficulty of learning idioms. Their difficulty mainly came from lack of cultural knowledge behind idioms, lack of analogues for English Idioms in their mother language, and lack of words.

Based on the relate findings above the similarities was using idiom to analyze students' perception toward idiom. And the differences are; the first researcher using encoding and decoding idiomatic expression, the second researcher using via podcast, the third researcher using idioms through Flash card, the last researcher focus on students' difficulty mainly came from lack of cultural knowledge behind idiom, and the researcher using an idiom in speaking fluency consist of smoothness and self-confidence.

B. Some Pertinent Ideas

1. Concept of perception

a. Definition of perception

Perception theories Andrej Demuth (2013) most relevant theories an explanation of perception as a process of acquiring and processing of information. In addition, perception is a process of how the information is acquired through the sensory receptors consist of eyes, ears, nose, and skin which transform into a perception of what would be think, see, hear, smell, taste, or touch.

According to Aprianto (Walgito: 2003) perceptionis the process of human thinking about certain phenomenon. This process was related to the acceptance of human brain. Aprianto (Koenjaningrat: 2010) explain that perception is the realization of human brain process and it appears as a view about phenomenon.



After defining the term of perception, it can be conclude that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ.

b. Students' perception

The student perception was students measure the idioms by the students' receptor brain that use the eyes, ears, nose. The students' perception was the students perceive and what they think about the idioms personality, attitudes, experience, and expectation, also the perception of students about the idioms and all about what the students' perception in the speaking fluency.

1) Personality

Personality was talk about a set students' reference that is affected of using idioms in speaking fluency.

2) Attitude

There are four kinds of the attitude based on the function.

a) Utilitarian

Utilitarian was provides the general approach which people adopt attitudes that are reward also help avoid of the punishment.

b) Knowledge

Knowledge help the students recognize students get the information so the students easier to know the knowledge.

c) Ego-defensive

Ego-defensive was help students protect the students' self-



esteem of student attitudes.

d) Value-expensive

Value-expensive was the use to express the students' values or beliefs.

3) Emotions

Emotions was include motivation, feeling, behavior, psychological change that related to the everyday dialogues, experience in the subject fields makes students be expert.

4) Expectation

The expectation was that something will be happen or successfully, good, something will be.

2. Concept of Idioms

a. Definition of Idioms

According to Langacher in Fahrizky (2015), an idiom was a type of complex lexical item. It was a phrase whose meaning cannot be deduced from the meanings of the morphemes that comprise it. This definition demonstrates that an idiom was a complex lexical item whose definition cannot be deduced from its parts.

According to Baker in Fahrizky (2015), idioms have neither flexible patterns nor transparent meaning. Instead, they were "frozen patterns of language" that do not allow for any "variation in form under normal conditions."

According to the definition above, an idiom was an unchangeable special phrase whose meaning cannot be deduced from the meaning of its



constituents.

b. Types of idioms

According to Makkai in Fahrizky (2015) there are two of idioms, idioms of encoding and decoding.

1) Idioms of encoding

Idioms of encoding are idioms whose meanings are identifiable, while the latter are a bit more complicated.

2) Idioms of decoding

Idioms of decoding was cannot be interpreted solely by it is part individually and therefore, do not have transparent meaning.

3. Concept of Speaking

a. Definition of Speaking

Teaching and learning process was a process of transmit the knowledge or information from the teacher to the students. According to Izzan in Harnita (2008:23) in the language learning should be involve four factors, there are; teacher language teaching, teaching method, and lesson material. In language learning, the four skills are describe in terms of their direction. Language generated by the learner (in speech or writing) was called respective. Another important idea was the channel, which refers to medium of the message (aural/oral or written). Thus, speaking was the production aural/oral skill.

Tarigan in Harnita (2008:23) states that, speaking was skill the speech sound of the word, and the ability to express the idea, message, and feeling. Furthermore, Wahyuni states that communication was an



exchange of knowledge, information, ideas, options, and feelings between people, so there must be concept, ideas, and feelings in the fellow speaker of what they are going to say. The speakers have a basic understanding of how to communicate their ideas. Students will be given the opportunity to practice their English if they are able to communicate their ideas.

