**THE ANALYSIS OF IDIOMATIC EXPRESSIONS FOUND IN MICHAEL JACKSON’S SELECTED SONG LYRICS AND ITS APPLICATION FOR TEACHING READING**

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**Abstract**. This research aims to find out the types and the meaning of idiomatic expressions found in five song lyrics written by Michael Jackson and its implementation for teaching reading. The five song lyrics are entitled *This Is It, Dangerous, Bad, Beat It* and *Earth Song*. The researchers use a descriptive qualitative method to analyze the idiomatic expressions in five song lyrics written by Michael Jackson. The researchers used Mc Charty and O’Dell’s theories (2017) to clasify the types of idiomatic expressions. Then the researchers applied this research result into lesson plan based on the syllabus of twelfth grade of senior high school. After analyzing the data, the researchers found that there are four types of idiomatic expressions found in five song lyrics written by Michael Jackson, namely Clichés and fixed statements, Simile, Binomial, and Proverb. There is one datum of Simile (1.5%), one datum of Binomial (1.5%), one datum of Proverb (1.5%), and sixty four data of Clichés and fixed statements (95.5%). Idiomatic expression from other languages are not found in the five Michael Jackson’s selected song lyrics. Clichés and fixed statements are the most dominant idiomatic expressions. There are sixty four data of Clichés and fixed statements in the percentage of 95.5%. The findings of this research can be implemented for teaching reading to the twelfth grade of senior high school.

**Keywords**: Idiomatic expressions, Michael Jackson’s selected song lyrics, teaching reading

1. **Introduction**

Idioms are words, phrases, and expressions that it has different meanings of each word. Moreover, Ammer (2013:6) state that Idioms are a group of words, it has some different meanings from the meanings of those words usually means[1]. Idiomatic expression has function as a single unit that can not be translated literally[2]. For examples, “get off my back!” that means *do not* *bother me anymore*, “you hit the nail on the head” that means *that was right*, “rain cats and dogs” that means the *rain is heavy*[3]. Idioms are used in language in the form of written and spoken. Idioms give color and art to language by combining words to convey a meaning[4]. Idioms are formed by the culture of the language users, providing an overview of the history, culture, and views of its users. Idioms always develop from time to time following the times and culture. Many words changes in to idioms. Some idioms are no longer used, and many new idioms are formed following the changing times and culture. Idioms express various kinds of feelings of a person, from joy, sadness, love, hate, and many more. Idioms in English are quite confusing for someone who uses English as a foreign language, especially for students who are learning English. However, idioms are fun and not boring to learn. Idioms are also used in literary works. In written forms idioms are used in novels, poems, song lyrics, whether in spoken forms idioms are used in movies, dramas, and songs.

 The messages in a song are conveyed through the lyrics of the song, while the music is only a supporter in delivering the message. Song is art, which the singer uses to convey what the singer wants to convey[5]. Songs are one kind of literature that is very entertaining, especially for the students. Almost all of the students are happy to sing a song but many of them did not understand the meaning of song lyrics. Understanding the meaning of song lyrics can be done through reading. Students will understand the lyrics but can not understand the whole meaning of the song because many songs use idiomatic expressions to express the feeling of the singer. It is very important for the students to learn idiomatic expressions. When the students understand the idiomatic expressions and whole meanings of the song, they will sing with enjoyment and they will be confident to themselves. Reading the song lyric is one way to learn idioms. Furthermore, (Fry 2007:43) state that Song lyrics help to teach reading because of many repetitions so that the students are easy to memorize and hence them[6]. There are many popular songs that contain idioms and one of them is Michael Jackson’s song. Michael Jackson’s song is very popular because he is the king of Pop music.

1. **Literature Review**
2. **Idiomatic Expressions**

An idiom is a set of words arranged in a fixed order with a specific meaning that is different from the meaning of each word itself and cannot be translated literally. The meaning of idiomatic expressions also depends on the context in which they are used. Moreover, Mc Charty and O’Dell (2017:6) state that Idiom is fixed combinations of many words, and it is usually difficult to guess the meaning of each word in it[7]. For example, “I *put my foot in it*in that day at Toni's house, I asked him if he was going to marry Rina”, what does that mean? Unless we know that *put my foot in it* means accidentally saying something that embarrasses someone and upsets, it is hard to know exactly what the phrase means because the phrase has an idiomatic meaning[7].

