TEACHING ENGLISH PROVERB MATERIAL FOR HIGH SCHOOL STUDENTS: PRAGMATIC STUDY

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Abstract
The competence of General English in SMA / MA is the ability to communicate in three types of texts, (1) interpersonal, (2) transactional, and (3) functional, orally and write, on the level of informational literacy, to carry out social functions, in the context of personal, socio-cultural, academic, and professional life, using various forms of text, with a coherently and cohesively accepting structure and linguistic elements appropriately.

One of the basic competencies in learning English for high school students is that students can understand and be able to grasp the meaning of Proverb and Riddle’s special texts on the life of high school adolescents. This proverb study is very interesting and unique because students learn about the meaning of life contextually as well as learn about local wisdom. This article aims to describe the learning of proverb material in high school, teacher-student perceptions in understanding English proverbs, and how to teach English proverbs to students more meaningfully. The method used is descriptive qualitative with pragmatic approach. The data used are common English proverbs related to the topic of high school adolescence life. Data analysis by using contextual analysis. The result of contextual data analysis shows that (1) the students are less interested in proverb material, and (2) proverb material is difficult to digest and interpreted by the students and the teacher.

Keywords: Proverb, pragmatic study

Introduction
In the syllabus of the subject of SMA / MA language and English literature, the basic competence related to proverb is listed as follows: Basic competence 3.9 interprets the function, text structure, and linguistic elements of special texts in the form of proverb and riddle, by providing and soliciting life-related information adolescents according to the context of their use. 4.9 Capturing contextually meaning related to social function, text structure, and linguistic element of special text proverb and riddle related to adolescent life.

The proverb material is very important for students to learn. The proverb material contains many elements of moral message, refinement of character and local wisdom. By understanding and interpreting the proverb material, students are expected to be able to retrieve moral messages and have a strong character.

One way or method to teach proverb material among high school students is by pragmatic approach. Pragmatic approach is an approach in language learning that emphasizes the form, function and meaning of language by considering aspects of context outside the language.

Based on the above background, the formulation of the problem in this research is how the learning material proverb in SMA, teacher-student perceptions in understanding English proverb, and how to teach proverb material to high school students more meaningful. The purpose and benefits of this research is for teachers and students to understand the proverb material well, correctly and accurately and can take the
moral message of the proverb that has been studied.

**Methodology**
This research method is a qualitative research by using pragmatic approach. The subject of the research is the implementation of learning material proverb English in class X SMA Negeri 1 Ponorogo subject matter cross-interest conducted by English teacher. The data collection procedure is done by using observation, questionnaire, and in-depth interview. The research instrument used tests and non tests related to the proverb material to the students.

In addition, the scientific approach in proverb learning is also taken into consideration in classroom data collection. The scientific approaches are (a) Inquiry-Based Language Learning, (b) Project Based Language Learning, (c) Problem Based Language Learning, (d) Discovery Language Learning, and (e) Task Based Language Learning.

**Finding and Discussion**
In the English syllabus the English subject matter that needs to be studied is (a) the social function, (b) the structure of the text, (c) the element of language, and (d) the topic. Associated with proverb material for social function is to train the refinement of mind, to sharpen the mind to interact with the environment.

From the results of observation in the learning process, the implementation of the scientific approach applied by teachers in learning material proverb is as follows:

**Observing**
- Learners listen to the use of proverb phrases from various sources by paying attention to social function, text structure, language element, and format of delivery / writing.
- With teacher guidance and direction, Students identify the proverb characteristics.

**Asking**
with the guidance and direction of the teacher, the Learners of the Question are, among other things, different proverbs in English, proverb differences with those in Indonesian, possibly using other expressions etc.

**Exploring**
- Learners seek proverb from various sources.
- Learners practicing identifying proverbs with friends
- Learners read the proverb to friends

**Associating**
- Learners analyze proverb expressions by grouping them based on usage.
- Learners compare the proverb phrases teachers use with those learned from other sources.
- In groups Learners discuss proverb expressions they find from other sources or other cultures.
- Learners get feedback from teachers and friends about social functions and linguistic elements conveyed in group work.