Firman and Zia (2012) define speaking performance as a student's ability to produce both accurate and fluent spoken language. Speaking accuracy and fluency are emphasized to achieve more effective communication that was meaningful and understandable to others. The following sections have go over the definitions of speaking accuracy and fluency.

b. Speaking accuracy

Speaking accuracy lies on acceptable pronunciation, correct grammar and appropriate word choice. According Mc Keenhiil in Syahbuddin (2008) pronunciation was the act of manner of pronouncing something, articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, intonation, and stress are largely learned successfully through imitation and repetition. Students be able to imitate their teacher's pronunciation if the teacher has a high standard of pronunciation.

The context and function words of a language that a child learns so thoroughly that they become a part of his or her understanding, spelling, and, later, reading and writing. It consists of words and phrases that are usually alphabetically arranged and explained or designed, according to



Mc Keenhill in Syahbuddin (2008). Furthermore, Harmer distinguishes between active and passive vocabulary in the words of Syahbuddin (2008). Passive vocabulary refers to words that people understand but do not use, whereas active vocabulary refers to lexical items that people use. The study of how words and their constituent parts work together to form sentences is known as grammar (Crystal 1993). He distinguishes two types of grammar: competence grammar and performance grammar. A competence grammar defines the total set of roles possessed by a speaker; a performance grammar accounts for only the sentences actually used (as found in a sample of output).

c. Speaking Fluency

It was a complex concept that primarily refers to the smoothness of discourse continuity. It thus takes into account how sentences are connected, how sentence patterns vary in word order and omit structural elements, and certain aspects of discourse prosody.

1. Smoothness

Smoothness was the ability of speaking English through a good clustering and reduces form Brown in Harnita (2015:12). A good clustering was to speak phrasal fluently. It means that speak English not word and reduce forms are to use English with contraction, elisions and reduce vowels.

2. Self Confidence

Speaking was the oral communication, with the other people



speaking need braveness. There are many students who have no self-confidence so the students cannot communicative with other people to the word is rarely our real face. It was considered peculiar behavior on our part if we show in our face what we are involuntary rating something. According to Heaton in Harnita (2015:13) that self-confidence was how to speak understandable of self-confidence and has some classification from the criteria. Self-confidence was feeling sure about thing expressed or done by someone to other. Furthermore, confidence was the way we feel about what we are going to do or say, Klippel in Harnita (2015:14) states that self-confidence was a mental process which makes someone strong to do or to take action.

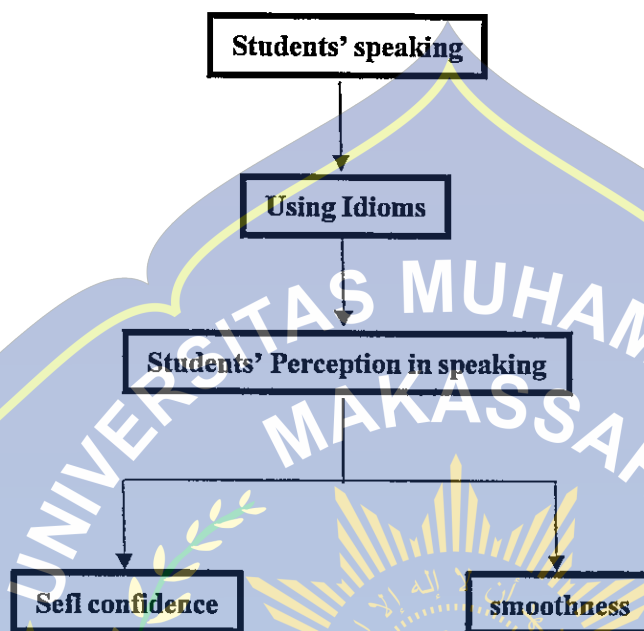
Fluency, according to Richards, Platt, and Weber in Syahbuddin (2008), was the characteristics of speech that give it the qualities of being natural and normal, including native-like pausing. Rhythm, intonation, stress, rate of speech, and use of interjections and interruptions are all important factors to consider. Fluency was defined in second and foreign language education as a level of communication proficiency that includes:

- a. The capability to produce written and spoken language with easy.
- b. The capability to speak with a good but not necessarily command of intonation, vocabulary and grammar.
- c. The capability to communicate ideas effectively, and
- d. The capability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.



