Idiomatic Expression in Poetry as Authentic Materials for Teaching English at Senior High Schools

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Abstract. Idioms are a component of a word group or a sentence that incorporates two or more words with a meaning that contrasts with their literal meaning. Additionally, idioms are an excellent way to enhance sentences. This study examines types of idiomatic expressions in Emily Dickinson's Selected Poems and their relevance to K-13 basic competence for High School eleventh grade. This study employed qualitative research to examine types of idiomatic expressions in Emily Dickinson's "Emily Dickinson Selected Poems" using checklist tables as an instrument. The findings revealed that there are 45 Dickinson poems, focusing on life, love, nature, special abilities, and friendship, and identified five poems containing idiomatic expressions. These expressions can be authentic materials for English Language Teaching in Indonesian high schools. This study concludes that Dickinson's book is authentic material for teaching English in senior high schools. The researcher suggests using the findings for teaching English in senior high schools, improving students' understanding of idiomatic expressions, and analyzing idiomatic expressions in other authentic materials.

Keywords: Keywords: Authentic Materials, Idiomatic Expression, Poetry

1. INTRODUCTION

Idioms constitute an aspect of a word group or a sentence that combines two or more words and has a contrasting meaning from their literal meaning. Furthermore, idioms are a great way to adorn sentences. As Göçmen et al. (2012) (cited in their article) note, Aksoy (1988) defines idioms as Clichés, which are phrases or sentences with a meaning beyond their literal sense due to the arrangement of words within them or the type of syntax employed. Idioms are figurative language constructions that resemble adverbs, nouns, coupled verbs, or adjectives but convey ideas, thoughts, and emotions in a non-standard pattern. Idioms are idiomatic expressions that commonly consist of two words or more. Idioms add a lot of variety and fun to spoken and written English. As mentioned by de Caro (2009), without idioms, the diversity and sense of humor of spoken and written English would be much diminished. Written English is one of several applications of the English language

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in constructing original words: the poem, poetry, essay, song lyrics, and any other material written in English.

Idioms have cultural nuance, which strongly correlates with the social community. For a complete comprehension of expressions, one must first be capable of fully understanding the context in which the idioms are applied. The Indonesian English Language Teaching curriculum requires understanding contextual meaning when teaching English. In particular, basic competence involves interpreting the meaning within a contextually related way, considering the social functions, structure of the text, and language elements of specific texts in poem form, which are related to teenagers' real-life experiences.

Authentic material is essential for students' understanding of the context-based interpretation of an idiomatic expression in poems. This is because the actual social role of language is reflected in its context of use. This means that in teaching and learning, we need to use materials that are suitable for teaching and learning activities.

Hymes (1971) remarked that such a competency theory proposes ideal objects in abstraction from sociocultural characteristics that might be included in their description. Additionally, it is believed that competence development is primarily independent of sociocultural aspects and necessitates speech in the child's society. Hence, those applied to explain idioms connect to authentic materials on social, community, and cultural factors. In this kind of learning, in which lessons and practices are created with "real-life" applicability in mind, the theory behind this technique is that when students can relate to the content, they are more likely to put forth an effort and indicate a higher level of understanding. "Contextualized learning" and "theme-based curriculum" are related concepts (Herold, 2012).

Using authentic resources as learning materials in the classroom enables students to become more engaged in their studies and achieve significant success. The students can benefit from applying authentic resources in educational environments and the benefits that accrue to their capacity to participate effectively in their communities outside of school. According to Jacobson, et al. (2003), educators who would like to use "authentic" or "learner contextualized" activities and materials assume that doing so provides the students with a significantly more meaningful education and better meets their individual needs because the actions and materials based on the learners' real-world experiences as Sonia and Kurniasy (2020), in their article Reeves (2007) state that authentic sources can come in various forms, including restaurant receipts, books, research papers, promotional flyers, broadcast media, digital communication, and consumer products. Authentic materials can come from any Book form, including fiction, Poetry, or even a Legend.

