

Idiomatic Expressions in One Piece Live Action Film Dialogue: A Pedagogical Perspective

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Abstrak

Penelitian ini bertujuan untuk mengetahui jenis-jenis ungkapan idiomatik berdasarkan maknanya dan menganalisis nilai-nilai pendidikan yang terkandung dalam film One Piece Live Action. Data penelitian ini berupa ungkapan idiomatik yang diambil dari film One Piece Live Action dan dianalisis dengan menggunakan teori jenis-jenis ungkapan idiomatik oleh Fernando dan teori nilai pendidikan oleh Zubaedi. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif kualitatif dan pencatatan sebagai prosedur pengumpulan data. Data analisis dimulai dengan transkripsi data, kemudian direduksi dan ditampilkan untuk disimpulkan. Hasil dari penelitian ini menunjukkan bahwa terdapat 86 ungkapan idiomatik dalam film tersebut. Ini termasuk 16 idiom murni, 64 idiom semi-literal, dan 6 idiom literal. Selain itu, terdapat beberapa nilai pendidikan yang terkandung dalam ungkapan idiomatik, seperti kejujuran, kedisiplinan, kerja keras, rasa ingin tahu, semangat kebangsaan, menghargai prestasi, persahabatan, kepedulian sosial, dan tanggung jawab. Kesimpulannya, film live-action One Piece tidak hanya menyajikan dialog-dialog yang menarik, tetapi juga mengajarkan nilai-nilai penting melalui penggunaan idiom.

Kata Kunci: Ekspresi Idiomatik, Film, Perspektif Pedagogik, Nilai Pendidikan

Abstract

This research aims to find out the types of idiomatic expressions based on their meanings and to analyse the educational values contained in the One Piece Live Action movie. The data of this research are idiomatic expressions taken from the movie One Piece Live Action and analysed using the theory of types of idiomatic expressions by Fernando and the theory of educational value by Zubaedi. This research uses a qualitative approach with a qualitative descriptive design and a notetaking approach as a data collection procedure. The results of this study show that there are 86 idiomatic expressions in the film. These include 16 pure idioms, 64 semi-literal idioms, and 6 literal idioms. In addition, there are several educational values contained in the idiomatic expressions, such as honesty, discipline, hard work, curiosity, national spirit, respect for achievement, friendship, social care, and responsibility. In conclusion, the One Piece live-action movie not only presents interesting dialogues but also teaches important values through the use of idioms.

Keywords: Idiomatic Expressions, Film, Pedagogical Perspective, Educational Value

INTRODUCTION

Language is a tool of communication among humans used in their daily activities (Carioti, et. al., 2024). Whatever people do, when they are together, studying, working, or talking, they all use language and people have to study hard to master any language (Qudratuddarsi, Hidayat, Nasir, Imami, & bin Mat Nor, 2022). Language is a communication tool in the life of society, which means it is to communicate and interact with each other (Cahyani et al., 2023). Being able to speak English not only allows to communicate with people all over the world, but also allows to get more educational and employment opportunities in the future (Luo, Zou, & Kohnke, 2024). Learning about language means that learners have to learn about culture too. Because different countries and regions, people have different languages and cultures. This can be seen when students learn proverbs and idioms. To learn a language is to know simple words, word combinations and their meanings. It means recognizing mixed phrases that consist of more than one syllable and whose meanings cannot be

deduced from the meanings of individual words (Fromkin 1997:3). Some people find phrases in English difficult to understand, especially the language created by native speakers that cannot be translated literally. This type of language, whether a phrase or a sentence, contains certain meanings that cannot be explained grammatically. This unique characteristics in English is known as an idiom (MacArthur, & Alejo-González, 2024).

