Using Picture-Based Sumbawa Proverbs to Increase Students' Ability in Explaining Social Phenomena in English

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Article Info	Abstract
	Language is a tool or medium that humans use to communicate. The Sumbawa language has a figurative language that can be used for memories or can be used to express feelings to someone. It is called proverbs. Proverbs are groups of words or sentences that convey either about someone's condition, or about praise, satire, parables. This research is a classroom action research. In this study, the researchers used two techniques in data collection, namely documentation and observation. In analyzing the data, the researchers used three stages of data analysis, namely data reduction, data presentation and analysis, and drawing conclusions. Eleven Sumbawa language proverbs were selected as they contain the meanings of social phenomena. There were five participants in this study. From these five participants, this research can be said to be successful. Students succeeded in explaining social phenomena in English by using pictures as the media.
Artikel Info	Abstrak
	Bahasa merupakan alat atau media yang digunakan manusia untuk berkomunikasi. Bahasa Sumbawa memiliki bahasa kiasan yang dapat digunakan untuk kenangan atau dapat digunakan untuk mengungkapkan perasaan kepada seseorang yang disebut peribahasa. Peribahasa adalah kumpulan kata atau kalimat yang menyampaikan baik tentang keadaan seseorang, tentang pujian, sindiran, perumpamaan. Penelitian ini merupakan penelitian tindakan kelas. Dalam penelitian ini, peneliti menggunakan dua teknik dalam pengumpulan data, yaitu dokumentasi dan observasi. Dalam menganalisis data, peneliti menggunakan tiga tahapan analisis data, yaitu reduksi data, penyajian dan analisis data, serta penarikan kesimpulan. Sebelas peribahasa Sumbawa kemudian dipilih karena mengandung makna fenomena sosial. Partisipan dalam penelitian ini berjumlah 5 orang. Dari kelima orang tersebut penelitian ini dapat dikatakan berhasil. Siswa berhasil menjelaskan fenomena sosial dalam bahasa Inggris dengan menggunakan media gambar.

I. INTRODUCTION

Sumbawa language is one of the cultural treasures of the Sumbawa people. The Sumbawa people use Sumbawa language in daily conversation in order to maintain and preserve the culture of their people. Sumbawa language has figurative language that can be used to offend or can be used to express feelings to someone, called proverbs (Julianti, 2015). Proverbs are groups of words or sentences that have a specific purpose to be conveyed either about a person's condition, praise, satire or parables (Mardawati, 2017; Shiohara, 2012; Wahyuni, 2019). Similarly, Akbar (2020) stated that proverb is a form of language that is used as a tool to say something that comes to the human mind. Mardawati (2017) interprets proverbs as expressions that indirectly, but implicitly convey a sentence that can be understood by listeners because they come from the same area and master the same language (Sumbawa language).

Hanindar and Andin (2017) also argue that proverbs are a form of language variety that is usually used in daily communication activities. Badudu (2008) stated that proverbs are all languages, either languages or phrases that contain figurative meanings. Social phenomena can be referred to as signs or events that occur and can be observed in social life (Wulandari, 2015). Social phenomena in question are those that occur in proverbs. The meaning of the proverb is used to explain social phenomena that occur according to the circumstance that is being addressed. Sumbawa proverbs are figurative language owned by the Sumbawa people and used to convey what is felt by one person to another. The researchers are interested in researching picture-based Sumbawa proverbs being used to explain social phenomena in English. There has been no researcher who has examined picture-based proverbs to explain social phenomena in English subject. The focus of

this research is to explain social phenomena that occur in picture-based proverbs in English. Also, it is meant to know the extent of the influence of the picture displayed in students' understanding of proverbs, and ability to explain the denotative meaning and connotative meaning at the proverbs in English.