As cited from Irmawati (2014), Edgar Alan Poe claimed that most poetry consists of a sequence of phrases that have been ordered so that they might flow across and resonate with one another. Furthermore, as cited in Irmawati (2014), Edwin Arlington Robinson stated that poems have many forms of written expression that extend beyond the number of words used to communicate their ideas and evoke an emotional reaction in the reader. Poetry is a form of language competence intended to provoke an emotional reaction from the reader while the poem is being read. This response can be positive or negative. Poetry is a collection of lovely words that include many idiomatic expressions without literal meanings, which can evoke emotions in individuals during everyday activities. Furthermore, idiomatic expressions in English are frequently used on both official and unofficial occasions. As cited by Thyab (2016), idiomatic

phrases are commonly employed in both formal and informal written and spoken English. Several academic researchers have already conducted studies similar to this one.

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Idiomatic phrases or actual materials must be used in this context, as driven by Arifin et al. (2020) and the Indonesian author Pramoedya Ananta Toer, in his works of Indonesian literature, particularly in the novel "Gadis Pantai," the first previous study. They focused their attention on a novel's usage of specific verbal idioms. The book was analyzed in terms of idiomatic expressions. This study has already been successfully conducted, analyzing an Indonesian novel to determine the types of simple terms employed in the story. The second research article, by Thyab (2016), discusses the necessity of idiomatic expressions for English language students who do not use the English language as their native language. Fausia (2018) Investigated the effectiveness of using idiomatic expressions on students' writing ability skills in the intermediate Class of Cambridge English College. The investigation was carried out using a methodology known as quasi-experimental research. The findings of this study indicate that students' writing abilities have improved significantly due to their increased use of idiomatic expressions. Yet, this conclusion may be correct using other, more precise methods.

Annisa and Nurlaila (2019) conducted a comprehensive investigation of the past occurrences. This study was conducted to reference previously published research on phrasal verbs present within the most current album by Maroon 5. Hence, Wafa (2016), as the previous researcher, investigated the prospect by using real-world materials to assist Students in enhancing their ability to produce descriptive writing. This would be achieved by supporting students in developing their writing skills. In addition, it's feasible that more in-depth analysis would enable the potential for the media to become more fascinating. The media environment can shift as a result of further studies. The following study can change the media. Poetry can be used as authentic materials to conduct the subsequent study. Refers to the measurement carried out by Fathma et al. (2020) According to this research, many learners now enrolled in the fourth semester of their academic experience are already proficient with idiomatic expressions. Sonia and Kurniasy (2020) carried out the most exhaustive inquiry conceivable. This investigation was conducted to identify the various causal terms that functioned as authentic materials in the different versions of Pride and Prejudice that were initially produced.

Based on the research findings, it is possible to deduce that most studies focus on using idiomatic expressions in academic settings. This can be concluded from studies. Despite this, the findings of these studies have not yet provided any suggestions regarding which idiomatic expressions in a poem may be used as authentic materials. Meanwhile, with numerous tasks related to teaching and learning, teachers may not have sufficient time to analyze and find appropriate authentic materials, particularly those containing idiomatic expressions. Hence, the researcher who can recommend lists of idiomatic expressions that Teachers and Students can easily pick up is worth doing. The output of such research will be highly beneficial, as it will not only save time in the search process but also confirm the suitability of the materials as they are collected, based on a thorough academic analysis. It is for this purpose that this research is going to be conducted. This study is suitable for learners in the senior year of high school, considering the basic competencies taught in senior year high school specialization classes that use poetry as the material (language program). This study aims to identify idiomatic expressions in poetry as authentic high school materials. The researcher chose an anthology book entitled "Emily Dickinson Selected Poems" to analyze idiomatic expressions due to their relevance to the basic competence of the K-13 curriculum for eleventh-grade senior high school. Dickinson's

anthology book includes themes related to students' real-world experiences and basic competencies, such as nature, love, life, time, and eternity. In considering the discussion

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above that was presented earlier as background, the research question may be stated as: What are the idiomatic expressions of Dickinson's selected poem that can be used as authentic materials for ELT in Indonesian high schools?