In linguistics, the term idiom refers to a set of words or expressions that have a special meaning that cannot be understood literally based on the meaning of the individual words (Allami, Karlsson, & Shahroosvand, 2024). Idioms are expressions of words or phrases with a metaphorical meaning that may be understood in terms of the common usage of the expression that is separate from the literal meaning (Pangestu et al., 2022). The use of idioms can provide additional nuances to language, and often requires an understanding of a particular culture or context. Idiom is a language unit that has a certain meaning that cannot be interpreted with the meaning of its elements directly (Izarry Quintero, Villafañe-Rodríguez, Johnson, & Clarke, 2024). Idioms can also be used to convey messages indirectly and more subtly. An idiom is a figure of speech used frequently in the English language to emphasize a particular characteristic. Idioms are figurative or slang expressions that cannot be translated literally into another language. In other words, their meanings are more complex than the sum of their individual components (Senaldi, & Titone, 2024).

The fact that it is rarely used and not taught in the classroom makes idiomatic expressions difficult for the learners to comprehend and use (Arifuddin et. al., 2019). Understanding idiomatic expressions in English language learning is important because they help develop communication skills, recognize culture, improve vocabulary, and keep up with the idioms. Thyab (2016:107) states that native speakers use idiomatic expressions spontaneously on a daily. It is an important part of the English Language vocabulary. Non-native English speakers should need to learn and practice using idiomatic expressions that are common in English. The ability to improve one's English proficiency is one of the key benefits of mastering idiomatic language (Fan & Chiang, 2024). Idiomatic phrases are often used in spoken and written language (Shalkarbek, Kalybayeva, Shaharman, Baitileuova, & Duisenbayeva, 2024).

Idiomatic expressions have a significant role in understanding everyday language, especially in the context of informal conversation and entertainment, such as films (Haider, & Shuhaiber, 2024). A film is one of the literary works that people frequently watch for entertainment and knowledge where any knowledge useful for daily life and can be media that engage people when they are learning (Hidayat, Imami, Liu, Qudratuddarsi, & Saad, 2024). Film, like books and other written works, serve as information conduits for society. The information offered in a film provides society with fresh knowledge. Whatever the genre or issue, a film always leaves a moral lesson that viewers may readily accept. Furthermore, understanding a film may be easier than reading a written text such as a book. That is why many people use film as useful communication tools. In films, idioms are often used to make dialogue more interesting. Idioms can also be used to convey moral messages or certain values (Pavlina, 2024).

According to Effendy (Rizal., 2014), film can be used as a medium to instil character values, especially in children aged three to twelve years, because movies not only function as entertainment but also as information and educational tools. Films are considered to provide education to someone because they can attract attention, are more realistic, can be repeated, stopped, and so on as needed, so that movies can stimulate or motivate activities. The use of idioms in film scripts can be an interesting element to study as they can provide nuance, humour, or even carry special meaning to the audience. Previous research has shown that analysing the use of idioms in a film context can

provide deep insights into the way language is used to shape character, atmosphere, and messages in a narrative. Idioms in films reflect aspects of culture and everyday life, so studying them can provide a deeper understanding of the work (Ayu., 2024). For example, in Moana movie, there is an idiom dialogue "To take the bull by the horns," This idiom means to tackle a difficult problem or challenge head-on. Context in the movie, Moana decides to take the bull by the horns by sailing across the ocean to save her island, which is facing a severe drought. This shows her determination and willingness to face the challenge directly.

In this study, author used One Piece Live Action film as the research object for idiomatic expressions analysis. One Piece is a popular anime and manga from Japan. One Piece has a significant and dedicated fanbase, with its popularity being consistently high since its debut in 1997. This anime tells the story of the adventures of Monkey D. Luffy and his friends in search of the One Piece treasure. One Piece has been adapted into various media, including live action films. The first One Piece Live Action film was released in 2023. In the One Piece Live Action movie, there are many idioms used in the dialogue. These idioms can be used to enrich the meaning and expression of language, as well as to convey certain moral messages or values. Based on the discussion above, the One Piece Live Action film which has dialogue conversations between characters containing idioms can be used as a research object. In this research, the author focuses on analyse to find out the types of idioms as learning and analyse how the idiomatic expressions of One Piece Live Action film in pedagogic perspective especially through educational value.

