

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher analyze the data have been collected during the research. The first data contains about learning materials of idioms which are used in implementation of *memorizing idioms* technique, and the second data contains of description of the implementation of *memorizing idioms* at classroom. Both of the data are taken using document study, observation, interview, and questionnaire. This is purposed to know the learning material of idioms used and the description of the implementation of *memorizing idioms* technique at classroom.

Before that, the researcher is going to describe the general description of SMP Negeri 1 Gresik. The general description is described as follows:

A. General Description of the School

SMP Negeri 1 Gresik was founded in 1952, it was only one classroom at the time. In the next period, 1952/ 1953 the Government built new building as an embryo of building that is being developed by school up to now.⁵⁸ School continued to add the building to fulfill the need and in response the era.

SMP Negeri 1 Gresik is one of International Standard School based on the Directorate of Junior High School Letter Decision, Middle Basic School Management Directorate General, National Education Department No.:543/C3/Kep/2007 as

⁵⁸ Website of SMP Negeri 1 Gresik, *History & Profile of SMP Negeri 1 Gresik*, 2010, www.spensagres.sch.id

International Standard School on year 2006. International Standard School is a National Standard school which combines and implements national and international curriculum.⁵⁹ SMP Negeri 1 Gresik implements as follows:

1. Each classes contains of 30 students.⁶⁰ Begin 2010, all of grade 7 are included SBI class. In the grade 8 and 9 contains of regular class and SBI class which are in each grades having 4 SBI classes.
2. Using KTSP curriculum + X (*based on ICT and Bilingual for science and math*). For bilingual lesson, it uses national and international books. Namely, for grade 8 SBI class, school uses international textbook by David Nunan titled *Go For It!* printed by Cengage Learning for English subject. For science subject, school uses international book titled *Physics and Biology* which are printed by Pearson Longman.⁶¹
3. School gives extra time for students in seventh grade or it is called matriculation. The main purpose of matriculation is introducing students to the subjects which uses English. Namely, English for science (physics & biology) and English for mathematic.⁶²
4. Completed with air conditioner (AC), LCD projector, VCD, DVD, notebook, and internet.⁶³ In addition, this school is listed as one of the *Adiwiyata* school or school environmentally sound. Equip students not

⁵⁹ Website of SMP Negeri 1 Gresik, *History and Profile of SMP Negeri 1 Gresik*, 2010 and the *Qualification of Teachers of SMP Negeri 1 Gresik*, www.spensagres.sch.id

⁶⁰ Observation. Friday, 23 July 2010, at 09.00 am.

⁶¹ Observation. Thursday, 5 August 2010 at 10:00 am.

⁶² Observation. Friday, 23 July 2010 at 14:00 am.

⁶³ Ibid.

only about education but also equip students the importance of maintaining the environment and environmental conservation.⁶⁴

The overall number of students of SMP Negeri 1 Gresik is 837 students, consist of 27 classes and each level has 9 classes.⁶⁵ Not only facilities to stimulate students in learning English, but also supported by English teachers. The English teachers of SMP Negeri 1 Gresik and their qualifications can seen in Table. 3 below:

Table.3 The Total and Qualification of English Teachers in SMP Negeri 1 Gresik

NO.	NAME	M/ F	AGE	QUALIFICATION
1.	DAIFI, M.Pd.	M	40	S1 PENDIDIKAN BAHASA INGGRIS UNIVERSITAS NEGERI SURABAYA S2 MAGISTER PENDIDIKAN UNIVERSITAS PGRI ADI BUANA SURABAYA
2.	M. ALI ERFAN, M.Pd.	M	38	S1 PENDIDIKAN BAHASA INGGRIS UNIVERSITAS NEGERI SURABAYA S2 MAGISTER PENDIDIKAN UNIVERSITAS PGRI ADI BUANA SURABAYA
3.	SUCI HANDARINI, M.Pd.	F	38	S1 PENDIDIKAN BAHASA INGGRIS IKIP PGRI MALANG S2 MAGISTER PENDIDIKAN UNIVERSITAS GRESIK
4.	CAROLINE INDRAWATI, S.Pd.	F	37	S1 PENDIDIKAN BAHASA INGGRIS UNIVERSITAS NEGERI SURABAYA
5.	SOPHA OLIVIATIE, S.Pd.	F	32	S1 PENDIDIKAN BAHASA INGGRIS UNIVERSITAS NEGERI MALANG
6.	RAHMAT NUR APRIADI, SS.	M	28	S1 SASTRA INGGRIS UNIVERSITAS NEGERI JEMBER
7.	SITI JAUHARIYAH, S.Pd.	F	31	S1 PENDIDIKAN BAHASA INGGRIS UNIVERSITAS NAROTTAMA MALANG

⁶⁴ Document of SMP Negeri 1 Gresik, *SMP Negeri 1 Gresik as Adiwiyata School*.

