Chapter Five

Conclusion and Suggestion

In this chapter, the researcher presents the last part of the research. Those parts are divided into two. The first one is the conclusion which reveals all the clear result of the research and the second is about the suggestion for all the elements that involved at English Education Department UMY and in this research.

Conclusion

This research has already shown the result that revealed problems faced by the students at English Education Department UMY. There are two research questions that were formulated to know about the students' difficulties in understanding English idiomatic expression and also the students' efforts to cope the difficulties itself. Based on the participants, there were eight difficulties in understanding the Idiomatic expression.

The first one is most of the participants did not realize when dealing with idiom. In this case, the participants were rare to meet the idiom in their daily conversation or reading know or being able to recognize that they are dealing with idiom. That was their first impression about idiomatic expression. The second difficulty occurred is about their lacking of vocabulary. Vocabulary is the common problem in the English learning process and also indeed in the way of understanding the meaning of an idiomatic expression. The third is the participants were difficult to find the matched and equivalented word for an idiom. Generally, in the way of

understanding the meaning of the idiom when a people difficult to find the match and equivalent word for an idiom it is possible for them to mislead between the purpose and the meaning. This factor is the fourth problem faced by the students in understanding the meaning of the idiom.

Moreover, the fifth is the unfamiliar idiom that makes some participants thought that idiom is difficult to understand. On the other hand, the participants mentioned that idiom has not been taught yet in the English Education Department class' that makes no technique to understand the idiomatic expression. The participant also believed that idiom has a specific characteristic that makes them difficult to understand if that idiom was not ever teach before. One participant stated that a material that was not teached before in the class is more difficult to apply. The participant makes sure that idiom is really important to be taught in the English Education Department. The last but not least is about cultural differences between the source language into the target language. Some of the participants said that culture has an important role in idiom because in different country they have their own culture that surely different into another country, although to say a similar sentence.

In the way of difficulties in understanding English idiom, eight difficulties have identified and some of the difficulties are in line with the Baker (2011), Balfaqeeh (2009), Teilanyo (2007) and Utami & Munir's (2014) opinion. There are five new finding about difficulties in English idiom that clarified according the data collected. There ara lack of vocabularies, unfamiliar idiom, lack of technique, idiom

fixed in a form and unchangeable and cultural differences between   source language and target language.

In the way to cope with the difficulties in understanding English idiomatic expression, there were seven efforts that clarifies from this research. Firstly, two participants read repeatedly the idiom to catch the meaning. The other participants more prefer to use the logical understanding because idiom does not the literal language that the meaning can be found in the dictionary. This participant thought that using logic is easier to understand the meaning of the idiom. In the other hand, paraphrasing is the common way for all the participants to understand the idiomatic expression. Fourth is the use of similar form and meaning. In the other figure of speech, this technique is translated an idiom into word by word, but in the same meaning. Moreover, some of them felt that using the similar form and meaning does not quite useful because sometimes the meaning is far from the target meaning. Otherwise, they used the similar meaning but dissimilar form. This technique is used by several participants in order to get the closest meaning.

The sixth strategy to cope with difficulty in understanding English idiom is looking for the synonym. This technique seems similar with the paraphrasing. The differences between this technique and paraphrasing is this technique look for the other word for one word, but in paraphrasing the synonym is for the whole sentence. The last but not least is correlating the idiom into the actual context. This technique has been used by the Participants to correlate the sentence with the idiom, because there are a lot of idioms must be followed by a sentence. So, in order to make the

idiom easier to understand they correlate the idiom into the actual context of the sentence. There are three new efforts in this research which can be used in order to overcome with the difficulties in understanding Idiomatic expression. The efforts are reading the sentence repeatedly, having logical understanding and correlating the idiom into the actual context.

Suggestion

The researcher presents the suggestion based on the result of the research. This recommendation is for the students, for researcher, and for the lecturers.

For the students. Students could use this research as their reference to evaluate their English skill especially Idiomatic expression and also the students can use this research in order to know the difficulties and also how to cope the difficulties in idiomatic expression. The researcher also hoped that students could learn from their senior's experience and make it a motivation to learn idiomatic expression properly.

For future researcher. This research could be their references to study about English idiomatic expression deeper in other perspective. The researcher hoped that the future researcher can study this research using another method so that the result will be wider and useful for English Education Department UMY at the future. In addition, the future researcher could undertake the best strategies to learning English idiomatic expression.

For the lecturers. Students of English Education Department have a lot of issues in understand the meaning of idiomatic expression in their daily conversation at the

class. To be considered that idiom is important and useful in English for academic purpose or English for daily conversation, the researcher hoped that idiomatic expression could be one of the materials in the English Education Department class.