METHOD

This study used qualitative methods and more concerned with understanding the results of the data than with counting them. This research used descriptive qualitative to help analyze the data results because this research focused on the analysis of written materials in context (Hall, & Liebenberg, 2024). Materials can include papers, movies, manuscripts, articles, etc. The material focused on One Piece Live Action Film. In this qualitative study, the researcher was the primary instrument, with the video, script, laptop, and papers serving as supporting instruments. According to Johnson and Christensen (2004: 33), the researcher is the main human instrument in qualitative studies, as he or she is responsible for data collection, classification, and analysis. The data was obtained by viewing the film and noting the film script. The film in this study can be accessed from websites like Netflix.

The technical process of analyzing data in this study consists of three concurrent flows of activity:

1. Data condensation: After watching the movie and transcribing it, this study chooses the material by highlighting and noting the dialogues that contained idiomatic terms. To keep the data structured, the researcher classifies the many types of English idioms found in the One Piece Live action movie script and assess which ones are appropriate for data analysis. Then organizes the data based on Fernando's theory before summarizing and concluding the data analysis base on the study goals.
2. Data display: After reducing the data, displays the data in an attempt to make conclusions. Data presentation is check to verify that the data results are organized in accordance with the rules of the relationship and allowing the data to be easily comprehend. Data display is a collection of organized information that allows us to draw conclusions and take action. In this study, data will present in the form of descriptions via phrases or sentences of idiomatic terms that have been marked or noting on each selected dialogue uttered by the characters in the

film. Then the data displays by describing the data that is an idiomatic expression, and explaining why the expression is classified as an idiomatic expression. This is accomplished by reviewing the data in line with the Fernando's theory and Zubaedi's theory.

3. Conclusion: The final stage is making conclusions. This is the study conclusion that summarizes the overall outcome of data analysis. To make conclusions, the data will be cross-checking by repeatedly, which is idiomatic expression disclosed in the conversation uttered by the movie's characters, and educational value in idiomatic expression of One Piece Live Action film. The conclusion writes in the form of a paragraph.

FINDINGS AND DISCUSSION

This part discusses the results of data analysis. In this study, data was gathered from episodes 1 to 8 of the One Piece Live Action film. A total of 86 idioms were identified and classified according to Fernando's theory of idiom types. These included pure idiom, semi-literal idiom and literal idiom. The study identified 3 of 3 types of idiomatic expressions, which are presented in the following table.

Table 1. Type of idiomatic expressions in One Piece Live Action film

No.	Type of Idiom	Frequencies of Use
1.	Pure Idiom	16 Idiomatic Expressions
2.	Semi-literal Idiom	64 Idiomatic Expressions
3.	Literal Idiom	6 Idiomatic Expressions
Total		86 Idiomatic Expressions

From the table, it can be seen that the semi-literal idiom is the type of idiom that appears most often in the One Piece Live Action movie. In addition, there are educational values in the One Piece Live Action film. Based on Zubaedi's educational value theory, there are several educational values contained in idiomatic expressions such as honesty, discipline, hard work, curiosity, national spirit, respect for achievement, friendship, social care, and responsibility.

As has been previously stated, the One Piece Live Action film employs 3 types of idiomatic expressions based on Fernando theory.

Pure Idiom

The first type of idiomatic expression is pure idioms. In this study, 16 idioms are identified as pure idioms. Pure idioms are phrase whose meaning cannot be deciphered by a literal translation of the individual words, as their true meaning is figurative and often culturally bound. For example, *knock it off*. This idiom is a pure idiom because the overall meaning of the expression *knock it off* cannot be understood by simply adding up the meanings of the individual words. Literally, "knock" means "hit" and "it off" means "remove," but when combined in this expression, the real meaning is "to stop doing something" or "to stop undesirable behavior".

