

## **CHAPTER I**

### **INTRODUCTION**

The discussion of the research background, formulation of the research problem, objective of the research, significance of the research, research hypothesis, scope of the research, and definition of key words are presented in this chapter.

#### **A. Background of the Research**

Idioms are expressions that form new meanings, but these expressions describe when someone says a word. According to Maisa & Karunakaran (2013), an idiom is a multiword unit that has been standardised because it is often employed in common language and its meaning cannot be deduced from the words that make up its composition. Native speakers frequently utilize idiomatic terms without consciously considering the meaning of figurative language when speaking. Idioms, according to Alshiraida (2014), are fixed expressions that are phrases or sentences with figurative meanings that are unclear from the literal meanings that speakers use. As a result, non-native English speakers occasionally struggle to understand idioms because they are unsure of the meaning behind the idiomatic expression.

Nurhayati, D. A. W. reseearch (2019) that English in Indonesia receives special attention due to the fact that public awareness of the importance of English as the main means of communication in the global era is increasing. Some

Indonesian students do not really understand idioms very well, especially among students. This is because for these pupils, English is a foreign language that is not utilized in daily life, making it challenging for them to comprehend idioms. With the rapid development of technology, of course, idioms would be very important for everyone to understand, especially students. In understanding this idiom everyone who learns English has a level and not everyone can easily understand idioms. Students would undoubtedly have varying levels of knowledge in their studies, just as there are differences between male and female students in terms of gender identification, the shape and structure of the body, and the chemical makeup of the body. Numerous scientists believe that variations in biological anatomy and chemical make-up of the body have an impact on how people develop emotionally and intellectually. The psychological aspect is another element that has an impact on student progress. Given that gender is a sociocultural and psychological aspect of male and female, gender effects learning attainment in terms of psychological aspects as well (Santrock, 2007: 94). Anwar, Samsul, Salsabila, Inas (2019) claimed that there are disparities between male and female students' capacity for intelligence in the area of knowledge mastery. Therefore, it can be inferred that there would be variations in the two researchers' proficiency with understanding idioms.

Apart from the difficulty of understanding idioms for male and female students, these idiomatic expressions are very important because idioms are used in everyday English conversations. Idioms are a natural part of language and are used by native speakers not only on special occasions but are always used on every occasion. Learning idioms to communicate in English is indeed very important so

that as speakers, both students and people who are studying English can understand well, the information both conveyed and received.

Nurhayati, D. A. W. research (2019) that communication is the main key of language. Therefore, this idiom really needs to be learned, especially for students majoring in English education who would become educators for the next generation. Of course, being an educator must be able to master English material well-so that what is conveyed to students is valid and can be accounted for. Haris (2019) explains that the teacher's ability to convey material influences' student learning outcomes so these teachers must have good competence, especially in the field they are in charge of. Therefore, understanding this idiom would be very important for an ELT because idiom is a phrase that is used in everyday communication, to convey idiom learning, of course students majoring in English must understand English idiom sentences.

There are three novelty that discuss the use of idioms and understanding idioms; the first research conducted by Mr. Thanomsak Kriengphan (2017) with the title "*A Survey Of Graduate Students' Comprehension Of English Idioms, Difficulties In Understanding And Strategies Used In Processing English Idioms*". 25 first-year postgraduate students at a public university in Bangkok participated in the research with the intention of examining the challenges faced by students in understanding idioms, the methods used by learners to process English idioms, and the kinds of English idioms that are comparatively challenging for students to comprehend. 25 first-year CEIC students who completed the TU-GE were given questionnaires and English idiom tests as research tools in order to gather the

results. As a result, there are a number of significant challenges that pupils encounter when digesting English idioms. Idioms are challenging to comprehend because they lack a cultural context, to start. The second problem is that idioms are challenging to understand without the context cues. One of the primary challenges in understanding idioms is the frequently limited or unfamiliar vocabulary in them. The ineffective teaching of English idioms is the final challenge. Idioms are therefore not effectively taught in the classroom. Students employ a variety of ways to comprehend English idioms, but they employ a variety of strategies while processing idioms. And the most popular tactic is to decide the idiom's meaning from the context. Students also apply techniques like using context information to determine an idiom's meaning and using an idiom's literal meaning as a guide to its figurative interpretation.

The second researcher was conducted by Laela Nur Mukaromah (2015) with the title "*Students' Understanding Of Idiom And Their Reading Comprehension Of Recount Text*" this study the researcher took a population of 4<sup>th</sup> semester of the English Education Program of UIN Walisongo Semarang in the academic year of 2014/2015. In the fourth semester of English instruction at UIN Walisongo Semarang, the research's objective is to gather empirical information regarding the relationship among students' idiomatic knowledge and their reading comprehension of recount texts. the first study's findings demonstrating the high reading comprehension levels of the kids. This is evident from the 21 out of 46 kids that performed well on the test. Second, the study's findings indicate that the student received a high idiom score. This is demonstrated by the 35 out of 46 students who

successfully completed the exam. Third, there is only a weak association among students' grasp of idioms and their reading comprehension of recount texts, as indicated by the correlation value of 0.334. It defines that pupils' reading comprehension is not greatly influenced by their knowledge of idioms.