2. METHOD

The qualitative research design was employed in this investigation to ensure that the research question could be addressed with non-numeric information, utilizing descriptive text. According to Creswell (2018), qualitative research is one approach that can be used to study and understand the significance that various individuals engage with in issues related to society or humanity. Qualitative research encompasses several methods, including case study, personal experience, introspection, life story, interview, observational study, historical research, interactional research, and visual text. These items reflect both every day and challenging experiences, in addition to their significance in human lives. As a result, the focus of this analysis is to collect visual-textual materials from poetry that are connected to the social environment, providing authentic resources. A qualitative approach is appropriate for this investigation. This is because the study aims to gather information of this nature. This study was conducted to provide authentic materials.

3. RESULT

3.1 Idiomatic Expressions of Dickinson's Selected Poem

In the context of this study, the purpose of this finding is to respond to the research question: What idiomatic expressions of Dickinson's selected poem can be used as authentic materials for ELT in Indonesian high schools? The researcher discovered that Dickinson's book contains a total of 121 poems. Out of the 121, 45 poems are relevant to be used as authentic materials for an English class. The researcher discovered that 25 poems discussed life, 11 poems discussed love, seven poems highlighted nature, one poem focused on a remarkable ability, and one poem was about friendship. Therefore, there is a connection between these many poems and the basic competency taught in senior high school.

Table 1. Poems Containing Idiomatic Expression

NO	Appendix Number	Titles of Poems	Category	Idiomatic Expression	Types of Idioms		
					Phrasal verb	Prepositional verb	Partial idiom
1.		The Soul unto Itself	Life	Stand in awe			√

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NO	Appendix Number	Titles of Poems	Category	Idiomatic Expression	Types of Idioms		
					Phrasal verb	Prepositional verb	Partial idiom
2.		The Brain Is Wider Than the Sky	Special Ability	Pound for pound			√
3.		He Fumbles at Your Spirit	Life	by degrees			√
4.		A Murmur in The Trees to Note	Nature	No fear			√
5.		A Long, Long Sleep, A Famous Sleep	Life	Look up	√		

The table above illustrates the idiomatic expressions that belong to two types of colloquial expressions: phrasal verbs and partial idioms. Below is an explanation of these two categories.

3.1.1 Phrasal verb

A phrasal verb is an idiom combining a verb and an adverb into two words whose meaning cannot be independently predicted from the adverb and verb. The researcher previously identified a single phrasal verb in Dickinson's book. This phrasal verb is "look up" from the poem titled "A Long, Long Sleep, A Famous Sleep." This poem's implicit meaning reflects how humans may lose great opportunities if they do not take action in life and fail to improve themselves. The sentence "to busk the centuries away" from this poem can reveal implicit meaning. The meaning of these sentences can be interpreted as suggesting that humans may lose opportunities in life.

The expression "look up" was found in the last sentences of this poem. The idiom "look up" is a combination word from "look" as the verb and the word "up" as the adverb. Based on the Oxford Learner's Dictionaries, "Look" means to turn your eyes in a particular direction, and "Up" means towards or in a higher position. Hence, the idiom "Look up" in

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the Oxford Learner's Dictionary means "to become better." "Look up" also has a figurative meaning of striving to become better. Meanwhile, "Look up" has an indirect meaning in this poem, referring to a person's failure to recognize and appreciate the time by the phrase "nor once look up the noon," or the opportunities around her, as shown in the sentence. It illustrates how an individual becomes trapped in unproductive emptiness and monotony.

3.1.2 Partial idiom

In the context of a partial idiom, one of the words has its ordinary meaning, while the other has a meaning different from a set-in concern. The researcher was reviewing Dickinson's book and identified other poems that contain partial idioms. The result is that the researcher found several idioms such as "stand in awe", "pound for pound", "by degrees", and "no fear."