Semi-literal Idiom

The second type of idiomatic expression identified in this study is the semi-literal idiom. A total of 64 idioms from the One Piece live action movie fall into this category. Semi-literal idioms are expressions whose meanings are not completely divorced from the literal meanings of the individual words that compose them. While the phrase as a whole conveys a figurative meaning, parts of the phrase may still retain some connection to their literal meaning. For example, the idiom *Break*

the spirit. In this expression, the word "break" acquires a non-literal meaning when paired with "spirit," which is used more figuratively to refer to one's inner strength or morale. Although "break" in isolation typically refers to physically damaging something, its combination with "spirit" creates a meaning related to emotional or psychological defeat. Therefore, the overall meaning of the idiom cannot be fully understood by analyzing the individual words separately. However, because the words retain some of their literal sense (e.g., "break" still implies destruction or harm), the idiom maintains a semi-literal quality.

Literal Idiom

The third type of idiomatic expression is the literal idiom. In the *One Piece Live Action* movie, 6 idioms were identified as literal idioms. Literal idioms are expressions whose meanings can be understood by translating the individual words that compose them. Unlike pure or semi-literal idioms, the meaning of a literal idiom aligns closely with the literal meanings of its component words, making it easier for audiences to interpret without requiring much cultural or contextual understanding. These idioms often retain their direct meanings. The idiom *Make for shore* is an example of a literal idiom. The meaning of this expression can be easily understood from the literal interpretation of the words. It describes a situation where something or someone moves toward or reaches the shore after being at sea. In this case, no complex figurative interpretation is required to grasp the meaning. In an idiomatic context, *make for shore* means to reach land after being at sea, and it is often used in the context of navigation or sea travel. The expression directly conveys the action of a ship or boat moving toward shore, maintaining the literal sense of the words while serving as an idiomatic expression. This simplicity and directness make *Make for shore* a clear example of a literal idiom, where the meaning aligns fully with the literal meanings of the individual words.

Educational values

In this section, we deal with the educational value of idiomatic expressions. Zubaedi (2013) divides educational values into religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly, peace-loving, fond of reading, environmental care, social care, and responsibility. But not all of these educational values can be found explicitly in the storyline or characterization of the film. So, this research only focuses on some educational values such as honesty, discipline, hard work, curiosity, national spirit, respect for achievement, friendship, social care, and responsibility. The educational values within which the idiom occurs are as follows:

1. Honesty

Excerpt from Eps 7/Minute 15:20 – 16:00

Mr. Genzo	: <i>You got something for me?</i>
Nami	: <i>I'm sorry I took the map book</i>
Mr. Genzo	: <i>And you promise to never steal again?</i>
Nami	: <i>I promise</i>
Mr. Genzo	: <i>Your fingers crossed behind your back?</i>
Nami	: <i>Maybe</i>
Belle-Mere	: <i>You're not a bad kid, Nami. You just did a bad thing</i>
Mr. Genzo	: <i>Next time, come to me first. Maybe we can have you do some odd jobs around town</i>
Nami	: <i>Thank you, Mr. Genzo</i>

In this scene, Nami admitting her actions honestly when she says, "I'm sorry I took the map book." Although she initially took the book without permission, she then tried to be honest by admitting it to Mr. Genzo. In this conversation, Mr. Genzo also asked if Nami promised not to steal again, which was followed by the question, "Your **fingers crossed** behind your back?". The idiom **fingers crossed** is usually used to express hope for something desirable to happen. However, in this context, the idiom is used with a slightly different meaning. When someone says **fingers crossed** while crossing their fingers behind their back, it often means that they don't mean what they say or that they are saying something that isn't true. So, when Mr. Genzo asked Nami if she had her fingers crossed behind her back, he was actually asking if she meant her promise not to steal anymore or if she was just pretending. Nami honestly admits that maybe she wasn't completely sincere when she made the promise by answering "Maybe." This shows that she is still struggling with her honesty, but she is open and not trying to deceive others about her true feelings. Belle-Mere then emphasizes that Nami is not a bad child, it's just that she has done the wrong thing, showing that even though Nami made a mistake, she still has the value of honesty that can be developed. Through this scene, the audience is invited to understand the importance of honesty, even when admitting mistakes, as this is the first step towards improvement and learning. Nami's honesty in admitting her mistake and accepting the consequences is an important example of how one can grow and learn from their mistakes.