II. METHOD

This research is a type of classroom action research (CAR) which is an observation of learning activities in the form of an action, which is intentionally raised and occurs in a class simultaneously (Kemis and Taggart; 1985 in Setiawan; 2010). Because of the problems faced and observed by the teacher, the solution designed based on learning theory and input from the field. According to Widayati (2008), Classroom Action Research (CAR) is a research activity in the context of a classroom that is carried out to solve learning problems faced by teachers, improve the quality and learning outcomes and try out new things in learning in order to improve the quality and learning outcomes. Classroom Action Research is a research activity that can be done individually or collaboratively. This research has been con-ducted at STKIP Paracendekia NW Sumbawa, which is located on Jl. Sumbawa Bima km.5 Sumbawa Besar, Sumbawa Regency, West Nusa Tenggara Province. The researchers selected five participants of this study from second semester of English education department of STKIP Paracendekia NW Sumbawa campus. This research was grouped into three cycles. Each cycle has four steps, namely as follows: Planning stage, Action implementation stage, Stage of observation (observation) and Reflection stage.

1. Action Planning

At this stage, the researchers would create a scenario which is a description of the action, so that the researchers would easily carry out actions or learning in the hope that understanding proverbs in explaining social phenomena can increase from before and in accordance with expectations. The action plans are as follows:

a) The researchers make a lesson plan.

b) The researchers develop teaching material from 11 Sumbawanese proverbs which were then used as research instruments and create learning scenarios.

c) The researchers made an observed learning video to see the implementation of learning.

d) The researchers conducted an oral eva-luation to determine the students' ability in explain social phenomena.

e) The researchers make transcripts of lear-ning videos to find out the extent to which students explain social phenomena.

To support the action planning, the resear-chers applied documentation and reading techique Zaim (2014). The documentation is the book "Peribahasa Bahasa Sumbawa" by Adi Pranajaya, I 155 pages thick, 20,5x13 cm paper size, and published by AP FOUNDATION Jakarta Selatan In 2012. The researchers read the entire contents of the book to understand where the parts of the book "Peribahasa Bahasa Sumbawa" are related to the social phenomena that is the purpose of this research.

2. Action Execution

Based on the lesson plan, the researchers showed the suitability of the actions used because it is proven that in learning students do not feel bored and students feel happy when learning takes place so that learning material with the subject matter of proverbs can be easily understood and the results or students' abilities are able to understand proverbs. The action plan is as follows:

a) The teacher conveys the learning objec-tives to be achieved and the tasks that must be carried out during the learning process.

b) The teacher motivates students by provi-ding perceptions in the form of questions that lead to learning materials.

c) The teacher prepares proverbs to explain social phenomena by using picture-based.

d) The teacher explains proverbs related to social phenomena by using picture-based.

e) Students observe the proverbs that are explained using picture-based related to social phenomena.

f) After that, the teacher explains the social phenomena contained in the proverbs that have been explained.

g) After that, students have time to learn about the social phenomena contained in the shared proverbs.

h) Students explains what social phenomena are contained in the pictures that have been shared in front of the class.

i) Questions and answers, both questions from students would be answered by other students, as well as questions from

students would be answered by the teacher, and questions from the teacher would be answered by students.

j) The teacher then evaluates the student learning outcomes that have been implemented.

k) The teacher and students make a summary (conclusion) of the results.

3. Action Observation

In this study, one of the researchers took a video of the teaching. Then, the researchers observed the process of teaching using the video(s). Thus, the object of observation be the teaching learner activates they using picture-based Sumbawa proverbs. The instrument for observation is video recording. Besides data for video observation also be reduced to those that are suitable with the objective of the record (Riduwan 2007). Aspects to be assessed:

a) Situation of teaching and learning activities

b) Students' activities

c) Students' ability to understand proverbs

4. Reflection

Reflection is a reference for the procedure for analyzing the results of research and reflection related to the process and impact of corrective actions taken to be used as a reference for improvement in the next cycle. Which would be an activity in reflection, namely reflecting on the process and learning outcomes, and students would be given assignments to respond to problems and provide suggestions for solutions. The data were analyzed using the following steps proposed by Miles and Huberman (1994):

a) Data reduction

Data reduction is an activity to determine which data is important and which data is secondary. This way the author determined which focus would be presented (Syarifuddin, 2018). In this study, reduction was carried out to reduce large amounts of data, removing unnecessary data in researching the book "Peribahasa Bahasa Sumbawa" by Adi Pranajaya and the videos of teaching implementation. The first data reduction referred to in this study is that the researchers would read a book to find data related to the social phenomenon "Peribahasa Bahasa Sumbawa" by Adi Pranajaya.

