


STUDENTS' PERCEPTION TOWARD THE USE OF IDIOMS IN SPEAKING

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 13, 2022 Revised: August 28, 2022 Accepted: September 4, 2022 Published: October 15, 2022</p> <p>Keywords: Students' Perception Idioms Speaking Skill</p>	<p>This research aimed at finding out the students' perception toward using an idioms in speaking at 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 fluent and smoothness. The students also can improve their self confidence while speaking by using an idioms.</p> <p style="text-align: right; font-size: small;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

English was one of the most an important languages in the world and as an unifying language to communicated with foreigners. In education, students will learn English as one of the subjects at school. There were four skills that must be mastered in learning English they were included writing, listening, reading and speaking. All those skill have an importan role in improving English. For speaking it has role to help learners convey their ides and feeling in English verbally.

According to Tarigan in Harnita (2008) defined that speaking was an ability to express an ideas and feelings. To mastery the skill of speaking was made the speaking as the firts

priority in learning. Every students must evaluate their own mistakes after practicing speaking. Therefore, their speaking skill can improve and become better.

In fakhrazi (2015), Mollanazar difines ididom 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 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.

Concerning of the problem discussed above, speaking plays an importan role in assisting student in producing their thoughts in communication. it can be known that in the English student had some problem by using an idioms.

From the explanation above, this research focused to answer the problem statement that are proposed. The problem satatement in this research is “What are the students’ perception toward using idioms in speaking fluency which consist of smoothness and self-confidence?”

LITERATURE REVIEW

Definition of perception

Theories of perception Andrej Demuth (2013) explains perception as process of acquiring and processing information in his most relevant theories. Furthermore, perception is the process by which information is acquired through sensory receptors such as the eyes, ears, nose, and skin and transformed into a perception of whang one think, sees, hears, smells, tastes, or touches. According to Arrionto (Walgito: 2003) perceptionis the process of human thinking about certain phenomenon. This process was related to the acceptance of human brain.

Definition of Idioms

An idioms, according to Langacher in Fahrizky (2015), is a type of complex lexical item. it was a phrase whose meaning could not be deduced from the meaning of the morphemes that comprised it. This definition demonstrates that an idioms was a complex lexical item whose definition could not be deduced from its parts. According to Baker in Fahrizky (2015), idioms have neither flexible patterns nor transparent meaning. Instead, they ware “frozen pattern of language” that do not allow for any “variation in forn under normal conditions.” Based on the definition, an idioms was an unchangeable special phrase whose meaning cannot be educated from the meaning of its constituents.

Definition of Speaking

The process of transmitting knowledge or information from the teacher to the pupils in known as teaching and learning. Izzan in Harnita (2008:23) that there should be four components to language learning: the teacher, the technique, and the lesson content. The four in language learning are described in terms of their direction. It was referred to as respective when the learner produced language (in speech or writing). The channel, or the message’s medium (written, spoken, or auditory), was another crucial concept. Speaking was

the aural/oral producing talent. Firman and Zia (2012) define speaking performance as a students' ability to produce both accurate and fluent spoken language. Speaking accuracy and fluency are emphasized in order to achieve more efficient communication than was valuable and comprehensible to other. The definitions of speaking accuracy and fluency are covered in the following sections.

RESEARCH METHODS

Research Design

This research was a descriptive study because the researcher want to examine the student perception of using idioms in their speaking fluency. The purpose of selecting this title was determine the efficacy of using idioms to improve speaking fluency.

Data Collection

The data collection use in study was questionnaire. The researcher invited the student to WhatsApp group to explain about the research and give the kind a link ta a Google form so they can respond to the questionnaire's questions independently.

Data Analysis

The scale used in this study was the Liker scale. A Liker scale that ranges from extremely positive to extremely negative (sugiono, 2013). A Liker scale was used instrument research and was made in the from of a checklist (√). The answer used on the checklist was Strongly Agree (SA), Agree (A), Partly Agree (PA), Disagree (D), and Strongly Agree (DS).

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

Explanation:

P = Percentage

F = The Frequency of items

N = Total respondent

(Sugiono, 2012: 137)

Instrument

The data collection use in study was questionnaire. The researcher invited the student to WhatsApp group to explain about the research and give the kind a link ta a Google form so they can respond to the questionnaire's questions independently. The researcher used Likert Scale that usually have five potential choice (Strongly Agree (SA) 5 score, Agree (A) 4 score, Partly Agree (PA) 3 score, Disagree (D) 2 score, and Strongly Agree (DS) 1 score. It consisted of 9 number statements that related with fluency and smoothness.

RESULT AND DISCUSSION

RESULT

The findings of this study were to determine students' perceptions of using idioms in speaking. From the results of data collection using questionnaires distributed using google form, it was found that 26 students were respondents.

The researcher took students at fourth grade semester in Muhammadiyah University of Makassar. The students were asked to answer 9 items related to the use an idioms in

speaking that focus in speaking fluency and smoothness. After collecting the data the researcher analyzed the data to get percentage of the use idioms in speaking by them.

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

Table 1 (Positive Statement)

I enjoy use an idioms in speaking activity

No.	Classification	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 1.1 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 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 1.2 showed that the group of students who had the largest frequency lies in the classification of *partly agree* (PA) 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 3 (Negative Statement)

I speak with many pause, hesitaiton, 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 1.3 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 (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	34.61
4.	D	4	15.38
5.	SD	-	-
Total		26	100

Based on the table 1.4 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 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 1.5 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 with 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 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 1.6 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 9 (34.61) frequency in *partly agree* (PA), and then 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 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 1.7 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 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 1.8 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* (D) classification. Overall it means that the students can improve their self confidence by using an idioms in speaking.

Table 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 1.9 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.

DISCUSSION

In this research, researcher discussed about students' perception by using an idioms in speaking. The discussion detects to give the questionnaire and the researcher collect the data to be analyzed then classified the answer by the questionnaire. The researcher use a formula arrange the study in questionnaire. The scale used in this research was likert scale. Likert scale use to measure attitudes, opinions, and perception of a person or group of people about social phenomena.

The data from questionnaire showed that mostly students can use an idioms in speaking as fluent and smoothness. The students also can improve their self confidence while speaking by using an idioms. Siahaan (2008) speaking is a useful language skill. It means that speaking person's ability to produce sounds that other people can understand, allowing him or her to creater good communication. Speaking ability is graded, and also its facility, where there is no ambiguity in meaning, is determined by both vocabulary mastery and daily practice and context. Furtermore, as previosly stated, vocabulary mastery is concerned, as are characteristics of fluent speech such as reduced forms, fixed phrases, collocation, and most importantly, the pace of speech and the use of slang or idioms. Eliana (2011) idioms hacve a significant impact on the teaching and learning of a foreign language because they can provide students with better opportunities to improve their communicative skills in everyday

situations. Therefore, use an idioms in speaking activity will be able to create a good communication and improve the self-confidence.

In communication, everyone should be aware that native speakers of a language use idioms all the time. Some students are often embarrassed and frusrated when they do not understand the idioms used by others, Idiomatic knowledge will help students become better speakers. Idioms are an important part of vocabulary because of their abundace and frequency n speech. Therefore use an idioms able to improve the students speaking skill at the fourth semester students at English Education Department, Faculty Teacher Training and Education, Muhammadiyah University of Makassar that one gist passage has a positive and good effect to improve speaking skill.

CONCLUSION

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

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