2. Hard Work

Excerpt from Eps 1/Minute 09:29 – 09:31

Pirate crew : ***Work fast as a breeze**, men! Captain wants this haul to the traders by nightfall.*

In the dialog, the idiom **work fast as a breeze** is used to describe work done quickly and efficiently, as if the task is very easy and flows without a hitch. In this context, the idiom is used to motivate the pirate crew members to work quickly and complete their tasks before nightfall. In the scene mentioned, one of the pirate crew members encourages his colleagues to work quickly and finish their work well. This demonstrates the value of hard work, which is a behavior that shows earnest effort in completing a task, even though it may face time pressure or other challenges. While this idiom gives the impression that work should be done quickly and easily, its meaning goes deeper than that. It also emphasizes the importance of dedication and maximum effort in the face of the tasks at hand. Pirate crews are encouraged to overcome any obstacles that may arise and ensure that their work is completed on time and with good results. It shows how hard work, perseverance, and efficiency are key to completing tasks successfully, especially in urgent or challenging situations.

3. Discipline

Excerpt from Eps 3/Minute 03:40 – 03:54

Arlong : *I run things here in the East Blue. I'm here to remind you of your **place in the food chain**. You pull a job in my seas, you gotta **pay tribute**.*

In the scene, Arlong, a powerful character in East Blue, reprimands Buggy for breaking the established rules. Arlong, as the leader or ruler of the region, has the authority to ensure that all parties under his control comply with the applicable provisions. Arlong's reprimand to Buggy shows that he

is committed to maintaining discipline and enforcing the rules in his territory. It emphasizes the importance of abiding by existing rules and the consequences of violating those rules. Discipline in this context refers to actions that show orderly and obedient behavior to various rules and regulations. In movies or television series, discipline is often depicted through characters who carry out or enforce the rules and regulations that have been set. In the scene mentioned, Arlong shows discipline by enforcing the rules that exist in his area. In the context of Arlong's dialog, **place in the food chain** means Buggy's position or status in the existing power structure or hierarchy. Arlong reminds Buggy of his inferior position and how he must respect the position and rules set by Arlong. Then the idiom **pay tribute** refers to Buggy's obligation to give something expected by Arlong in exchange for permission to operate in his territory. This shows that there is an obligation or payment to be made to abide by the set rules.

4. Curiosity

Excerpt from Eps 1/Minute 23:30 – 23:57

Koby	: <i>I guess there is one thing, but... it's dumb</i> [grunts]
Koby	: <i>What was that for?</i>
Luffy	: <i>You being dumb. Now spit it out</i>
Koby	: <i>I've kind of... I've always wanted to be... a Marine</i>

In the dialog, Koby was hesitant to express something that he considered unimportant or "dumb." However, Luffy encourages him to reveal the thought. This dialog reflects how curiosity can arise even when one feels shy or unsure. Koby has a desire to become a Marine, and this is information that is important to him even though he feels it may seem insignificant. In this dialog, Luffy uses the idiom **spit it out** to encourage Koby to immediately say what he wants to say, even if Koby feels hesitant or embarrassed to speak. This idiom shows encouragement to speak directly, honestly and emphasizes the importance of sharing thoughts and feelings that may be considered unimportant. Overall, the idiom **spit it out** in this context describes the urge to overcome shyness or doubt and share important or interesting information. It also reflects the curiosity that drives people to express and explore their ideas further.