**Communicating**
- Learners present some proverbs they like
- Learners make clipping about proverb in group work
- Create a learning journal (learning journal)

The perceptions of teachers and students on proverb material from the results of in-depth interviews to teachers of English and a number of students can be concluded that still do not understand the meaning contained in the text proverb presented in the book package. Thus, the tendency of teachers in teaching this proverb material much avoided or even not taught because it is considered too difficult to understand, both by teachers and students.

To encourage teachers to teach proverb material, English teachers need to master the pragmatic approach as well. This pragmatic approach aims at teaching proverbs based on a context outside the language so that students can understand the explicit and implicit meanings of proverb material.
The learning steps that can be done are as follows: (1) searching for common proverbs, (2) comparing proverb with mother tongue, (3) digging existing values / implicit meanings, and (4) proverb should be often memorized and made motto. Examples of proverb material in Indonesian are as follows: “bersatu kita teguh, bercerai kita runtuh” “Rajin pangkal pandai” “Berakit-rakit ke hulu, berenang renang ke tepian. Bersakit sakit dahulu bersenang-senang kemudian” “dimana ada kemauan, di situ ada jalan” “dikasih hati, minta jantung

Meanwhile, in English as follows: Persevere and never fear No pain no gain United we stand, divided we fall Give him an inch and he will take a yard There is a will, there is a way

People tend to use proverbs to comment on a situation, often at the end of a true story someone told, or in response to some events. Proverbs may come in: (1) **Warning/Advice/Morals**, for example (Don’t count your chickens before they are hatched; Never judge a book by its cover, Look before you leap). (2) **Key elements**. Proverbs can also be grouped by some key elements, for example, animals and birds (When the cat’s away, the mice will play; One swallow doesn’t make a summer). (3) **Visualizing**. Proverbs can also visualize through pictures, for example (Many hands make light work: All that glitters is not gold) (Sudarwati: 282).

Teaching proverb material certainly involves some pragmatic theories. This is the theory of speech acts and the theory of politeness. Speech theory is a theory used to denote complex interaction goals, first studied by Austin (1961) (Jumanto: 2011: 80). Austin divides acts of speech into three types: locutionary act, illocutionary act and perlocutionary act. With an understanding of the type of speech acts, teachers can understand the form, function, and meaning of the proverb being taught.

Meanwhile, the theory of politeness that teachers need to understand in teaching proverb material is Brown and Levinson theory. Brown and Levinson have stated that politeness is universal feature of language use. Thus it has occupied a central place in the social study of language, especially in pragmatics (Endang Fauzi: 2016:158).

Teaching proverb material for high school / MA students related to adolescent life is very important as a form of students' understanding of local wisdom that developed in their community. Language as an integral part of culture. Therefore language reflects the mindset, pattern of action and even the personality of the language user community. Many materials that can be utilized by teachers in teaching material proverb in class. For example, create drawings, banners, slogans affixed to the classroom wall, on the data boards, in wall magazines, and corner corners of the school environment. Various proverb provisions that exist in the school environment will make it easier for students or teachers to understand the meaning of proverb written or installed it.

In addition to the written proverb material, teachers also need to teach proverb material through cross-cultural understanding in the community, such as proverbs that develop among the Javanese people, the Jakarta Community, or certain groups of people in comparison with the British community who have different traditions and perspectives about its culture, traditions and customs.

Proverb in the present era becomes important and often used by young people as the motto of life or to strengthen the desired character.
We often encounter various proverbs that are used as slogans and printed on shirts, on a vehicle, or in the form of stickers. In fact, proverb used as an institutional branding to raise the image and the existence of these institutions still exists.

Thus, learning English proverb material requires competent teachers and effective classroom management. Classroom management always becomes a priority for teachers because they concern about student safety and desire to deal effectively with students disruptive behaviors (Endang Fauziati: 2015:9). Effective, interactive and fun classroom management by teachers will enhance student achievement and enthusiasm. Therefore, learning English proverb material will be easily digested by students and learning becomes more meaningful.

Conclusions
Based on the above explanation, some of the conclusions in this article are as follows:
1. English proverb material for high school / MA students is very important to be taught. Proverb contains cultural values and a high moral message to strengthen character education and learning about local wisdom.
2. Teachers in teaching proverb material need to understand the theory of speech acts and politeness theory as part of the pragmatics perspective.
3. Effective, interactive, and fun classroom management will encourage the growth of awareness of students to gain achievement and can understand and digest the proverb material well and correctly.

References