1. **Types of Idiomatic Expressions**

In each language, there are certain patterns which most important, and the formation of the new idiom has different types. Based on comparison Mc Charty and O’Dell (2017:22-30) state that idiom is divided into five types, they are[7]:

1. Similes

Similes are expressions that compare two or more things, they are always followed by the words *as* or *like*. The use of simile is designed to enrich spoken and written English and make the comparisons more meaningful[7]. The follows are some examples of similes;

1. My sister's skin is *as smooth as silk*.(the meaning is very smooth)
2. My sister's *as thin as a rake*.(the meaning is that my sister’s body extremely thin)
3. Peppy is *as bright as a button*.(the meaning is that Peppy is very clever)
4. His new Tshirt *fits like a*glove. He like it. (the meaning is very well)
5. Jenny claimed that she *as poor as a church mouse*,but I knew that she was rich. (the meaning is that she is very poor)
6. Binomials

 Binomial is an idiom in which two words are joined by a conjunction, usually using conjunction *and*. The two words have fixed order. For example: "Tackling climate change is not a *black and white* issue." People always say *black and white,* it can not be changed to *black and white*[7]. The follows are some examples of binomials and the classification.

1. Synonym (words that has same meaning) : Siska's works are always very *neat and tidy.*
2. Opposite : If I buy one of the cheaper speakers, the sound of the speaker may be a bit *hit and miss*. (It means sometimes bad or sometimes good)
3. Same word : We finished the race horse *neck and neck*.( It means equal)
4. Rhyming : Table in my kitchen take a lot of *wear and tear*.(It means damage because of everyday use)
5. Alliterative : The players' legs were *black and blue* after the game. (It means very bruised)
6. Joined by words other than the word *and* : All the way to the hospital, the traffic was *bumper to bumper* (very heavy).Vera gained the monkey's confidence *little by little* (gradually). The restaurant must be worth a quarter of a billion dollars, *give or take*a few thousands (plus or minus).
7. Trinomial is the same type with Binomial in which three words are joined together. For example “We have looked *here, there and everywhere*for our cats but we can not find them.”
8. Proverbs

 Proverbs are short sentences which refer to something most people have experienced and which give advice or warnings. Like idioms, their form is fixed, and it is not always possible to guess the meaning from looking at the individual words[7].

1. Positive situation

The follows are some conversations that contain proverbs. Proverbs are used by the second speakers to answer the first speakers.

A: “I want to solve this problem, and I am sure I could find the solution.”

B: “Yeah. *Where there's a will, there's a way*.(It means that if you really want to achieve something, you can)

A: “I will have to invest my savings and work hard beacuse there is still a chance that the project will not succeed.”

B: “Yeah, but *nothing ventured, nothing gained*.”(It means that we need to take some risks to achieve what we want)

A: “He was sad when he did not get into that university, but at least it makes him could be with us to go travelling.”

B: “Yes*. Every cloud has a silver lining*.” (It means that there are many good things in bad situations)

A: “He has different job in a day and it is never boring.”

B: “Yeah, *variety is the spice of life*.” (It means that change makes this life interesting and not boring)

A: “Susanti thinks that impossible to get a new job so that she set up her own business.”

B: “Yeah, that is a good idea. ***Necessity*** *is the mother of invention*.”(It means that if we really want to do something, we could the find way)

1. Negative situation

The follows are some conversations that contain proverbs. Proverbs are used by the second speakers to answer the first speakers.

A: ”Joni ended his relationship with Siti. The next day his friend Slamet met Siti in the bar.”

B: “Well. *All is fair in love and war.*”(It means that in competition or romantic situation, all of behaviour are acceptable.)

A: “Ani was angry. Her car has been stolen and her phone broken.”

B: “My God bless her. *It never rains but it pours*.”(It means that many problems are happen together in a day)

A: “Jono wonder why Rina and Paino have broken up last week.”

B: “I know. *It takes two to tango*.” (It means that both of them are equally responsible with their relationship.)