5. Respect for Achievement

Excerpt from Eps 2/Minute 44:57 – 44:59

Mayor	: <i>We don't have much, but please, take this as a token of our... of our gratitude</i>
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In this dialog, the mayor showed appreciation for the actions of Luffy and his friends who had saved the town. Although the city may not have much to give, the mayor felt it was important to give something as a **token of gratitude**. This shows an appreciative attitude towards Luffy and his crew, where their success is recognized and respected through this symbolic gift. This award is not just material, but also a recognition of the courage and effort they showed. In the dialog, idiom **token of our gratitude** refers to the symbolic gift from the mayor to Luffy and his friends as an expression of gratitude for their help. Although this gift may be simple, its emotional value is very high as it reflects the recognition and appreciation of what Luffy and his friends have done.

6. Responsibility

Excerpt from Eps 2/Minute 00:53 – 01:17

Mrs. Dandan : *You see, they each grant you a unique ability, but there's a reason they're called Devil Fruits. It's because of the deal you make when you eat one. Mother Ocean turns her back on you, and the sea can take away your strength.*

Luffy : *All I know is that the Gum Gum Fruit is worth more than all of Shanks's treasure, and I ate it, so that makes me worth more*

Mrs. Dandan : *You ever heard, '**There's no such thing as a free lunch?***

This dialog shows that every action has consequences, and Luffy must take responsibility for his choice to eat the Devil Fruit. Mrs. Dandan teaches Luffy that nothing comes without a cost, reminding him of the importance of awareness of personal responsibility in every decision he makes. This dialog contains the idiom **There's no such thing as a free lunch**. This idiom means that everything has a price or consequence, nothing is truly free. In the context of the dialogue, Mrs. Dandan reminds Luffy that eating the Devil Fruit carries great consequences, emphasizing that every gain comes with responsibility or sacrifice. This is in line with the research conducted by Furqon (2013), who found that One Piece has the value of responsibility. The research found a scene where Luffy was held responsible for the fact that Chef Zeff was injured by his actions that blew up the ship. Luffy felt guilty and agreed to work for Chef Zeff to pay for his actions.

7. National Spirit

Excerpt from Eps 1/Minute 01:18 – 01:24

Vice-Admiral : *Gold Roger, the so-called King of the Pirates, has been captured. His reign of terror ends this day. Peace shall be restored. Let this be a message to **break the spirit** of anyone foolish enough to follow in his footsteps*

This dialog shows that the government, through the vice admiral, wants to stop the threat posed by Gold Roger and his followers. By capturing Gold Roger, the vice admiral intends to restore peace and stability which is considered to be in the national interest. This statement reflects the government's efforts to protect the nation from the threat of pirates and enforce laws that keep the national interest above all else. The idiom **break the spirit** is used by the Vice Admiral to convey a strong message to people who might want to follow in Gold Roger's footsteps. **Break the spirit** means to destroy someone's spirit or desire to do something. In this context, this idiom reflects the effort to suppress the spirit of rebellion or actions against the national interest, in order to maintain order and security of the country.

8. Friendship

Excerpt from Eps 2/Minute 46:40 – 47:02

Luffy : *I'm gonna be a pirate captain with my own ship and a crew that will always **have each other's backs***

Luffy expressed his dream of becoming a pirate captain with a crew that always has each other's backs. The idiom **always have each other's backs** shows how important solidarity, loyalty, and cooperation are in his group. It reflects the value of being friendly as Luffy not only wants to lead, but also wants to build a close-knit and friendly team where every member feels safe and supported. In the context of Luffy's dialog, this shows that he wants a crew that fully supports each other, reflecting a commitment to friendship and close teamwork. This is in line with the research conducted by Fillamenta (2023) where he concluded that the thing that Luffy holds most dear is a loyal friend.