C. Conceptual Framework

Figure: 2.1 Conceptual Framenwork



Based on the conceptual framework above, the researcher take the data from students' perception about speaking fluency by using Idioms. And also, in this research the researcher analyzes the students' speaking fluency by use questionnaire sheet. Therefore, the researcher know that the students' ability can be fluent in communication.



CHAPTER III

RESEARCH METHOD

A. Research design

This research was a descriptive study because the researcher wants to examine the students' perceptions of using idioms in their speaking fluency. The purpose of selecting this title was determine the efficacy of using idioms to improve speaking fluency.

B. Variable of the research

The variable of the study was the students' perception by using idioms in speaking fluency.

C. Population and Sample

1. Population

The population of the research was the student of English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah of Makassar.

Table: 3.1 Population

NO	CLASS	NUMBER OF STUDENT'S
1	A	22 STUDENT'S
2	B	25 STUDENT'S
3	C	27 STUDENT'S
TOTAL		74 STUDENT'S



2. Sample

The subject of the research are twenty six students from the fourth semester at English Education Department from Muhammadiyah University of Makassar in academic year 2020/2021

D. Research instrument

The instrument of this research using questionnaire. The questionnaire used to collect information from students or participants. The researcher used a Likert Scale to collect data from the students via a questionnaire. A Likert Scale is a scale used to assess attitudes in which respondents are asked to indicate their level of agreement or disagreement with statements about the stimulus objects.

Table: 3.2 Assigning score such as:

Category	Score
Strongly Agree	5
Agree	4
Partially Agree	3
Disagree	2
Strong Disagree	1

The questionnaire consisted of 9 number related to the students' perception by using idioms in speaking.

E. Data collection

The data collection use in this study was questionnaire. The researcher give link of google form to the students to answer the questions in the questionnaire



based on their own thinking. In gathering the data, the researcher planed:

- a) The researcher gave questionnaire to the students of the research.
- b) The researcher collecting the data
- c) The researcher analyst the data.
- d) The researcher classifies the answer of the students based on the questions.
- e) The researcher was made the conclusions.

F. Techniques of data analysis

There are some procedures to gathering the data analysis that use questionnaire. The data was collected by the researcher in order to be analyzed and classify using the questionnaire. The researcher uses some formulas to organize the study in the form of a questionnaire.

The scale used in this study was the liker scale. A Likert Scale was a type of scale that was used to assess a person's or group's attitudes, opinions, and perceptions of social phenomena. A Likert scale with a gradient from very positive to very negative (sugiono, 2013). The liker scale was used in instrument research and was made in the form of a checklist (). The checklist was provided in the available column, and the statement was in accordance with the alternative subject state the answer used is Strongly Agree (SA), Agree (A), Party Agree (PA), Disagree (D), and Strongly Disagree (SD).

Total the score based on the response category:

- 1) Strongly Agree (Score 5)
- 2) Agree (Score 4)



3) Party Agree (Score 3)

4) Disagree (Score 2)

5) Strongly Disagree (Score 1)

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P = Percentage

F = The Frequency of items

N = Total respondent

(sugiyono, 2012:137)





CHAPTER IV

FINDING AND DISCUSSION

A. Finding

Speaking is a hard in learning foreign. The students have to become competent in communicating in a foreign language through mastery the language. In speaking the students should be confident in communicate with other people especially in using an idiom. Confidence is the capability of taking risk in having mistake in the effort of using the language actively and passively. If the student can develop their confidence of doing something, then they are ready to take any risk in doing mistake automatically their speaking skill will be smooth and fluent.

In this chapter, the finding of this study was to determine students' perceptions of using idioms in speaking. From the result of data collection using questionnaires distributed using google form, it was found that 26 students were respondents. The research took at fourth grade semester in Muhammadiyah University of Makassar. The students were asked to answer nine items related to the use an idioms in speaking fluency and smoothness. After gathering the data, the researcher evaluated it to determine what percentage of the use an idioms in speaking by them.

The students' perception could be seen in briefly or clearly explanation:



Table 4.1 (Positive Statement)

I enjoy use an idioms in speaking activity

No	Opinion	Frequency	Percentage(%)
1.	SA	6	23.08
2.	A	11	42.31
3.	PA	8	30.77
4.	D	1	3.84
5.	SD	-	-
Total		26	100

Based on the table 4.1 showed that the group of students who had the largest frequency lies in the classification of *agree* (A) with a 11 (42.31%) frequency whereas, then there were 6 (23.08%) frequency in *strongly agree* (SA), 8 (30.77%) frequency in *partly agree* (PA), 1 (3.84%) frequency in *disagree* (D) and there was no in the *strongly disagree* (SD), classification. Overall, it means that the students were enjoy to use an idioms in speaking activity.