1. Clichés and fixed statements
2. Clichés

 Cliche idioms are some comments that are frequently used in everyday conversations. Cliches are idioms that are overused and they become familiar. Cliches are often used in newspaper headlines or advertising slogans[7]. The follows are some examples of clichés;

1. *There are plenty more fish in the ocean*.(It means there are many possibilities or opportunities in every situation. It is often used to cheer up someone when he or she lost an opportunity or unsuccessful.)
2. *Look on the bright side.* (It means try to find good things in every situation, mostly bad situation. Frequently, it is followed by some explanations of good possibilities. For example, when you failed in a job interview and then your mother told you that if you got the job, may be you would not have enjoyed it.)
3. *Truth will out!*(It means that the truth will always discovered.)
4. *Enough is as good as a feast.*(It means that we should not have more somethings than we need. For example food.)
5. *It's easy to be wise after the event or Hindsight is a wonderful thing.* (It means that when we know what will happens, it is easy to tell what we should do.)
6. Fixed Statements

 A fixed statement is a statement that is often used in certain common, everyday conversations or situations. It is an idiom in the form of a statement that has function as a single unit.

**Table 1.** Example of fixed statements[7]

|  |  |
| --- | --- |
| **Idioms** | **Meaning** |
| *I will believe it when I see it.* | I am doubtful that it would happen. |
| *Good riddance!* | I am happy because (something or someone) has gone. |
| *Take it easy!* | Calm down! or Relax! |
| *Get your skates on!* | Hurry up! |
| *Mum's the word.* | I promise you, not to tell your secret. |
| *Fair's fair.* | His behaviours are reasonable. |
| *So far, so good.* | Up to this point, everythings is good. |
| *Give me a break!* | Do not criticising me anymore! |

1. Other languages

 Many words from other languages are used in English, for example from Latin and French[7].

1. Latin

**Table 2.** Example of other languages from Latin[7]

|  |  |  |
| --- | --- | --- |
| **Idioms** | **Example** | **Meaning** |
| *Ad hoc* | Since then, he has been paid on an *ad hoc*basis. | Not planned, but scheduled or executed as needed. |
| *Ad Infinitum* | Her list of requests seems to go on *ad infinitum*. | Forever or without end. |
| *Compos mentis* | She is perfectly *compos mentis* even though she was 90.  | She can control her actions or she was healthy. |
| *De facto* | The *de facto*head of this organisation is Slamet. | Already exist but not officially approved. |
| *Non sequitur* | Hani's answer seems like *non sequitur*to me. | A statement that seems unrelated to what was said earlier |
| *Status quo* | The Liberals want a change but the Conservatives are still preserve the*status quo*. | The current situation |

1. French

A: “Are they aware of our safety or health procedures?”

B: “Yes. They are really *au fait*withus” (The words *au fait* means knowledgeable about something)

A: “She hate someone who talk on his mobile phone loudly on the bus*.*”

B: “Yeah, me too. He is absolutely *bête noire.*” (The words *bête noire* meansmost disliked person)

A: “Today’s weather is beautiful and I have to study now for my exams.”

B: “Well, It is always like that. *C'est la vie!*” (The words *c'est la vie* usualy are used when we do not like something, but we have to accept it)

A: “This course only for the best students*.*”

B: “Of course, We are the *crème de la crème.*” (The words *crème de la crème* means *very best*)

A: “We wish she would consulted with the tecaher first before changing some systems in the computer.”

B: “Yeah. We just want she to give us *a fait accompli.*” (The words *a fait accompli* means thefinal decision)

A: “He must try even harder to educate his children.”

B: “Of course. He has a *laissez-faire*approach, right?” (the words *laissez-faire* here means that he don't want to control his child)

A: “The younger generation is criticized by the older generation! Nothing new about it.”

B: “Yeah, *plus ca change!*” (The words *plus ca* change means some things stay the same even when times change.)[7]

1. **Song**

According to Setiawati & Maryani (2018), Song is a type of poetry that is performed by singing and is accompanied by musical instruments[8], [9]. A song can be sung alone or solo, in a duet, or in a trio. A song that is sung by more than three people is called a chorus. Song lyrics have their own characteristics depending on the author. For example, a characteristic of song is poetic and rhyming. People who sing songs are called singers or vocalists, while their actions are called singing[7].

1. **Song Lyrics**

According to Dallin (2013) cited in Setiawati & Maryani (2018), Lyrics are printed as a formiof communication between the author and the readers[8]. The lyrics usually consist of several stanzas and a chorus. The author of a song lyric is called a lyricist. The words in the expanded musical content such as opera are called "libretto" and the author is called "librettist". Song lyrics usually have explicit and implied meanings[10].

1. **Song Structure**

Song structure is the composition of a song which is part of the songwriting process. The structure of a song has several parts that are used many times. According toMaddage (2004), some of the most frequently used parts in modern popular music are introduction - verse - pre-chorus - chorus - verse - pre-chorus - chorus - bridge (used in the middle eight) - chorus - outro[11],[12].