⁶⁵ Document of SMP Negeri 1 Gresik, *Jumlah Murid SMP Negeri 1 Gresik Tahun 2010/2011*

B. Learning Materials of Idiom That are Used in Implementation of *Memorizing Idioms* Technique in Teaching Speaking

As we know, the number of English idiom is much. These all of idioms are impossible to introduce for students all the time. The selection and determination idiom material for junior high school students is important to get the “*really common*” and appropriate idiom, in order use and apply it in real communication and mainly to overcome students’ problem in learning speaking.

1. Teacher’s Requirements and Criteria in Material Selection

From teacher’s answer through interview,⁶⁶ known that there are no requirements or specific criteria to determine the idioms used in the implementation of *memorizing idioms* technique. Teacher reasons if there are regulations, she worries it will limit the number of idioms that are taught. In addition, teacher has a reference or source in materials selection, that is an English idiom dictionary (*Idiomatic Expression Dictionary by Simon THS*) and also her personal notes about lists of English idioms.

However, the selection and determination of idiom materials is based on teacher’s estimation which are appropriate for junior high school students. Such as its meaning, Indonesian terms, and context of idiom itself (idiom which are surrounded in students’ daily i.e. idioms used in lesson materials of four English skills, idioms used for Western songs, and etc). But, teacher always try to provide the commonly used idiom.

⁶⁶ Interview. Monday, 26 July 2010 at 08.00 am.

Based on teacher's description through interview and questionnaire, she feels that idiom materials which are selected and determined by her does not make students feel difficult. It is also supported by students through questionnaire, as shown in the following table:

Table.4 Students' Opinion About Learning Material Used By Teacher

NO.	VARIABLE	ANSWER OPTIONS						
		N	YES		NO		TOTAL	
			F	%	F	%	N	%
1.	STUDENTS' FEEL DIFFICULT WITH MATERIAL	48	7	15%	41	85%	48	100%
2.	STUDENTS KNOW MUCH ABOUT ENGLISH IDIOMS BEFORE GETTING THE IMPLEMENTATION OF MEMORIZING IDIOMS	48	17	35%	31	65%	48	100%
3.	STUDENTS' KNOW ABOUT ENGLISH IDIOM AFTER GETTING THE IMPLEMENTATION OF MEMORIZING IDIOM	48	41	85%	7	15%	48	100%

Almost all of students feel that the material is not difficult for them. In contrast, 15% of students say that they feel difficult with the material. So far, the selection and determination of idiom materials are appropriate for students. Because the majority of students say that the material is not difficult for them.

The table above also shows students's knowledge about English idioms before getting the implementation of *memorizing idioms* technique and after getting implementation of *memorizing idioms* technique. 65% of students say that they "do not know about English idiom" before getting implementation of *memorizing idioms*. And the rest, 35% of students "know about English idiom" after getting implementation of *memorizing idioms*. Moreover, 85% of students say that they "know English idioms" after their teacher implements

memorizing idioms technique in teaching speaking. Just 15% students say “do not know more English idioms” although their teacher have implemented *memorizing idioms* technique.

Both of results above are supported by teacher through questionnaire. Teacher also says that students “do not know about English idioms” before getting implementation of *memorizing idioms* technique, but after getting implementation of *memorizing idioms* technique students know about English idiom. It can be said that students have progressed in English idioms knowledge through implementation of *memorizing idioms* technique.