Table 4.2 (Positive Statement)

I speak fluently in use an idioms

No.	Opinion	Frequency	Percentage (%)
1.	SA	4	15.40
2.	A	8	30.76
3.	PA	10	38.46
4.	D	3	11.53
5.	SD	1	3.84
Total		26	100



Based on the table 4.2 showed that the group of students who had the largest frequency lies in the classification of *partly agree* (A) with a 10 (38.46%) frequency whereas, then there were 4 (15.40%) frequency in *strongly agree* (SA), 8 (30.77%) frequency in *agree* (A), 3 (11.53%) frequency in *disagree* (D), and there was 1 (3.84%) in the *strongly disagree* (SD), classification. Overall, it means that the students can speak fluently in use an idioms.

Table 4.3 (Negative Statement)

I speak with pause, hesitation, repetitions

No.	Opinion	Frequency	Percentage (%)
1.	SA	-	-
2.	A	14	53.85
3.	PA	8	30.77
4.	D	2	7.69
5.	SD	2	7.69
Total		26	100

Based on the table 4.3 showed that the group of students who had the largest frequency lies in the classification of *agree* (A) with a 14 (53.85%) frequency whereas, then there were 8 (30.77%) frequency in *partly agree* (PA), and the classification of *disagree* (D) and *strongly disagree* (SD) had same frequency with a 2 (7.69%) frequency. There was no in the *strongly agree* (SA) classification. Overall it means that the students speak in many pause, hesitation and repetition.



Table 4.4 (Positive Statement)

I can improve my fluency by using an idioms

No.	Opinion	Frequency	Percentage (%)
1.	SA	4	15.38
2.	A	9	34.61
3.	PA	9	43.61
4.	D	4	15.38
5.	SD	-	-
Total		26	100

Based on the table 4.4 showed that the group of students who had the largest frequency lies in the classification of *agree* (A) and *partly agree* (PA) with a 9 (34.61%) frequency whereas, then there were 4 (15.38%) frequency in *strongly agree* (SA) and *disagree* (D). There was no in the *strongly disagree* (SD) classification. Overall it means that the students can improve their fluency while speak with use an idioms.

Table 4.5 (Positive Statement)

I can improve my fluency through speaking spontaneously by using an
idioms

No.	Opinion	Frequency	Percentage (%)
1.	SA	4	15.40
2.	A	11	42.30
3.	PA	5	19.23
4.	D	5	19.23
5.	SD	1	3.84
Total		26	100



Based on the table 4.5 showed that the group of students who had the largest frequency lies in the classification of *agree* (A) with a 11 (42.30%) frequency whereas, then there were 4 (15.40%) frequency in *strongly agree* (SA), *Partly agree* (PA) and *disagree* (D) were had same frequency a 5 (19.23%) and there was 1 (3.84%) in the *strongly disagree* (SD) classification. Overall it means that the students can improve their fluency through speaking spontaneously in use an idioms.

Table 4.6 (Positive Statement)

I can improve my smoothness in speaking by using an idioms

No	Opinion	Frequency	Percentage (%)
1.	SA	3	11.54
2.	A	11	42.31
3.	PA	9	34.61
4.	D	3	11.54
5.	SD	-	-
Total		26	100

Based on the table 4.6 showed that the group students who had the largest frequency lies in the classification of *agree* (A) with a 11 (42.31%) frequency whereas, then there were 3 (11.54%) frequency in *strongly agree* (SA) and *disagree* (D). There was no in the *strongly disagree* (SD) classification. Overall it means that the students can improve their smoothness while speak with use an idioms.



Table 4.7 (Positive Statement)**I can speak accurately by using an idioms**

No.	Opinion	Frequency	Percentage (%)
1.	SA	3	11.54
2.	A	10	38.46
3.	PA	7	26.92
4.	D	6	23.08
5.	SD	-	-
Total		26	100

Based on the table 4.7 showed that the group of students who had the largest frequency lies in the classification of *agree* (A) with a 10 (38.46%) frequency whereas, then there were 3 (11.54%) frequency in *strongly agree* (SA), 7 (26.92%) frequency in *partly agree* (PA), 6 (23.08%) frequency in *disagree* (D) and there was no in the *strongly disagree* (SD) classification. Overall it means that the students can speak accurately in use an idioms.