b) Data presentation and analysis

After reducing the data the next step in this analysis is the presentation of data. The presentation of data is a step to present important data and information in detail which would then be analyzed and described (Syarifuddin, 2018). The presentation of data in this study would be based on each of the students' performance in explaining social phenomena using picture-based Sumbawa proverbs.

c) Drawing conclusion

After reducing the data and presenting the data, the last step is to draw conclusion. Draw the essence of the data obtained from the beginning of the study to the end of the study (Syarifuddin, 2018). Efforts to draw conclusions were carried out by researchers continuously (Rijali 2018). This conclusion is made after analyzing the data.

III. RESULT AND DISSCUSION

A. Result

1. Planning the action research

Action Research Planning was carried out in the classroom, by doing socialization to the students in the second semester of the English Education Department. It was Thursday, June 30, 2022. The first researcher as the teacher greeted the students and asked them how they were. After the researcher made the class atmosphere friendly, the researcher explained to the students that the research to be carried out was about Sumbawa language proverbs. The researcher explained in advance what proverbs were and what would be done with them. In this study, students would explain what social phenomena that were contained in the proverb. The technique used in this research is that students were given a picture, each student got a picture to do the practice. The researcher distributed the pictures to each student. They had to guess what proverbs match the pictures they got. Students guessed about what proverbs matching the pictures they got. After that, the students were asked to explain what social phenomena contained in these proverbs. Before students give forward to explain what social phenomena are contained in the proverb, the researcher gives an example first. After the researcher gave examples, students were

given time to ask questions if they had not been reached. Students did not ask any questions then the researcher gave them time to see what social phenomena were contained in the proverbs and pictures they got. It seemed that the students took part in this short cycle very enthusiastically and from their facial expressions it could be seen that most of them were curious and full of curiosity about what the researchers taught.

2. Implementation

This classroom action research was carried out in three cycles and the third cycles were used for learning activities. The first cycle was held on Thursday, June 30, 2022, the second cycle was held on Friday and the third cycle July 1, 2022. The implementation of picture-based learning activities was carried out for three days and at the first cycle an explanation was given about the meaning of proverbs, the meaning of social phenomena, and picture use. In addition, the researcher also provides examples of pictures and proverbs that match the picture, after that what social phenomena are contained in these proverbs. Picture-Based is used to determine the extent to which picture-based Sumbawa proverbs are used to improve students' ability to explain social phenomena. In the first meeting, students explain five proverbs and one student had one picture. In the first cycle, students were not able to explain social phenomena using English so that students explained using Indonesian. The first cycle was conducted on Thursday, June 30, 2022. Before the class started, the researcher conveyed a friendly greeting by saying "Assalamu-alikum" and good morning, then the students answered "waalaikumsalam" and good morning. Then the researcher asked "how are you guys?" the students answered simultaneously "good news and you?" The researcher answered "Thank God, thank you". "Before we start learning, let's pray begin". After the prayer, the researcher explained that they would learn about Sumbawa Proverb but before that, the researcher wants to ask what a proverb. Then, the students answered that they did not know but had heard of it, well, I would explain first what proverbs are and the researcher would explain what proverbs are and what social phenomena are.

After explaining the social phenomenon, the researcher continued the learning of sharing pictures first. The researcher asked again about what social phenomena fit the picture? Students answered with various social phenomena then I gave an example by showing one picture and what social phenomena matched the picture. After giving examples, the researcher asked students one by one to explain the pictures they got. Students have not been able to explain the pictures they got then the researchers share proverbs and meanings from the pictures they get. After being distributed, students are given five minutes to find out what social phenomena match the pictures they get. After five minutes the students were asked to come forward one by one and they came forward by bringing the pictures they got.

a) Example of Proverb pictures at the first cycle

Picture 1. Proverb pictures at the first cycle (1)

1) The student with intial SP got a picture of a monkey catching grasshoppers with the Sumbawa proverb, namely *Dadi bote bau balang*. The social phenomenon contained in the proverb is *economic*, and why is it included in the economy because that proverb includes greedy or greedy people.