9. Social Care

Excerpt from Eps 8/Minute 21:33 – 21:42

Zoro : *Gotta keep my strength up, even with your cooking. It's the least you can do, considering **I saved your ass** from those fishmen.*

Sanji : *What? **I saved your ass***

Zoro : *You didn't even get your hands dirty*

Sanji : *At least I don't need three swords to prove I'm a man*

In this conversation, Zoro and Sanji are joking with each other about who is more meritorious in a certain situation, namely saving each other from the threat of fishmen. Although this dialog is accompanied by sarcasm and competition, the act of saving each other still shows a form of social care. Zoro reminds Sanji that he saved Sanji from danger, and Sanji responds that he also did the same for Zoro. This reflects that although they often compete, at the end of the day they care about each other and are ready to help each other in dangerous situations. In the context of this dialog, Zoro and Sanji use the idiom **saved your ass** to show that they have saved each other from danger. This is a tangible form of social care, where they are willing to take risks to protect their friend. Although they convey it in a mocking manner, the essence of the action still reflects deep social concern. This is in accordance with previous research which says that the message taught by this film is the importance of being kind to others and avoiding selfishness because it can have impactful consequences (Rachmadani, Harahap, & Kasron, 2023).

From the overall analysis, there are 16 idioms in the film 'One Piece Live Action', each of which is found to have educational value. There are 11 idioms that belong to the semi-literal type, 5 other idioms belong to the pure idiom type, and no idioms belong to the literal idiom category. This shows that semi-literal idioms are more dominant in conveying educational messages in this movie. Semi-literal idioms with recognizable literal elements make it easier for the audience to grasp the implied meaning while contributing to their learning experience. In contrast, pure idioms, which are more complex and cannot be interpreted literally, are still used, albeit in smaller numbers. This shows that this type of idiom is still considered effective in conveying certain values. Pure idioms, with their more metaphorical and symbolic nature, can contribute to learning, especially when the audience or students are able to understand the context behind the idiom. The absence of literal idioms is also interesting, as it may reflect a tendency in popular media to use language that is more expressive than literal. In an educational context, this may indicate a preference for language that encourages critical and interpretive thinking rather than language that simply conveys messages directly and explicitly.

Overall, there are 9 educational values contained in One Piece, namely honesty, hard work, responsibility, friendship, discipline, curiosity, social care, national spirit and respect for achievement. These values are presented in a strong storyline and character development, making it

a medium that is not only entertaining but also educational. This is in line with research from Nofrian (2024) who said that numerous morals can drive and teach us as viewers. The study also indicated that the morals found in the *One Piece* movies are courage, self-sacrifice, honesty, justice, wisdom, respect and appreciation, hard work, fulfilling promises, supporting others, and working together. Viewers not only enjoy watching the film, but also apply its moral values to improve their own character and become better people.

CONCLUSION

The conclusions of this study align with its objectives, which are to identify the types of idiomatic expressions and to analyze the educational values conveyed in the dialogues of the *One Piece* live-action adaptation. The findings reveal that the film incorporates a diverse array of idiomatic expressions. Utilizing Fernando's theoretical framework, three distinct types of idiomatic expressions were identified: pure idioms, semi-literal idioms, and literal idioms. Out of 86 idiomatic expressions, 16 are pure idioms, 64 are semi-literal idioms, and 6 are literal idioms. The most prevalent type of idiom found in the movie is the semi-literal idiom.

The study further concludes that the *One Piece* live-action film contains significant educational values. According to Zubaedi's theory, these values include honesty, hard work, curiosity, national pride, social awareness, friendship, respect for achievement, discipline, and responsibility. The presence of educational values within idiomatic expressions highlights that the *One Piece* live-action adaptation not only offers engaging dialogues but also imparts essential values through idiomatic language. Additional values may be present within the film, warranting further analysis.

Given *One Piece's* notable cultural influence, future research could explore how idioms in the film reflect cultural values or other underlying themes, potentially enhancing the comprehension of idiomatic expressions. Researchers are encouraged to broaden the scope of analysis by examining more values embedded within the film. Moreover, this study can serve as a resource for students seeking to enhance their understanding of English idioms. Through these recommendations, it is hoped that future studies will further contribute to understanding language use in popular media and the educational values embedded within.

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