1. **Kind of Songs**

Based on www.wikipedia.org/wiki/song cited in Clara Puspita (2018), there are many kinds of song, but here the researchers would focus in only four kinds of songs as follows[5]:

1. Pop song. A pop song is one of several parts of a popular song. Currently, the most popular music genre in the world is pop songs. Pop songs are made for several age groups in society, from young people to adults[13].
2. Rock n roll. Rock n roll is a type of music made for teenagers. This music explains a lot about the life of teenagers. The lyrics articulate various teenage problems such as at school, relationships with parents, and most importantly love stories. This music has a very strong tone that characterizes this music[13].
3. Rock music. Rock music is a genre of music that originated in the United States. Rock music was created in the mid-1950s, then rock music is increasingly popular in most countries of the world. A famous band from Liverpool, England, called "The Beatles" introduced rock music to the whole world in 1962 and made both rock music and "The Beatles" very popular[13].
4. Hip-Hop. Hip-Hop is a new music genre that has the meaning of a cultural movement. As we should know, rap is a part of hip hop music culture. The music is black and brown. While other music is a part of hip hop music and what gives us a rough funk is the groove or beat. The real hip hop music was introduced in New York City of America in the 1970s when block parties became commonplace[13].
5. **Michael Jackson**

Michael Joseph Jackson was born on August 29, 1958 and he died on June 25, 2009). He is an American singer and songwriter. He is also a dancer. He is a pop singer who has the nickname "King of Pop". He became one of the most important cultural figures in the world of the 20th century. He popularized many highly complex dance moves such as the moonwalk and robots through stage performances and videos. His fine voice and distinctive style have influenced many artists of various genres in different countries. He has been a global figure in highly popular culture for more than four decades for his contributions to music, dance and fashion. Likewise with his private life which is published to the public. In the history of popular music, Michael is the artist with the most awards[14].

1. **Teaching Reading**
2. Teaching

 Teaching is a process guiding the students. While learning, the students are helped to create some skills. The teacher also giving knowledge, morals,and values. Sequeira (2012:3) state that teaching is the process of conveying knowledge to students and also monitoring the progress of students in the classroom[15].

1. Reading

 According to Andini (2019:33), reading is a skill that is very important to get some pieces of information in a written text[16]. The students should be able to master reading skills because they not only read the written text, but they also have to comprehend the written text to get the meaning and some important information. So that the students should be able to do scanning, reviewing, guessing, interpreting, and many more[17].

1. The application of idiom in teaching reading in Senior High School

 There are some strategies in learning idom in a song. One of the strategy is by reading the lyrics. Reading skills are very important that should be mastered by students such as scanning, predicting, and interpreting. Students should be able to scan the idioms and its types in a song lyrics by focus on the characteristic of each type of idiom. And then predicting the social function, theme and messages of the song lyrics by read the title, the first stanza of verse, bridge and chorus. The last is interpreting the meaning of song lyrics and idioms in it by read the whole lyrics and search for other resources such as on the internet and dictionaries.

1. **Method**

 Qualitative research has common characteristics, namely, an inductive approach used to build knowledge, an inductive approach aims to generate meaning[18]. The researchers used descriptive qualitative because the researchers would like to describe idiomatic expressions found in five Michael Jackson’s selected song lyrics. The researchers would like to analyze the types of idiomatic expressions and its meaning to get the result for this research.

The objects of this research are five Michael Jackson’s selected song lyrics entitled *This Is It, Dangerous, Bad, Beat It* and *Earth Song* [19]*,*[20]*,*[21]*,*[22]*,*[23]. The song lyrics took from the internet. In this research, the researchers used some steps to analyze the data. The first is the researchers used Mc Charty and O’Dell’s theories (2017) to identify and classify the types of idiomatic expressions. The next is the researchers interpreted the meaning using McGraw­­-Hill’s Dictionary of American Idioms by Richard A. Spears, Ph.D. (2005), The American Heritage dictionary of idioms by Christine Ammer (2013) and Cambridge Advanced Learner’s Dictionary by Cambridge University Press (2008). The last is the researchers drew conclusion on the result of the analysis. [7]. [24]. [1]. [9]

1. **Findings and Discussion**
2. **Findings**

 The researchers used Mc Charty and O’Dell’s theories (2017) to clasify the types of idiomatic expressions in the song lyrics. The song lyrics are entitled *This Is It, Dangerous, Bad, Beat It* and *Earth Song*. There are four types of idiomatic expressions found in the five song lyrics. They are in the form of *Simile, Binomial, Proverb* and *Clichés and fixed statements*. To make the readers easy to read and understand, the researchers presents the result of the data analysis in a table as follows.