The poem "The Soul unto Itself" discusses the complexity of human beings as its topic. Such souls possess extraordinary power and cannot be ruled out as a potential enemy to any person. This poem also describes how an individual should respect and be amazed by a natural power.

The poem "The Soul unto itself" contains the expression "stand in awe" in the Oxford Learner's Dictionary, meaning to admire somebody/something and be slightly frightened of them/it. Meanwhile, in this poem, the expression "stand in awe" describes an emotional response that impresses and admires oneself, particularly the soul. "Stand in awe" also conveys the emotions associated with awareness and respect for the soul's current strength, complexity, and uniqueness. It demonstrates an appreciation for the worth and awe of the soul's inner capacity. To recap from that explanation, "stand in awe" has become an idiomatic expression, especially in partial idioms.

The poem "The Brain is Wider than the Sky" is about the human brain, which possesses an exceptional ability to understand, accept, and make sense of the environment that surrounds it, as discussed in this poem. Beings human is such a grateful thing.

The poem "The Brain is wider than the Sky" contains the expression "Pound for pound" from the Cambridge dictionary, meaning to give one pound for every pound given by someone else. Meanwhile, the expression "Pound for pound" has a different meaning in this poem. The definition of this expression refers to a specific comparison or comparison of two completely different things. To be precise, it reflects detailed comparisons and explores the human brain's more profound abilities and capacities. In sum, the expression "pound for pound" is an idiomatic expression that is a partial idiom because it has a different meaning from the original.

In general, the poem entitled "He fumbles at your spirit" illustrates the profound impact of an influential person or entity on our spirituality, evoking both strength and fear. As humans, we must be prepared for any trigger or problem that may arise in our lives.

Then, the researcher found an idiomatic expression in this poem. This expression is "by degree." According to the Cambridge Dictionary, this expression means to proceed slowly and gradually. Hence, from the explanation of the poem's meaning, it has a different meaning from the Dictionary. This expression "by degree" refers to the effect or impact of the subject of poetry on a person's soul or spirituality. In detail, this expression describes how assaults on the soul are carried out quietly, preparing and reducing the victim right before controlling an unexpected, damaging strike. To sum up, the expression "by degree" differs from the original meaning in the Dictionary. It is reasonable for this expression to be included in the partial idioms.

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Another poem that contains an idiomatic expression is “A Murmur in the Trees To Note.” Generally, this poem describes a personal experience that is difficult to put into words.

3.2 The Relevance of The Poems with The Basic Competence

This section will discuss the poem’s relevance to the basic competence in the eleventh grade of senior high school. The basic competence for eleventh-grade senior high school students is understanding poems that relate to teenagers’ social life. Based on the findings presented above, the researcher has identified several poems in Dickinson’s book that are relevant to the eleventh-grade basic competence for senior high schools.

According to the explanation in the finding above, the first poem, titled “The Soul Unto Itself,” fulfills the criterion for basic competence because it discusses the complexity of human beings, which is the topic of this poem. Such souls possess extraordinary power and cannot be ruled out as a potential enemy to any person. This poem also describes how an individual should respect and be amazed by a natural power. Hence, this poem is related to a teenager’s condition, specifically about confidence. In addition, the idiomatic expression “stand in awe” is classified as a partial idiom in this poem, and it has relevance to the language feature in basic competence. It can be concluded that “The Soul Unto Itself” is suitable for learning material for eleventh-grade high school students.

Based on the previous explanation above, the poem with the title “He Fumbles At Your Spirit” suggests that life is full of surprises that have an impact on us. This unexpected event can have a profoundly devastating effect on our lives, especially if we are unprepared for it. In this poem, the expression “by degree” is classified as a partial idiom that links to the poem’s language features. Therefore, this poem is relevant to this study because it would suit senior high school students based on their basic competence.

The other poem relevant to teenagers’ social life is “A Long, Long Sleep, A Famous Sleep.” In this poem, many opportunities can occur in our lives as human beings. This poem is closely related to basic competence because its deeper purpose is to remind them that they still have a long journey ahead; therefore, they should take advantage of each opportunity while they are still young. Additionally, the “A long, long sleep, a famous sleep” poem contains the expression “Look Up,” which is related to a language feature as an idiomatic expression classified as a phrasal verb. As a result, this poem is relevant to senior high school students during their teenage years.