2. The Learning Materials are Used in Implementation of *Memorizing Idioms* Technique

The data regarding idiom materials in implementation of *memorizing idioms* technique is obtained from observation in five meetings, and it also from teacher and students’ answers through interview.⁶⁷

Teacher uses random way in introducing idiom. The data of idiom materials below are arranged based on the data that have been got by the researcher during the research which also contains of its literal meaning and its Indonesian terms:

⁶⁷ Interview. Monday, 26 July 2010 at 08.00 am.

Table.5 The Learning Materials of Idioms That Used By Teacher in Implementation of *Memorizing Idioms* Technique in Teaching Speaking

DATE	NO.	IDIOM	LITERAL MEANING	INDONESIAN TERMS
TEACHER'S INTERVIEW Friday, 23 July 2010	1.	By the skin of one's teeth	With very little margin	Dengan hasil pas-pasan
	2.	Fit as a fiddle	In excellent physical condition	Segar bugar
	3.	Smell a rat	Become suspicious; suspect	Menimbulkan prasangka
	4.	Make hay while the sun shines	Take the advantage of the opportunity	Menggunakan kesempatan dg baik
	5.	Switch off	Extinguish, terminate	Memadamkan
	6.	Bury one's head in the sand	Refuse to accept facts	Menolak mengakui kenyataan
	7.	Lose one's mind	Become insane	Kehilangan kesadaran/ akal
	8.	Hold on	Wait	Menunggu
	9.	Child's play	Very easy to do	Sangat mudah dilakukan
	10.	Wolf in sheep's clothing	Deceiver	Pendusta, musang berbulu ayam
	11.	Kill time	Waste time	Mengisi waktu sambil menunggu
	12.	Hit the nail on the head	Do or say the correct thing	Mengerjakan sesuatu dengan benar
	13.	Call for	Demand, need	Dibutuhkan
	14.	Talk of the town	Very popular	Sangat terkenal/ populer
	15.	Hand to hand	In close contact	Di dalam hubungan terdekat
1st OBSERVATION Thursday, 29 July 2010 in class 8 H	16.	Kill two birds with one stone	Accomplish two things with single act	Melakukan dua hal sekaligus
		The use in sentence : - I just <i>kill two birds with one stone</i> , because the time was limited - You must <i>kill two birds with one stone</i> if you would your problems done		
17.	Have on	Be wearing, have on the body	Memakai	
	The use in sentence : - I <i>have on</i> my new dress tonight			
2nd OBSERVATION Monday, 2 August 2010 in class 8 G	18.	Down to earth	Easygoing, friendly, natural	Orang yang ramah, rendah hati
	The use in sentences : - Everybody like her, because she is <i>down to earth</i> - You know why I really addicted them, because they are <i>down to earth</i>			
19.	Wishy -washy	Can not decide	Mudah terpengaruh	
	The use in sentence : - Don't be a <i>wishy-washy</i> , you must decide your decision!			
3rd OBSERVATION	20.	No big deal	Not important, no problem	Tak usah khawatir

Wednesday, 4 August 2010 in class 8 I		The use in sentence : - <i>No big deal!</i> I'll solve your homework soon		
	21.	See eye to eye	Agree	Sepakat dengan/ setuju
4th OBSERVATION Thursday, 5 August 2010 in class 8 F	22.	Lose face	Be humiliated	Kehilangan harga diri
		The use in sentence : - I'm sure she is feeling <i>lose face</i> now!! - Don't make me <i>lose my face</i> with your fool acts!!		
	23.	Have a crush on	Admire, be infatuated with	Menjadi tergila-gila
		The use in sentence: - I think I <i>have crush on</i> with Lee Min Ho/ Katy Perry - She will <i>have crush on</i> with him forever		
5th OBSERVATION Friday, 6 August 2010 in class 8 I	24.	All over	In every place	Pada setiap tempat
		The use in sentence: - I've met this one <i>in every place</i> - Your cat sleeps <i>in every place</i>		
	25.	Mark my words	Note what I say	Catat apa yang saya katakan
	The use in sentence: - I'm going to dictat for you, please <i>mark my words!</i> - If you want your work done, you must <i>mark your teacher's words</i> .			
STUDENTS' INTERVIEW Friday, 6 August 2010	26.	Play safe	Be careful; be cautions	Supaya berhati-hati; berhati-hatilah
	27.	Over and over again	Many times, repeatedly	Berulang kali
	28.	Burn the midnight oil	Stay up late at night studying	Belajar sampai larut malam
	29.	Grab a bite	Eat something quickly in a short time	Makan dengan cepat
	30.	Rainy day	Period of need	Dalam keadaan darurat
	31.	Forty winks	Brief nap	Tidur sebentar, melepas kantuk
	32.	Go without saying	Easily understood, obvious	Mudah dimengerti, jelas sekali
	33.	Think better of it	Reconsider	Mempertimbangkan kembali
	34.	Stuffed shirt	Very pompous person	Orang yang tinggi hati
	35.	All over the place	In every place	Tersebar dimana-mana
	36.	Take it easy	Relax	Tenang saja
	37.	See red	Become very angry	Menjadi sangat marah
	38.	Beat it	Leave immediately	Meninggalkan dengan segera
	39.	Put back	Replace, return	Meletakkan kembali
40.	Broken english	Innacurate english	B.inggris kurang sempurna	