Picture 1. Proverb pictures at the first cycle (2)

2) The student withinitial MF gots a picture of a head ulcer with the proverb *Mara asu boka otak*. The social phenomenon contained in the proverb is *unemployment*, which is where the proverb describes people who live homeless and do not have a job.

3) The students with initial M get pictures of dogs biting bones and cats eating meat with the proverb *asu* ngapan *Gigil tolang, bodok ngenam kakan isi*. The social phenomenon contained in the proverb is *criminal*, which is where the proverb describes complaints against oneself who have worked hard but the results are enjoyed by others.

4) The student with initial PM gets a picture of taking a stick that pierces her eye with the proverb *Ete range teruk mata*. The social phenomenon contained in the proverb is *criminal* which is where the proverb explains about doing a job which consequently falls on oneself.

5) The student with initial TW gets a picture of taking a stick that pierces her eye with the proverb *Les uti* tama *rentek*. The social phenomenon contained in the proverb is *criminal* which is where the proverb explains about doing a job which consequently falls on oneself.

The second cycle was held on Friday, July 1, 2022. At this second cycles, as before the class started, the researcher conveyed a friendly greeting by saying "Assalamualaikum" and good morning, then the students answered "waalaikumsalam" and good morning. Then the researcher asked how "how are you" the students answered "I'm fine and you?" The researcher answered "I'm fine to, thank you". Before we start learning, let's pray first. After the prayer, the researcher explained that today we would learn about Sumbawa Proverb again like yesterday. The researcher asked who still remembers what proverbs are and what social phenomena are. Students explain what proverbs are and what social phenomena are in their own language according to the meaning of the proverbs that were equated on last Thursday. After that, the researcher continued learning by sharing two pictures of each and sharing the proverbs and meanings of the proverbs. The researcher gave five minutes for students to think about what social phenomena contained in the pictures and proverbs they got. After five minutes students are asked to come forward one by one and explain what social phenomena they think match the pictures and proverbs they get. In this research every students have two pictures.

b) Picture proverbs at the second cycle
1) The student with intial MF got a picture of a crow eating and a parrot sitting and eating with the proverb *rezeki gagak no si ete leng pekat*. The social phenomenon contained in the proverb is *economic* and the meaning of the proverb is that one's sustenance cannot be taken by others.

2) And the socond proverbs *teki pa kiri ngering pa kanan*. the *social* phenomenon contained in the proverb is injustice and the meaning of the proverb is to be fair and not to choose one party.

3) The student with intial SP got pictures of frogs that had been cut and eels that were joined together with the proverb of *lepang tu tetak linung tu tungku*. The social phenomenon contained in the proverb is economic and the meaning of the proverb is someone who is not fair to the poor and leans towards those who can afford it.

4) And the second proverbs *mara berang me pang bengkok nan pang batiu*. The social phenomenon contained in the proverb is *corruption* and dishonesty and the meaning of the proverb is a leader who is dishonest and a leader who uses every available power to take advantage for himself.

5) The student with intial PM a picture of a dog biting a shoe with the proverbs *ngesit no pele kuping*. The social phenomenon contained in the

proverb is *criminal* and the meaning of the proverb is people who do evil without seeing the risks.

6) And the second proverbs *mangan bedis naeng kebo*. The social phenomenon contained in the proverb is economics and the meaning of the proverb is that people have small incomes but large expenses.

The third cycle was held on Saturday, July 2, 2022. This third cycle was held to review learning and find out whether students already understood the learning being taught. At this cycle the class was opened by saying "assalamualaikum warahmatullahi wabarakatuh" the researchers greeted by saying "good morning" and they answered with "morning" enthusiasm asking how they were doing "how are you?" and they replied " I'm fine, how about you, I'm fine to thank you". After that the class was reopened by saying thank you to the students who had taken the time to attend this research class "first of all thank you for coming in my research class". Researchers ask students what proverbs are and what social phenomena are to students and students explain *"Peribahasa suku kata atau kalimat yang digunakan untuk menyampaikan atau mengekspresikan perasaan seseorang"* and "*Fenomena social dalah gejalah atau peristiwa-peristiwa yang terjadi dan dapat diamati dalam kehidupan sosial"*. Then the researcher continued teaching and learning activities to the core activity of the researcher distributing pictures to students first and giving student's time to learn to find out what social phenomena were contained in the pictures that had been given. After that, students were asked to come forward one by one to explain the pictures they got.

