

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, identification of phenomena, delimitation and focus of the research, research questions, aims of the research, significance of the research, theoretical foundation, previous research, frame of thought, and research method.

1.1 Background of the Research

Idiomatic phrases or idioms are distinctive ways of speaking to a language (or dialect) that often contradict logical and grammatical criteria; Eliana Roberto De Caro claims that the English language is notably rich in idiomatic phrases or idioms. Without idiomatic idioms in speech and writing, the English language would lose a lot of its richness and comedy. Oftentimes, the origins of idioms and adages are unknown or only a supposition. Idiomatic expressions are challenging to learn because of this. But as has been mentioned, doing so would eliminate a great deal of its variety.

Most Indonesians who are trying to learn English struggle the most with vocabulary. It is not surprising that English is still considered a second language in Indonesia given its reputation as one of the world's fastest and most dynamic languages. The book has more than 1.5 million words. As an added complication, two or more) words that share the same spelling but have different pronunciations due to their intended meanings can be used interchangeably in different contexts, and the same word can have many different meanings depending on how it is used. It is more challenging to learn idiomatic phrases than common or generic language since their meanings cannot be inferred from the meanings of the words that comprise them.

Idioms are common phrases that cannot be explained grammatically or rationally but nonetheless contribute beauty. The goal of this research is to determine and explain the degree of students' expression mastery in the English-Speaking technique as well as to determine the best strategy for helping students acquire idioms more easily in order to develop their speaking

abilities. Because the purpose of this study is to explain the real environment and the impact of student idiom mastering in English Teaching Department class, it is qualitative and classified as descriptive evaluative. Using a percentage calculation based on observations and model questions from a multiple-choice survey, this data is validated.

Eliana Edith Roberto De Caro asserts that English is particularly full with idioms and phrases. This idiom is a unique language (or dialect), often a language with grammatical rules and logic. Without idioms, both spoken and written English would lack a lot of variety and fun. The majority of idioms have the most mysterious origins and etymologies. Idioms are consequently hard to learn, to start. The majority of Indonesians who are learning English believe that their language's biggest obstacles are words and vocabulary. Second, idiomatic terms are crucial because they are used often in spoken English, notwithstanding the violence. They naturally occur in the language. Authors see and discover this in English communication in general. Increase the scope of the desired phenomena.

The decline in students' basic knowledge skills so that students have less understanding of words or sentences containing idiomatic expressions. This phenomenon will undoubtedly keep growing. You must utilise the idiom in this situation. Third, her Cirebon Students' ELTD adores English. In English class, they converse in English. Some terms or expressions that you may use in everyday life will be taught to you in class. They only utilise a few phrases of English, which might seem quite odd. The author then analyses the students as a result.

1.2 Identification of the Problems

Based on the background of the problems written above, this phenomenon is identified as follows:

- 1.2.1. The increasing demand for the use of idiomatic expressions in writing classes, especially for class A ELDT students in semester 2.
- 1.2.2. The students lack of understanding words or sentences which contain idiomatic expressions.
- 1.2.3. The students have less opportunity to improve their ability to understand idioms due to a lack of practice.
- 1.2.4. Teachers have not taken an approach to improve students' idiomatic abilities.

Based on the phenomenon above. The focus of this study is on determining the extent of students' knowledge of idiomatic expressions, especially since they have journal writing assignments to complete in their writing class. This study also examines whether there are idiomatic errors due to students' weak basic knowledge of idiomatics and the lack of time for practice because there are no special classes to study it.

1.3 Delimitation and Focus of the Research

Delimitations are the boundaries that the authors have chosen to impose. They are worried about the definitions that the researchers select to define as the boundaries or limits of their work to prevent the study's preventing goals and objectives from becoming impossible to fulfill (Parno et al., 2011). To maintain the level of research accuracy, researchers limit the problem to:

1. The research was conducted on students who are members of Class A in English teaching language Department for the 2022/2023 academic years.
2. The process of implementing Corpus Based Analysis of Students Idiomatic in Writing Class process.

3. Analyzing the basic knowledge of students' Idiomatic Expression that shown in the essay that they made in writing class.

1.4 Research Questions

Through this research, the researcher wants to know about the basic knowledge about idiomatic expression that is known by students in the implementation of the English learning process. Through this method the researcher also wants to know whether there are many idiomatic errors that are commonly used by students when learning, especially in writing class.

The researcher formulates the research question as follows:

1. How is the implementation of basic knowledge in ELTD of UIN Cyber syekh Nurjati Cirebon learns idiomatic expressions?
2. What are idiomatic expressions errors in writing class?

1.5 Aims of the Research

Determining the research's aims follows logically from figuring out its purpose. According to Grove and Parahoo as cited in (Doody & Bailey, 2016), research objectives are more specific than the aim and directly address the study topic. The following criteria should be met: they should be closely related to the research question, cover all aspects of the problem, be specific, ordered logically, and be achievable. They should also consider the available resources, including time, and be mutually exclusive of one another. They can be divided into "primary" (bound to be achieved) and "secondary" (incidental) objectives (Newell & Burnard 2011).

Related to the theory above, the researcher has the objectives of this research, which are described as follows:

1. To find out how far the importeness learning idiomatic expressions in ELTD writing class.
2. To find out is there any idiomatic Expressions errors in ELTD writing class.

1.6 Significances of the Research

The study hopefully can be beneficial for the following parties: For teachers, hopefully the results of this study can help in overcoming the learning of idiomatic expressions.

For students, it is hoped that this study can be a reference and idea if you want to analyze sentences containing idiomatic expressions. In addition, hopefully students can also explore the meaning of sentences containing idiomatic expressions more deeply, this study also shows the classification of types of idioms according to experts.

For other researchers, this study focuses on semantic studies, and further studies require references from previous studies conducted. Therefore, it is expected that further researchers will be able to achieve sufficient and in-depth understanding from the Idiomatic perspective and to consider the research. Other researchers can also gain knowledge about semantic research that may not have been known before

1.7 Theoretically

Learning to naturally master idiomatic expressions, such as two-word verb tenses, is an important aspect of studying English and should help students acquire the level of fluency in spoken English that is required or stipulated by the curriculum's teaching-learning purpose. English language learners are also required to have a high level of oral proficiency. Without it, a person learning English would be seen as a non-native speaker.

1.8 Pedagogically

Pedagogically, This can be used as a resource when learning how to teach Learn English Abroad, especially when it comes to improving students' writing skills.

1.9 Practically

Practically, we cannot dismiss idiomatic expressions as frivolous or look down on individuals who learn them because they are a vital component of the language corpus that students should and must acquire and use daily.



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