Then, the researcher have classified or grouped idiom materials above based on the categories of idioms, i.e. based on its form and its situations in use. To check the classification of idioms based on situations in use, the researcher check in www.anidiomaday.com. Because idiom based situations in use can not be identified directly as easy as idiom based its form. Idiom based on situations in use can be learned and influenced for people who have high intensity fully interactions with native speaker in recent years and have influenced with English idioms. There are complete and clear explanations about list of idiom categories, mainly idiom based on its form and its situations. The researcher adapted to the following table:

Table.6 The Categorized of Idiom Materials Used by Teacher

N O	CATEGORY OF IDIOMS			
	FORM		SITUATIONS	
	SHORT	LONG	FORMAL	INFORMAL
1.	All over	All over the place	All over the place	All over
2.	Beat it	Burn the midnight oil	Burn the midnight oil	Beat it
3.	Broken english	Bury one's head in the sand	Bury one's head in the sand	Broken english
4.	Call for	By the skin of one's teeth	By the skin of one's teeth	Child's play
5.	Child's play	Fit as a fiddle	Call for	Fit as a fiddle
6.	Down to earth	Have a crush on	Down to earth	Forty winks
7.	Forty winks	Hit the nail on the head	Go without saying	Kill time
8.	Go without saying	Kill two birds with one stone	Grab a bite	Lose face
9.	Grab a bite	Lose one's mind	Hand to hand	No big deal
10.	Hand to hand	Make hay while the sun shines	Have a crush on	Play safe
11.	Have on	Over and over again	Have on	See red
12.	Hold on	Talk of the town	Hit the nail on the head	Smell a rat

13.	Kill time	Think better of it	Hold on	Stuffed shirt
14.	Lose face	Wolf in sheep's clothing	Kill two birds with one stone	Take it easy
15.	Mark my words		Lose one's mind	Wishy -washy
16.	No big deal		Make hay while the sun shines	
17.	Play safe		Mark my words	
18.	Put back		Over and over again	
19.	Rainy day		Put back	
20.	See eye to eye		Rainy day	
21.	See red		See eye to eye	
22.	Smell a rat		Switch off	
23.	Stuffed shirt		Talk of the town	
24.	Switch off		Think better of it	
25.	Take it easy		Wolf in sheep's clothing	
26.	Wishy -washy			

Based on classification above, known that teacher introduces 2 idioms which are contained of its literal meaning and its Indonesian terms in every meeting of English lesson where teacher also implements *memorizing idioms* technique. Known that teacher more using short idiom than long idiom in implementation of *memorizing idioms* technique. And if viewed from the category based on its situations in use, teacher often uses formal idiom than informal idiom.

The used of idiom materials in conversations by teacher and students is needed, this is purposed to 'exercise' and to fluent the application of implementation *memorizing idioms* technique. The following table describes the frequency of the idiom materials used by teacher and students which based on students' opinion through questionnaire:

Table.7 Students' Opinion About the Used of Idiom By Teacher and Students

NO.	VARIABLE	N	ANSWER OPTIONS						TOTAL	
			YES		RARE		NO		N	%
			F	%	F	%	F	%		
1.	TEACHER USES IDIOM DURING TEACHING AND LEARNING PROCESS	48	32	67%	15	31%	1	2%	48	100%
2.	STUDENTS OFTEN USE IDIOM IN CONVERSATION	48	35	73%	5	10%	8	17%	48	100%

31% of students say their teacher rarely in using idiom during teaching and learning process. Almost all of students state that their teacher often uses idiom during teaching and learning process. The results above are supported by findings in observations and teacher's answer through questionnaire. However, it is purposed to get students' fluently about idiom materials and exemplifies how the correct to pronounce it.