Table 4.8 (Positive Statement)**I can improve my self confidence by using an idioms**

No.	Opinion	Frequency	Percentage (%)
1.	SA	8	30.76
2.	A	7	26.92
3.	PA	7	26.92
4.	D	4	15.40
5.	SD	-	-
Total		26	100



Based on the table 4.8 showed that the group of students who had the largest frequency lies in the classification of strongly *agree* (SA) with a 8 (30.76%) frequency whereas, then the classification of *agree* (A) and *partly agree* (PA) had same frequency with a 7 (26.92%) frequency and in *disagree* (D) there were 4 (15.40%) classification. There was no in the strongly *disagree* (SD) classification. overall it means that the students can improve their self confidence by an idioms in speaking.

Table 4.9 (Positive Statement)

I can learn how to develop my speaking skill by using an idioms

No.	Opinion	Frequency	Percentage (%)
1.	SA	7	26.92
2.	A	12	46.15
3.	PA	5	19.23
4.	D	2	7.69
5.	SD	-	-
Total		26	100

Based on the table 4.9 showed that the group of students who had the largest frequency lies in the classification of *agree* (A) with a 12 (46.15%) frequency whereas, then there were 7 (26.92%) frequency in *strongly agree* (SA), 5 (19.23%) frequency in *partly agree* (PA), 2 (7.69%) frequency in *disagree* (D) and there was no in the *strongly disagree* (SD) classification. Overall it means that the students can learn how to develop my speaking skill by using an idioms.



B. Discussion

In this research, researcher discussed about the students' perceptions by using an idioms in speaking. The researcher gathers the data for analysis and the categories the responses using the questionnaire, which is detected the conversation. The study was organized using a formula by the researcher using questionnaires. A Likert scale was the scale employed in this study. An individual's or a group's attitude, views, and perceptions of social phenomena are measured using the Likert scale.

According to survey results, the majority of pupils are able to communicate fluently and smoothly while using idioms. By employing idioms, the pupils can boost their speaking confidence. Speaking is an effective language skill, according to Siahaan (2008). It implies that speaking is a person's ability to produce sound that other people can understand in order to create effective communication. Speaking ability depends on context, daily practice, and vocabulary mastery in a situation when there is no room for ambiguity in meaning. Concerned as well with vocabulary mastery as mentioned above, fluent speech traits including reduced forms, fixed phrases, collocations, and crucially, speech rate and the usage of slang or idiom. According to Eliana (2011), idiomatic usage has a substantial impact on learning and teaching foreign languages since it may give students better possibilities to improve their communication competence in real-world settings. Therefore, using idioms when speaking will help to increase self-confidence and produce good communication.



In communication, everyone should be aware that idioms are frequently by native speakers of a language. When they do not understand the idioms used by someone, some students become upset and disappointed. Idiomatic knowledge will help students because of their abundance and frequency in speech. Thus, at the fourth semester students at the English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, one gist passage has a positive and good effect on improving speaking skill.





CHAPTER V

CONCLUSION AND SUGGESTION

The students' perception regarding the usage of idioms in speaking came to the following conclusion based on the results and the discussion of the preceding findings:

A. Conclusion

The outcome of a study to determine how the students felt about using idioms in speak. The research focus on students' perception of using an idiom in speaking. Based on the result of the research showed that the students were able to use an idiom in speaking activity. The students able to improve their fluency and use an idiom with make them more confidence and smoothly in speaking activity. Using idioms can help students expand their vocabulary and may also provide them with better opportunities to practice their communication skills in everyday situations.

B. Suggestion

The researcher suggests the following idea based on the aforementioned conclusion:

1. The readers are available to use this research as an information's as about using an idioms in speaking activities. Then the readers can get more information about the benefits using an idioms in speaking
2. This research can be reference for the other researcher to help them in their research. This research are able to know the students' skill in use an



idiom. Then, for the next researcher, they can investigate more about the students' perception toward the use of idioms in speaking.

3. For the students, this research can be a source for students that would give value impact for them.





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