The next poem is “The Daisy Follows Soft The Sun.” This poem is about love, which is close to the student’s social life. This is evident in the explanation of the poem. This poem represents how the daisy flower admires the sun, and the daisy flowers express that they are flowers, acknowledging the sun as the source of life. They apologize if they get closer to him over time. It demonstrates the flower’s sense of being dependent and emotional connection to the sun.

A poem titled “A Murmur in the Trees To Note” has been chosen as the data for this study because it explains that experiences can occur in life even though some of them can be difficult to comprehend or explain rationally. This poem's idiomatic expression as a partial idiom is “no fear.” This poem can teach students that we must be willing to deal with things that may have no explanation. Additionally, students can learn about one of the language features of the poem because it is related to basic competence.

The following poem is related to the basic competence taught to senior high school students. This poem, titled “My Friends Must Be A Bird,” has a meaning about friendship. In this poem, we describe what friendship should be, how beautiful it can be, and how it will last forever. Because the topic encompasses several aspects of friendship closely related to

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the students' social lives during their teenage years, it is possible to connect it to basic competence.

"The Brain Is Wider Than The Sky" is also one of the poems from Dickinson's book that has relevance with basic competence for senior high school students, as this poem is about human brain contains an exceptional ability to understand, to accept, and make sense of the environment that surrounds it, as is discussed in this poetry. Being human is such a great thing. This poem has recently become particularly meaningful in the context of teenagers' realities. Besides, "The Brain Is Wider Than The Sky" contains an idiomatic expression, "Pound for pound," classified as a partial idiom. It is reasonable for this poem to categorize compositions relevant to basic competence

4. CONCLUSION

The partial idiom was found in the last sentences of this poem entitled "A Murmur in the Trees." In this poem, the expression "no fear" from the Cambridge Dictionary and Oxford Learner's Dictionary has a meaning that is certainly not what people usually say when they mean you should not be afraid. But the expression "no fear" differs from the dictionary in this poem. If a person demonstrates that they have faith, they will not have to deal with any fears or issues throughout their entire journey. This expression can be defined as a partial idiom because it differs from the literal meaning.

As a result, this study has found that, generally, the book Emily Dickinson: Selected Poems is authentic material because Dickinson wrote these poems genuinely for public readers, not for educational purposes. The most prominent finding to emerge from this study is that the researcher identified 45 poems out of 121 related to basic competence for eleventh-grade senior high school students. Out of the 45 poems, five poems contain idiomatic expressions. The idiomatic expressions found in this book are one expression from a phrasal verb, which is "Look Up," and four expressions from partial idioms, which are "stand in awe," "by degrees," "Pound for pound," and "no fear." Based on the previous explanation, it can be concluded that several idiomatic expressions in Dickinson's selected poem can be used as authentic materials for ELT in Indonesian high schools. Contains conclusions and suggestions. The conclusion describes the answer to the hypothesis and/or the research objectives or findings obtained. The conclusion does not contain a repetition of the results and discussion, but rather serves as a summary of the findings, as expected in the context of the goal or hypothesis. Suggestions present actions that will be taken about the next idea from the research. Based on the conclusion and limitations of this study, the researcher has suggestions for English teachers and future researchers. The section that follows.

1. *English teachers*
   The results of this study can serve as a source of materials for teaching and learning English to eleventh-grade students in senior high schools, particularly in developing the basic competence of learning poems within the scope of language features.
2. *The students*
   The students may gain a better understanding of the idiomatic expressions employed in the poems as a result of this research.
3. *Further researchers*
   The current researcher has several suggestions for the subsequent investigation. The next researcher might analyze the other figurative language in the poem's context. Secondly, future researchers can explore idiomatic expressions in other authentic materials, such as novels, news, recipes, and many others.

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