73% of students say that they often to use idioms in conversation. In the second rank, 17% of students say that they never use idiom in their conversations. Just 10% say that they rarely use idiom in their conversations. The majority of students often in using idiom materials, mainly in their conversations. They use idiom to express something in their daily conversations although in simple expression. Which this way is an exercise for students in using idiom materials used in implementation of *memorizing idioms* technique for their real speaking.

3. The Existence of Idiom Material on Syllabus of Grade 8 SBI

From teacher's answer through interview⁶⁸ and questionnaire, known that idiom is not included on the syllabus of grade 8 SBI. Teacher's description is supported by findings on the syllabus of grade 8 SBI (*See Appendix 6*). And it also supported by students' opinion through questionnaire, as seen in table below:

Table.8 Students' Opinion About Idiom Material on the Syllabus

NO.	VARIABLE	N	ANSWER OPTIONS				TOTAL	
			YES		NO		N	%
			F	%	F	%		
1.	IDIOM MATERIAL IS INTRODUCED IN SYLLABUS OF GRADE 8 SBI CLASS	48	0	0%	48	100%	48	100%
2.	STUDENTS KNOW THAT ENGLISH IDIOM AS MATERIAL OF ENGLISH LESSON WHICH MUST BE LEARNED BY THEM	48	39	81%	9	19%	48	100%
3.	STUDENTS AGREE ABOUT IDIOM MATERIALS	48	47	98%	1	2%	48	100%

All of students, answer that their teacher never introduces idiom material on syllabus of grade 8 SBI. Moreover, students know that idiom materials is not the main material of English subject. Although idiom material is not main material of English subject, 81% students say that they know idiom material must learnt by them. And the rest, 19% say no. Even, almost all of students agree with the existence of idiom material, 98% students say so and just 2% say disagree with the existence of idiom material. It means that students have good response toward the use of idiom materials in implementation of *memorizing idioms* technique in teaching speaking.

⁶⁸ Interview. Monday, 26 July 2010 at 08.00 am.

4. Discussion

The importance of selection and determination the appropriate idiom materials by teacher used in implementation of *memorizing idioms* technique. Because not all of idioms are common used and suitable for junior high school students. The used of short idiom than long idioms, because short idiom is more easy to memorize by students than long idiom.

The main purpose of the existence of *memorizing idioms* technique is to break students' problem in speaking. Because idiom is a phrase, it is very easy to use, easy to speak and to memorize. Therefore it is easy to talk because no longer need to think about how to string words, determine the tenses, or find vocabularies. Actually, formal idiom is often used by teacher than informal ones because the objects of teaching are students in junior high school whose they always interact and communicate in school environment.

Teacher's decision to teach 2 idioms in every implementation is ideally, it does not make students overwhelmed with the number of idiom material. Idiom material is not main material of English lesson because it is not included on the syllabus of grade 8 SBI. In fact, almost of students do not feel difficult with the material. They also have progressed about English idioms after got implementation of *memorizing idioms* technique. And almost of all students know that idiom is material of English must learnt by them and they agree with the existence of idiom material.

To make students influence and “*usual*” with idiom, teacher often uses it during teaching and learning process to express something. Things that teacher do this, could become an example for students in a way to apply through the use of sentences. Not only how the use idioms in sentences but also how the correct to pronounce it. Besides ‘save-time’, the teaching techniques usually applied by teachers do not have a lot special times.

The used of literal meaning of idiom and its Indonesian terms in teaching idioms by teacher is make students easy to understand what the true meaning of idioms used. But in its implementation, teacher does not group or classify based on students’ lesson (teacher does not classified based on units of English lesson). Whether this way makes students more get the meaningful when idiom is used and its functions, because it is ‘wrapped’ in one theme or unit of lesson.