At the third cycle the researcher conducted a review of learning with the material that had been given in the first and second cycles. As for the picture studied, namely the picture that students got at the first and second cycles, at the third cycles students ware given pictures at random. From the third cycles, students can explain well what social phenomena are contained in the pictures they get.

3. Observation

Observations were made by the researcher in every cycle when implementing the action. This is done to determine the quality of the teaching and learning process using pictures in increasing students' ability to understand social phenomena. The supporting instrument used when making observations is a learning video. The video was observed to determine the extent to which students understand the learning being taught and as a basis for revision at the next cycle. From observations, it is known that during three cycle of the teaching and learning process, class B in second semester experienced an increase in understanding social phenomena. From the three cycle, it can be said that students are able to explain social phenomena contained in the pictures or proverbs they get. The aspects that are seen when making observations are:
a) Situation of teaching and learning actvities
b) Students activities
c) Students' ability to understand social phenomena
d) Analysis and reflection

B. Disscusion

This section presents a discussion of the analysis of the use of picture-based proverbs in improving students' ability to explain social phenomena.
1. Teaching Process

In the implementation of the learning process, there are several activities carried out, including the following;
a) In the first activity, the researcher opened the research class by saying "Assalamulaikum warahmatullahi wabarakatuh".
b) The second activity, in the teaching and learning process that is carried out, the researcher first explain to students what is meant by social phenomena and what is meant by proverbs.
c) The third activity, the researcher explain to students how to use picture-based to improve students' ability to explain socil phenomena contained in picture. This is done so that students have pictures related to the teaching

and learning process that the want to do.

d) The fourth activity, the researcher distributed pictures to each students, and each students got two pictures. Than the researcher gave the students five minutes to study befor going forward to explain a head.

e) The fifth activity, the researcher asked students to come forward one by one by bringing pictures that students got to expalin social phenomena that matched the picture.

f) The sixth activity, after the students avanced one by one, the researcher closed the class by giving students motivation to learn and the class anded with greeting.

2. Student Participation in Learning Activities

At the first cycle, students participated in explaining the social phenomena contained in the pictures given. At the second cycles, students participate in explaining what is meant by proverbs and what is meant by social phenomena. Similar to the second cycles, this third cycles students also participated in explaining proverbs and social phenomena. Students also participate in explaining social phenomena contained in the pictures that students get.

3. Skills in explaining social phenomena

At the first cycle, students were still confused about how to explain the social phenomena in the picture. Students are able to explain but are still wrong in determining the social phenomena contained in the picture and students explain the social phenomen used indonesian language. Then at the second cycles, students have begun to understand the social phenomena contained in the picture students explain the social phenomen used indonesian language. At the third cycles, students were able to explain the social phenomena contained in the picture. Students are able to explain social phenomena by using english well.

4. Discussion on the use of picture to increase student participation

Based on the above results, it can be identified that the right procedure to increase students' participation and speaking skills by using pictures requires certain procedures such as presentation pictures designed by the researcher. Pictures can help students in explaining social phenomena and pictures also make students interested in the learning being taught. From the first cycle to the third cycles, students were active in each activity explaining the social phenomena contained in the picture.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

At the first cycle, students have not been able to explain social phenomena and do not really understand the commands given. Students explain social phenomena but are not very able to so proceed to the second cycles. At the second cycles the students had begun to understand the orders given by the researcher. Students have also begun to be able to explain what social phenomena are contained in the proverbs they get and picture-based can help students explain social phenomena given by researchers. The use of picture-based can improve students' ability to explain social phenomena well. At the third cycles students were able to explain social phenomena very well and students experienced an increase from the first cycle to the third cycles. When students are asked to come forward to explain social phenomena, students are no longer confused in explaining.

B. Suggestion

Relation to the conclusions, the researcher would like to give some suggestions as follows: (a) For lecturers and students, it is recommended to develop learning by using various learning media presented in class, one of which is picture-based. (b) Further researchers can use it as a reference to adapt and develop learning media. The next researcher can try to do this research by teaching practice to the second semester students of class B with the skills to explain social phenomena.

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