**Table 3.** The types of idiomatic expressions found in Michael Jackson’s selected song lyrics

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Types of Idiomatic Expressions** | **Frequency** | **Precentages** |
| 1 | Simile | 1 frequency | 1.5% |
| 2 | Binomial | 1 frequency | 1.5% |
| 3 | Proverb | 1 frequency | 1.5% |
| 4 | Clichés and fixed statements | 64 frequency | 95.5% |
| 5 | Other languages | - | - |
| **Total** | 67 frequency | 100% |

From the table 3 above, it can be stated that:

 There are 4 types of idiomatic expressions in five Michael Jackson’s selected song lyrics, namely *Simile, Binomial, Proverb*, and *Clichés and fixed statements*. The table shows that there is 1 datum of Simile (1.5%), 1 datum of Binomial (1.5%), 1 datum of Proverb (1.5%), and 64 data of Clichés and fixed statements (95.5%). Idiomatic expression from other language is not found in the five Michael Jackson’s selected song lyrics. Clichés and fixed statements are the most dominant idiomatic expressions found. There are 64 data of Clichés and fixed statements in the percentage of 95.5%.

1. **Discussion**

 The followings are five song lyrics written by Michael Jackson. The first is a song lyric entitled “This Is It”. There are eight idiomatic expressions found in the *This Is It*song. The eight idiomatic expressions are in the form of Clichés and fixed statements. Each of the expressions is discussed in the table below.

**Table 4.** Idiomatic expressions of *This Is It*song[19].

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Idiomatic Expressions** | **Types of Idiomatic Expression**  | **Meaning** |
| 1 | *This is it* | Clichés and fixed statements | This is the thing that he has been looking or waiting for. |
| 2 | And I know yes *for sure* it is real | Clichés and fixed statements | For certain or without doubt. |
| 3 | And it feels *as though* I've seen your face a thousand times | Clichés and fixed statemetns | He feels like saw her many times. |
| 4 | *Falling in love* wasn't my plan | Clichés and fixed statements | To be very attracted to her and begin to love her. |
| 5 | *Come on* baby just understand | Clichés and fixed statements | Please, oblige me! |
| 6 | I'm the light of the world, *run away* | Clichés and fixed statements | To leave from a place or somebody secretly. |
| 7 | *In love* | Clichés and fixed statements | Feeling love for her. |
| 8 | And you said to me you don't want me *hanging round* | Clichés and fixed statements | To spend time with her. |

Data analysis:

All of the idiomatic expressions in this song belong to Clichés and fixed statements because they are frequently used in daily conversation.

 The second is the song lyric entitled “Dangerous”. There are eleven idiomatic expressions found in *Dangerous*song. They are nine idiomatic expressions in the form of Clichés and fixed statements, one idiomatic expression in the form of Binomial, and one idiomatic expression in the form of Simile. Each of the expressions is discussed in the table below.

**Table 5.** Idiomatic expressions of *Dangerous*song[20].

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Idiomatic Expressions** | **Types of Idiomatic Expression**  | **Meaning** |
| 1 | I knew right *then and there* | Clichés and fixed statements | Right at that time and place. |
| 2 | Every head turned feeling *passion and lust* | Binomial | Every person can feel she is so passionately. |
| 3 | *Throw away* my time | Clichés and fixed statements | Waste his time. |
| 4 | But you're *no damn good* for me | Clichés and fixed statements | She is morally bad for him. |
| 5 | She *came at* me in sections with the eyes of desire | Clichés and fixed statements | She make Michael feel threatened. |
| 6 | I *fell trapped into* her web of *sin* | Clichés and fixed statements | He get into a difficult situation and be drawn into bad behaviour. |
| 7 | I was at *the point of no return* | Clichés and fixed statements | It is too late to go back. He is already seduced by her. |
| 8 | I never knew, but I was living *in vain* | Clichés and fixed statements | useless or a failure. |
| 9 | My baby *walked out* the door | Clichés and fixed statements | She leave his house. |
| 10 | I cannot cope 'til it's *all right* | Clichés and fixed statements | Until he feel well, good, or okay. |
| 11 | But her inner spirit and words were *as sharp as a two-edged sword* | Simile | She is very intelligent. |

Data analysis:

Idiom in number 2 (passion and lust) belongs to Binomial because there is the conjunction “and” between the words “passion” and “lust”. The words “passion” and “lust” also have a similar meaning. Idiom in number 11 (as sharp as a two-edged sword) belongs to Simile because it can be indicated by the word “as” that compares two things. Idiom in numbers 1, 3 to 10 belongs to Clichés and fixed statements because they are frequently used in daily conversation.