C. The Implementation of *Memorizing Idioms* in Teaching Speaking at Classroom

Observation five meetings in different classes of grade 8 SBI. The researcher get the teacher’s points and steps in teaching speaking using implementation of *memorizing idioms* technique at classrooms. The implementation of *memorizing idioms* technique in teaching speaking is not main lesson of English subject. The researcher conclude that teacher inserts the steps of implementation *memorizing idioms* technique to teach speaking in each three sections of teaching and learning

activity in English subject, such as insertion steps in opening activity, insertion steps in main activity, and insertion steps in closing activity.

Before the complete description of the *memorizing idioms* technique steps at classroom, the researcher is going to describe students' response about the method and frequency of the implementation *memorizing idioms* technique in teaching speaking. The following table describes students' responses about the method and frequency of the implementation of *memorizing idioms* technique:

Table.9 Students' Opinion About the Method and Frequency of the Implementation of *Memorizing Idioms* in Teaching Speaking

NO.	VARIABLE	N	ANSWER OPTIONS					
			YES		NO		TOTAL	
			F	%	F	%	N	%
1.	STUDENTS AGREE ABOUT THE USE OF MEMORIZING IDIOMS TECHNIQUE TO TEACH SPEAKING	48	42	88%	6	12%	48	100%
2.	STUDENTS' OPINION ABOUT THE EFFECTIVENESS OF MEMORIZING IDIOMS TECHNIQUE IN TEACHING SPEAKING	48	43	90%	5	10%	48	100%
3.	THE IMPLEMENTATION OF MEMORIZING IDIOMS DISRUPTS MAIN ENGLISH LESSON	48	2	4%	46	96%	48	100%

The majority of students say that they agree with the use of *memorizing idioms* technique in teaching speaking. But 12% students disagree with the use of *memorizing idioms* technique in teaching speaking. It means the implementation of *memorizing idioms* technique is received by almost all of students.

Based on teacher's answer through questionnaire known that implementation of *memorizing idioms* technique is effective to teach speaking. And 90% of students also say so. The rest, say that these technique is not effective in teaching speaking. The majority of students consider that implementation of *memorizing idioms* technique is effective in teaching speaking.

According to teacher, this implementation technique does not disrupt main lesson of English, it also supported by students that 96% of students say so. But the rest, 4% of students say that the implementation of *memorizing idioms* disrupts the main English lesson. It means the time which is managed by teacher in implementation of *memorizing idioms* technique is almost right. Although teacher does not arrange and list the steps of the implementation of *memorizing idioms* technique systematically on the lesson plan.

After we have known students' response about the method and frequency of implementation *memorizing idioms*, it will continue the description of implementation *memorizing idioms* technique steps at classroom.

1. The Implementation Process of *Memorizing Idioms*

The time allocation of English lesson in every meeting is 90 minutes. The highlight of the observation is in the implementation of *memorizing idioms* technique. Mainly, the steps which are inserted by teacher in each activities of English subject, such as insertion process in opening activity, insertion process in main activity, and insertion process in closing activity. The complete description as follows:

a. The Insertion Steps in Opening Activity of English Lessons

The time allocation of opening activity needed 18 minutes. First, teacher opened the lesson, teacher greeted and asked about students' condition. Students replied teacher's greet enthusiastically. After that, teacher checked students' presence. Next activity, teacher began to insert

the steps of implementation *memorizing idioms* technique in opening activity. Before that, almost all of students had known what the next activity because they asked their teacher to start implementation of *memorizing idioms*. Students looked enthusiastically and ready to answer teacher's question.

Teacher stood in the middle of class and says that she will have start to ask idioms taught by her. Sometimes, teacher not only asked about idioms had been taught in last meeting but also the idioms that had been taught by teacher from first meeting. Students prepared and tried to practice the idiom that they had been memorized with their partner and it made the class noisy. Teacher asked them to quiet first, then students quiet and listened to the teacher.

Teacher began to ask idiom have been taught by her to students with random one by one using controlled-drill technique. For example, teacher asked, "*Ruru, please what do you say if you in hurry?*" The student that had been called by teacher, answer it directly because teacher provided time allocation to answer. Student who had been called by teacher answered the idiom that had been memorized directly. "*rainy day...*" Teacher praised students who were correct in answering the question. Then, teacher gave award or called '*poins*' in the students' absence

sheet.⁶⁹ Confirmation to teacher, the purpose of '*poins*' is to help or as score additions in students' daily examination.

