

for learners with various kinds of learning styles so that they can learn in the ways which suit them best. In this case, all students are expected to talk English actively however their mother tongue is not English. By practicing it, they try to negotiate meaning. Therefore, teachers should support them to speak English confidently, especially in SBI class.

There are various techniques can be used in teaching learning activity include textbook, video, computer, and many others. But, the teachers have to consider several things. Secondly, it should be able to encourage the students become active involved with the learning. Next, it should cover sufficient material so that it can be learn by all of students that have different ability. And the last, it should be able to monitor the students' progress in teaching learning process.

In teaching English especially for speaking skill, teachers have to find the best techniques for their students. There are various techniques given for language teaching. One of categories is adapted from Crooker & Chaudron in Brown. It is based on taxonomy of language-teaching techniques. They are:

- a. Controlled techniques such as: warm up, reading aloud, drill, question-answer (display), meaningful drill, etc.
- b. Semi-controlled techniques such as: brain storming, story telling, question-answer (referential), information transfer, etc.

2. The Category of Idiom

According to Seidl and McMordie as cited by Warta Warga, idiom is categorized based on its form and situations in use. The following explanation explains idiom categorized by its form:

- a. Form of idioms, there are two forms of idioms, consist of:
 - 1) Short idiom, example: shut down, means close, all right, means correct, blue moon, means seldom, and etc.
 - 2) Long idiom, example: let bygones be bygones, means forget past difference, keep something under one's hat, means keep secret, behind the eight ball, means unlucky, and etc.

In addition, Zyzik states in her article that caution against considering idioms as simply the “colorful” side of language or “amusing” expressions that we use exclusively in colloquial settings. While this is a common perception if we wonder when idioms used in situation of conversation, it is innaccurate. Although idioms are indeed more common in informal discourse, there are hundreds of idioms used in academic settings as well.³¹

The used of idiom is depend in the selection and and determination of the situations. Sometimes we do not know when its used, idioms can be used where they come from, their form, their meaning, if and how can vary them.

³¹ Eve Zyzik. *Teaching and Learning Idioms: The Big Picture*, (University of California, Santa Cruz: was published in CLEAR (Center for Language Education and Research) Volume 13, Fall 2009)

We shall now look at the reason for difficulties which foreign learners experience when they try to use idioms.

When we do not know the person we are speaking to very well or the occasion is public, we choose word much more carefully. It would be wrong to choose an informal expression in some rather formal situation and bad manners to choose a slang expressions. This means that we can express the same information or idea in more than one way using a different level.

According to Seidl and McMordie as cited by Warta Warga:

b. Idiom in Situations in Use

1) In a formal situation

Formal idioms usually used in the academic situation which is needed a polite language.

Example: by virtue of, means something is true, as good as gold, means very well behaved, etc.

2) In an informal situation

Informal idiom do not mean as an impolite language. Almost of informal idioms are used in everyday spoken English and in personal letters. This can only be learnt by careful listening to native speaker or careful reading of English texts which contain idioms.

Example: motor-mouth, means talk a lot, no problem, means easily, etc.

time. Ausubel in Brown states that rote learning as a process acquiring material as “discrete and relatively isolated entities as the process that are relatable to cognitive structure only in an arbitrary and verbatim fashion, not permitting the establishment of (meaningful) relationship.³⁴ On the other hand, meaningful learning may be described as a process of relating and anchoring new material to relevant cognitive structure.

In education, we know cramming which is intensive memorization in a short period of time. Memorizing is different with cramming. Cramming, also known as mugging is the practice of working intensively to absorb large volumes of informational material in short amounts of time. It is often done by students in preparation for upcoming exams. Cramming is often discouraged by educators because the hurried coverage of material tends to result in poor long-term retention of material.

2. Memorization in Learning EFL

Observation that memorization seems to be one of the learning methods that helps EFL (English as Foreign Language) students learn and use the English language, provided that memorization is used appropriately to help learners to internalise what they have learned to apply in actual communication.

³⁴ H. Douglas Brown, *Prinsip Pembelajaran dan Pengajaran Bahasa, Edisi Kelima*, (Jakarta: Copyright 2007 oleh Pearson Education, Inc., 2008) p.97

The result of the observation showed that implementation of *show and tell* technique enabled the students to speak English. They could make their anxiety reduced in class. It could be said that show and tell technique was successfully conducted based in the active participation of the students and their good responses.

What differences in this study, the researcher study about the idiom that were given by teacher in teaching speaking and also the implementation of *memorizing idioms* in teaching speaking that given by her every English lesson meeting. The subject of the study is students in junior high school. The instrument are used in this research are questionnaire, interview, document study guidance, and also observation checklist. This research not only describes and explains the implementation of *memorizing idioms* technique at classroom, but also describes students' responses toward *memorizing idioms* technique.