The third study, Fathma Dalilah, Nurlela, Yusuf M., etc. (2020) with the title "*Analysis Of Students' Understanding Of Idiomatic Expressions And Its Use In Their Essay: A Case Study*". 14 University of North Sumatra English Department students who are currently enrolled in their fourth semester and have a Cum Laude GPA of less than 3.51 made up the sample for this study. Seven pupils were chosen by the researchers to serve as subjects because some of the kids were unwilling to participate. The results demonstrate that the high-achieving 4th semester English Department students at the University of North Sumatra are not particularly familiar with idioms, as demonstrated by the fact that 5 out of 7 of them do not employ them in their writings and 6 out of 7 of them are unable to comprehend these elements.

Everyone would have different learning patterns and produce different understandings. Based on the explanation of the three theoretical studies of novelty above, the meaning of idioms is a little difficult to understand because idioms are expressions that are not used in everyday communication. The importance of idioms to be studied and analyzed because the role of idioms is needed as a language transfer and can bridge the existence of more creative communication so that communication would be able to have important value in a relationship. In order for cross-cultural communication to run effectively and not cause misunderstanding and misunderstanding, communication accommodation needs to be made.

Communication Accommodation, namely when individuals interact, speakers will adjust according to their speech, vocals, and gestures to accommodate others. Accommodation is referred to as a social process which has two meanings; first, it is a social process that shows a balanced condition in social interaction between individuals and groups in a society. Learning idioms is also one of the communication accommodations between native speakers and non-speakers, Nurhayati, D. A. W. (2019). As is the case between native language speakers and foreign language learning participants, there are differences in taste and conversational expressions. Therefore, there is a connection between idioms and their influence on native language speakers which must also be known by students, especially those majoring in English education who would later enter the world of education.

So, that researchers would be interested in knowing something that is different from previous research, namely using a sample by determining male students and female students. Researchers would investigate how male and female students majoring in English understand idioms at UIN SATU, Tulungagung Campus. In addition, the researcher also wanted to find out how much students understood, especially students majoring in English because understanding the meaning of idioms is not easy and idioms cannot be explained word for word like our vocabulary in general.

## **B. Research Problem**

The researcher would design the study topic, which is directly presented into the questions, "Do male English students do better than female English students in understanding idioms at UIN SATU Tulungagung?" based on the explanation of the background given above-mentioned.

## **C. Objective of the Study**

Finding solutions to the formulation of the difficulties listed above is the overall point of this research. Therefore, based on how the topic was phrased above, the point of this study is to "To find out that male English students at UIN SATU Tulungagung are better than female English students in understanding idioms."

## **D. Significant of the Research**

The researcher hopes that this researchers can redound both theoretically and practically :

### **1. Theoretical**

The results of this study are supposed to give enthusiasm to students in learning about idioms. In addition, it is also intended to determine differences in the capabilities of male and female English students in understanding of idioms.

### **2. Practical**

The results of this study are expected to have an impact on students, researchers, and readers.

a. For students

The results of this study will support students and motivate students to learn about English idioms.

b. For researchers

The results of this study will support researchers find out the differences between male and female students when understand English idioms.

c. For readers

This review can be a source of knowledge and can be used for reference in further research.

## **E. Research Hypothesis**

A hypothesis is an assumption that must be tested, can be a correct or false prediction, and must be proved by hypothetical testing. Connected with research questions, the hypothesis of this research are:

1. Null Hypothesis (H<sub>0</sub>)

"There is no significant effect on the understanding of male and female university students in learning English idioms".

2. Alternative Hypothesis (H<sub>a</sub>)

"There is a significant influence on the understanding of male and female university students in learning English idioms."



## **F. Scope of the Research**

The scope of research is limited to the subject and object investigated.

### **1. Subject**

The subject of this study is an active student in the 4<sup>th</sup> semester of the Department of English Education at UIN Sayyid Ali Rahmatullah Tulungagung.

### **2. Object**

The object of this research is how male and female students in understanding idioms have differences and similarities. Idioms would be used as a comparison with student test scores that describe the understanding of idioms in UIN Sayyid Rahmatullah English students.

## **G. Definition of Key Terms**

### **1. Idiom**

Idioms, according to Keraf (2001:109), are sentence structures that break from the norms of linguistic elements, typically in the configure of phrases, but the meaning of the sentence can't be justified grammatically or logically by depending just on the meaning of the words that compose it. Meanwhile, Spears (2007: 12) expresses the view that idioms can be viewed as a group of words or phrases that, when translated, take on a meaning distinct from the original. As a result, using an idiom sentence differs from using a sentence in another language since the interpretation will vary.

## **2. Gender**

It is possible to interpret gender from a human perspective, or from a sense of female or male that is not based on biological distinctions in sex. Gender is a term that is used to define differences between male and female from a non-biological point of view. Differences between female and male, including the development of a social status for a female that is inferior to that of a male, produce gender in all facets of human existence. A gender is a grammatical classification of words and terms associated to them that are generally related to the existence of two sexes or neutrality, according to Fakhri (2016: 112).