If there were students who did not quite right in mentioning the answer, teacher corrected students' answer. Teacher gave punishment for students who had given wrong answer or unable to answer the question. The punishment was students must pay the idioms had been asked by teacher in next meeting and absolutely students did not get the '*poins*' for their score additions. If viewed from whose students had been asked by teacher, teacher preferred to ask idiom had been memorized by students whose have the lower score in daily examination. However, teacher also asked to the students whose have high score in daily examination. The rule is one poin is same with 2 scores. For example, if there is a student have been get 5 poins, teacher will add 10 scores for student's daily examination score.

From some observations, the researcher note just 5 students who were asked by teacher to mention the idioms that had been memorized because of the limited time. Teacher manages the time allocation in order this process does not exceed the time allowed and disturbs the main lesson of English. Teacher needs 10 minutes in this insertion steps of implementation of *memorizing idioms* technique at opening activity. After doing this steps, teacher said to students that this memorizing activity or

⁶⁹ Observation in class 8 G SBI. Monday, 2 August 2010 at 13.00 am.

teaching speaking uses controlled-drill technique is ended and began to start the main activity.

The researcher conclude this step of *memorizing idioms* technique in opening activity as a ‘*small test*’ for idiom that have been memorized by students in order students stimulate to speak.

b. The Insertion Steps in Main Activity of English Lesson

The time allocation of main activity of English lesson is 60 minutes. In this activity, the researcher did not find the special activity to implement *memorizing idioms* technique. Teacher taught the lesson as usual. But teacher also used some of idioms during this activity to express something. For example, teacher used idiom “*mark my words*” to state “*noted what I say*”, “*go without saying*” to state “*easy*” and etc. Students looked understand with it. Although in teaching and learning process teacher also used Indonesian language in explaining the lesson. In the using idioms, teacher reinforced and emphasized to pronounce it.

c. The Insertion Steps in Closing Activity of English Lesson

The time allocation of closing activity is 12 minutes. The time was needed in insertion process of implementation *memorizing idioms* technique in closing activity is 8 minutes. After main activity of English lesson, teacher gave summaries about the lesson had been taught by teacher for students. Students paid attention to teacher’s explanation and some of them noted the teacher’s notice. Then, after teacher gave chance

for students about students' problem in learning activities, teacher informed to the students if she will have give idiom to memorized by them in next meeting of English lesson.

The following activity, teacher began to insert steps in closing activity. Teacher taught idiom using literal meaning strategy. First, teacher wrote down 2 idioms in whiteboard, included its literal meaning and Indonesian terms. For example, idiom "*no big deal*", literal meaning "*no problem, no worry*", Indonesian term "*tak usah khawatir*".⁷⁰ Then, teacher gave example how to pronounce it correctly. Students listened carefully and tried to pronounce it. Some of students took a note the idiom that had been taught in their book. Next, teacher explained the useful of its idioms and how to apply it into sentences in order to make students got the meaningful of the use of its idiom. Students listened carefully and tried to understand about the idiom material that had been taught.

The students' compulsory in the implementation of *memorizing idioms* technique is students must memorize the idioms have been taught, included its literal meaning and its Indonesian terms. As teacher's examples and explanations, students know and understand when the idioms used. Mainly used in sentences and conversations. Students memorize 2 idioms with period of time and it will be asked in next meeting of English lesson.

⁷⁰ Observation in class 8I. Wednesday, 4 August 2010 at 09.45 am.

At the end of these steps in closing activity, teacher said that idioms had been given by her will be asked in next meeting, so students must prepare themselves. Teacher closed English lesson but before it, teacher also gave motivation, advice, and also wishes for students.

2. Teacher's Plans and the Advantages of the Implementation of *Memorizing Idioms* Technique

As findings in document study and teacher through interview⁷¹, known that the implementation *memorizing idioms* is not planned on teacher's RPP (*Rencana Pelaksanaan Pembelajaran*) or lesson plan. Teacher uses RPP as usual (*See Appendix 7*). But teacher applies the steps of *memorizing idioms* systematically. During observation, the researcher sees that the teacher prepares 'instruments' for these implementations of *memorizing idioms* technique, i.e. students' absence sheet of each class grade 8 SBI to notes 'points' for students who give correct answer (*See Appendix 8*) and idiom dictionaries.