 The third is the song lyric entitled “Bad”. There are thirteen idiomatic expressions found in *Bad*song. They are twelve idiomatic expressions in the form of Clichés and fixed statements and one idiomatic expression in the form of Proverb. Each of the expressions is discussed in the table below.

**Table 6.** Idiomatic expressions of *Bad*song[21].

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Idiomatic Expressions** | **Types of Idiomatic Expression**  | **Meaning** |
| 1 | Just *show your face* | Clichés and fixed statements | To appear somewehre so that Michael can see the man. |
| 2 | *In broad daylight* | Clichés and fixed statements | Clearly visible or in the open light of day |
| 3 | *Lay it on me* | Clichés and fixed statements | Give the gun to me. |
| 4 | *All right* | Clichés and fixed statements | Good or satisfactory. |
| 5 | Or*let it be* | Clichés and fixed statements | Leave the situation alone as it is. |
| 6 | Just *watch your mouth* | Clichés and fixed statements | Pay attention to what you are say saying! Do not say anything rude! |
| 7 | Well they say *the sky's the limit* | Clichés and fixed statements | There is no limit. |
| 8 | Just *wait 'til I get through* | Clichés and fixed statements | he will make them understand. |
| 9 | And the whole world has to answer *right now* | Clichés and fixed statements | Immediately. |
| 10 | Gonna *lock you up* | Clichés and fixed statements | He going to confine or imprison them. |
| 11 | *Before too long* | Clichés and fixed statements | Soon or before too late. |
| 12 | So*listen up* | Clichés and fixed statements | To listen carefully. |
| 13 | Your *talk is cheap* | Proverb | It is easier to say you will do something than to actually do it. |

Data analysis:

Idioms in numbers 1 to 12 belongs to Clichés and fixed statements because they are frequently used in daily conversation. Idiom in number 13 (talk is cheap) belongs to Proverb because it refers to something most people have experienced.

 The fourth is the song lyric entitled “Beat It”. There are three idiomatic expressions found in the *Beat It*song. They are in the form of Clichés and fixed statements. Each of the expressions is discussed in the table below.

**Table 7.** Idiomatic expressions of *Beat It* song[22].

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Idiomatic Expressions** | **Types of Idiomatic Expression**  | **Meaning** |
| 1 | So*beat it,*just*beat it* | Clichés and fixed statements | Go away! |
| 2 | They're *out to get*you, better leave while you can | Clichés and fixed statements | Intending to harm him in particular. |
| 3 | You're *playin' with* your life, this ain't no truth or dare | Clichés and fixed statements | To toy or risk his life. |

Data analysis:

Idioms in numbers 1 to 3 belongs to Clichés and fixed statements because they are frequently used in daily conversation.

 The fifth is the song lyric entitled “Earth Song”. There are thirty-two idiomatic expressions found in *Earth Song*. They are in the form of Clichés and fixed statements. Each of the expressions is discussed in the table below.

**Table 8.** Idiomatic expressions of *Earth Song*[23].

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Idiomatic Expressions** | **Types of Idiomatic Expression**  | **Meaning** |
| 1 | *What about*sunrise | Clichés and fixed statements | What do you think of sunrise? |
| 2 | *What about* rain | Clichés and fixed statements | What do you think of rain? |
| 3 | *What about* all the things | Clichés and fixed statements | What do you think of all the things? |
| 4 | *What about*killing fields | Clichés and fixed statements | What do you think of killing fields? |
| 5 | *What about*all the peace | Clichés and fixed statements | What do you think of all the peace? |
| 6 | *What about*flowering fields | Clichés and fixed statements | What do you think of flowering fields? |
| 7 | *What about*all the dreams | Clichés and fixed statements | What do you think of all the dreams? |
| 8 | I*used to*dream | Clichés and fixed statements | Habituated to dream in the past. |
| 9 | I *used to* glance beyond the stars | Clichés and fixed statements | Habituated to watch the stars in the past. |
| 10 | Hey, *what about* yesterday | Clichés and fixed statements | What do you think of yesterday? |
| 11 | *What about* us | Clichés and fixed statements | What do you think of us? |
| 12 | *What about* the seas | Clichés and fixed statements | What do you think of the seas? |
| 13 | *What about* Africans | Clichés and fixed statements | What do you think of Africans? |
| 14 | *What about* nature’s worth | Clichés and fixed statements | What do you think of nature’s worth? |
| 15 | *What about* animals | Clichés and fixed statements | What do you think of animals? |
| 16 | *What about it* | Clichés and fixed statements | What should we do? |
| 17 | *Turned* kingdoms *to dust* | Clichés and fixed statements | Destroy this earth to become worth nothing. |
| 18 | *What about* elephants | Clichés and fixed statements | What do you think of elephants? |
| 19 | *What about* crying whales | Clichés and fixed statements | What do you think of crying whales? |
| 20 | *What about* forest trails | Clichés and fixed statements | What do you think of forest trail? |
| 21 | *What about* the holy land | Clichés and fixed statements | What do you think of the holy land? |
| 22 | *What about* the common man | Clichés and fixed statements | What do you think of the common man? |
| 23 | *What about* children dying | Clichés and fixed statements | What do you think of children dying? |
| 24 | Where did we *go wrong* | Clichés and fixed statements | Where did our mistakes? |
| 25 | *What about* baby boy | Clichés and fixed statements | What do you think of baby boy? |
| 26 | *What about*the days | Clichés and fixed statements | What do you think of the days? |
| 27 | *What about*all their joy | Clichés and fixed statements | What do you think of all their joy? |
| 28 | *What about*the man | Clichés and fixed statements | What do you think of the man? |
| 29 | *What about*the crying man | Clichés and fixed statements | What do you think of the crying man? |
| 30 | *What about*Abraham | Clichés and fixed statements | What do you think of Abraham? |
| 31 | *What about*death again | Clichés and fixed statements | What do you think of death again? |
| 32 | Do we*give a damn* | Clichés and fixed statements | Do we care about all of that? |

Data analysis:

All of the idiomatic expressions in this song are belong to Clichés and fixed statements because they are frequently used in daily conversation.

1. **Conclusion and Suggestion**
2. **Conclusion**

 After analyzing the five Michael Jackson’s selected song lyrics entitled *This Is It, Dangerous, Bad, Beat It, and Earth Song*, it can be concluded that;

 There are 67 idiomatic expressions found in five Michael Jackson’s selected song lyrics; 8 Clichés and fixed statements found in **This Is It** song. There are 9 Clichés and fixed statements, 1 Binomial, and 1 Simile found in **Dangerous** song; there are 12 Clichés and fixed statements and 1 Proverb found in **Bad** song; there are 3 Clichés and fixed statements found in **Beat It** song and 32 Clichés and fixed statements found in **Earth Song**; there are 4 types of idiomatic expressions found in five Michael Jackson’s selected song lyrics, namely *Simile, Binomial, Proverb* and *Clichés and fixed statements*; there is 1 datum of Simile (1.5%), 1 datum of Binomial (1.5%), 1 datum of Proverb (1.5%), and 64 data of Clichés and fixed statements (95.5%); Clichés and fixed statements are the most dominant idiomatic expressions found; there are 64 data of Clichés and fixed statements in the percentage of 95.5%.

 The result of this research can be implemented for teaching reading skill using types of idiomatic expressions found in five song lyrics written by Michael Jackson to the twelfth grade of senior high school.

1. **Suggestion**

 Based on the conclusion above, the researchers would like to give some suggestions especially for teachers, students, and other researchers. For teachers, the researchers suggest that the lyrics of Michael Jackson's songs can be used as teaching materials for reading about idiomatic expressions. Teachers should improve learning methods about idiomatic expressions so that students are able to use idiomatic expressions and understand their meanings. Then for students, students should be more active in learning idiomatic expressions and enriching knowledge about idiomatic expressions and their meanings, because idiomatic expressions are often used in everyday conversation by native speakers. And lastly, the researchers would like to suggest for further researcher, because this research still has many shortcomings, the next researcher can conduct further research that can improve this research. Future researchers can expand the research subject or use a different setting.

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