Teacher has begun to implement this technique a year ago, exactly when she became the guardian of class 8 I SBI. She got the idea to implement this technique from her experience when she was studying in college. She memorized a few idioms every day and she uses it to practice speaking. From there, she argues that this habit can be applied to become a technique to teach speaking. But, in its application to distinguish the teachers' way to apply her technique with her students' technique.

⁷¹ Interview. Monday, 26 July 2010 at 08.00 am.

Hopefully, students also get the goals and advantages from the main purpose of implementation of *memorizing idioms* technique. Teacher answers through questionnaire and interview that these technique implementation gives advantage for students' progress in English speaking.

As her opinion, she will continue to implement *memorizing idioms* to teach speaking for students whether for the next implementation of *memorizing idioms*, she also evaluate the implementation of *memorizing idioms* technique in order to get the best results. Not only for students' speaking skill progress but also the other advantages for students' skills. Based on students' opinion through questionnaire shows:

Table.10 Students' Opinion About the Advantages of the Implementation of *Memorizing Idioms* Technique in Teaching Speaking

NO.	VARIABLE	ANSWER OPTIONS						
		N	YES		NO		TOTAL	
			F	%	F	%	N	%
1.	STUDENTS' OPINION ABOUT THE ADVANTAGE OF MEMORIZING IDIOMS TECHNIQUE FOR STUDENTS' SPEAKING PROGRESS	48	36	75%	12	25%	48	100%
2.	STUDENTS' OPINION ABOUT THE OTHER ADVANTAGES OF MEMORIZING IDIOMS TECHNIQUE FOR STUDENTS' ENGLISH SKILLS PROGRESS	48	39	81%	9	19%	48	100%

The majority of students say that the implementation of *memorizing idioms* gives advantages for their speaking progress. But the rest, 25% say that the implementation of *memorizing idioms* do not give advantage for their speaking progress. Based on students' opinion, it means that the implementation of *memorizing idioms* technique gives positive effect for students' speaking progress.

Moreover, 81% of students say that they have got the other advantage from the implementation of *memorizing idioms* technique for their other skills in English. 19% of students say that they never got the other advantages from the implementation of *memorizing idiom* for their other English skills.

3. Discussion

The implementation of *memorizing idiom* is not main lesson of English subject. So that teacher inserts the process in each activities of English subject. But teacher does not manage the time allocation clearly on lesson plan. Whether teacher must do it detail and mature in order the implementation of *memorizing idioms* technique does not disrupt the main lesson of English. But almost of students say that the implementation of *memorizing idioms* does not disrupt main lesson of English.

Controlled-drill technique is the best way because it very simple and time-saved than the other techniques in teaching speaking. Maybe for some people this technique is boring. Some students maybe unable to make the transition from controlled-drills technique to more open-ended and creative language use, and frequently uses non authentic language. Teacher can vary the other techniques in teaching speaking, to break monotony of controlled-drills technique. But the strengths of controlled-drills technique are encourage shy students to speak and also tend to go very quickly, they may help create a sense of fluency for some of students.

The name of this technique, *memorizing idiom* is adopted from the way or strategy to teach idiom with memorization technique. But the strategy that used to teach idiom in this implementation of *memorizing idioms* technique is using literal meaning. Memorization/ blind guessing is the practical or principled way in learning idioms. Maybe, some of students dislike with memorization strategy. But, the important and principled thing to learn idiom is using memorization strategy.

In order students get the meaningful and understand about the material, teacher exemplifies how the idioms used in sentences and give its literal meaning. This section is important for students, especially in speaking practice. As students opinion, students have felt the result obtained from the implementation of *memorizing idioms* technique. Due most entirely to say that this technique effective for them. And they argue that they get the advantage from implementation of *memorizing idioms* technique for their speaking progress. Students also get the other advantages for other English skills.

In this implementation of *memorizing idioms*, teacher just gives addition score for students who correct in answering question about idiom which the scores is functioned to add students' daily examination scores. There are no 'fix-scoring' for the implementation of *memorizing idiom*. It means that teacher does not take and comprehend students' ability about idioms have been memorized in of English lesson with the clearly scoring.