

THE INFLUENCE OF USING COMIC SERIES MEDIA ON INTEREST LEARNING INDONESIAN LANGUAGE

ROSMINI MADEAMIN

Teacher Education Indonesian Language and Literature
Universitas Muhammadiyah (UNISMUH) Makassar

Abstract: This study aims to describe the effect of serial comic media on the interest of learning Indonesian fourth graders Elementary School Inpres Antang Makassar on even semesters academic year 2017/2018. The sample of this research is 26 students. Data collection through questionnaires, interviews and observation. Data were analyzed by using descriptive analysis technique and product moment correlation technique. The result of the research shows that there is a significant influence of the use of serial comic media to the students' learning interest. The result of the correlation analysis shows that the r-count is 0.642. Therefore, it is concluded that the comic strip media has an influence on students' interest in learning. This shows that the proposed hypothesis is accepted, that is, there is influence of the use of comic serial media to the interest of learning Indonesian class IV Elementary School Inpres Kalebajeng Gowa District.

Keywords: media, comic, glow, interest, learning.

1. INTRODUCTION

Education is all learning activities that take place throughout the ages in all situations of life activities, takes place in all kinds, forms and levels of the environment, which then encourages the growth of all the potential that exists within the individual (Suparlan, 2009). Education has a very important role to ensure the survival of the state and nation. This is because education is a vehicle to improve and develop the quality of human resources. In order to realize the above objectives, a hard effort from the community and the government is needed. The people of Indonesia with the pace of development are still experiencing severe problems, especially related to the quality, relevance, and efficiency of education.

The use of serial comic media on learning can facilitate students receive lessons because students can understand through what he saw in the comic media. Images are two-dimensional visual media over non-transparent areas. Teachers can use serial comic media to give an idea of something so that the explanation is more concrete when elaborated through words. Through this comic medium, teachers can translate abstract ideas in a more realistic form by using writing skills (Arsyad, 2013; Gumelar, 2011; Wahid, Abd., 2008).

The reason the researchers chose the Comic Media Releases on Interest in learning Indonesian language. Because the comic media has a simple, clear, easy to understand nature. Media Comics is a cartoon-shaped media that expresses the character of the animal and plays the story in a sequence closely linked to the image, can make it easier for students to understand what the teacher explains, help students more actively in the learning process. With the help of comic media students will be more active in learning so that student learning interest will increase.

Learning is a complex process that happens everybody and lasts a lifetime therefore learning can happen anytime and anywhere. Thus, humans learn continuously to be able to achieve independence and at the same time able to adapt to various environmental changes. In the process of teaching and learning, all components of teaching are played optimally

in order to achieve the teaching objectives that have been set, one way is by the use of learning media. The teacher's job here, of course, seeks to create a fun and enjoyable learning environment (Slameto, 2013; Susanto, Ahmad, 2013; Muliati and Mariati, 2011; Oemar, Hamalik., 2003).

Through the use of serial comic media in the process of teaching and learning activities in elementary school, can increase student learning interest, as the characteristics of elementary school students are very interested in things observed, heard and experienced directly because it can lead to meaningful impression in individual students.

2. LITERATURE REVIEW

Instructional Media

Learning media is anything that can be used to distribute teaching materials so as to stimulate the attention, interest, thoughts, and feelings of learning (students) in learning activities to achieve certain learning goals (Sudjana nana and Ahmad Rivai, 2011). The word media comes from the Latin *medius* which literally means middle, intermediate or introduction. In Arabic, the media is the intermediary or messenger of the sender to the recipient of the message. But more specifically, the notion of media in the learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process and rearrange visual or verbal information (Arsyad, 2013). Gerlach and Ely in Arsyad (2013) stated that the media when understood in broad outline are human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. In this sense teachers, textbooks, and the environment are media.

The word learning is a translation of the term English is the instruction that is interpreted as a process of interaction between teachers and students that take place dynamically. Learning is the process of learners with educators and learning resources in a learning environment (Muliati, 2011). Learning is an aid provided by educators in order to occur the process of acquiring knowledge and knowledge, mastery of skills, and the formation of attitudes and beliefs in learners. In other words, learning is a process to help learners to learn well (Slameto, 2015, Muhibbin Shah, 2005).

Learning media is everything that can deliver and deliver messages from the source in a planned manner so as to create a conducive learning environment, where the recipients of the message (students) can make the learning process effective and efficient (Gulo, W., 2002).

Comic Series

Comics in Indonesian etymology derive from the word "comic" which is more or less semantically meaning funny, joke (Gumelar, 2011). McCloud (Gumelar, 2011) describes the definition of "comics are images lined up in a deliberate sequence intended to convey information or produce an aesthetic response from the reader".

Sudjana and Ahmad Rivai (2011) provide the definition that "comic is a form of cartoon that expresses the character and plays a story in a sequence that is closely related to the image to provide entertainment to its readers."

In general, according to Mc Cloud comics play a role to convey information and achieve aesthetic responses from readers (Wahyuningsih, 2012) comics is a unique visual communication media because it combines text and images in a creative form and has the power to convey information in a popular and easy to understand.

Comics are pictures or serial paintings that are stories. In short, comics can also be called picture stories. Comics generally take the form of a series of drawings, each made in a panel and separated by a gang, which is entirely a coherent unity of the story. The pictures are usually equipped with a word balloon containing the speech delivered by the characters in the comic and sometimes accompanied by narration as a box-shaped explanation and connected on the edge of the panel.

Interest

In Indonesian General Dictionary stated that interest is something of attention, joy (tendency) to a desire. Discusses the interests closely related to psychiatric problems, because interest is one of the psychological aspects that exist in every human being. Interests are not below since birth, but obtained later. This interest is immense to the effect of learning because with someone's interest will do something he is interested in. Conversely, without a person's interest it is impossible to do anything.

Furthermore, Slameto (2013) states that interest is a constant tendency to pay attention to and remember some of the activities that a person is interested in, cared for constantly with pleasure. Interests are the awareness of a person, that an object, a person, a problem or a situation has to do with himself. From some of the above understanding can be concluded that interest is a source of motivation that encourages people to do what they want if they are free to choose.

So if someone is interested in something he will be interested or like that something. If something of a thing or state of interest attracts interest. For example: a variety of teaching methods teachers and how to explain that easily understood by students, this will generate a sense of fun and interest from students who will then generate interest in children.

Talk about interest issues should pay attention to aspects of interest. According to B. Hurlock (1993) translated by Mitasari Tjandrasa distinguish aspects of interest into two namely: (1) Cognitive aspects. The cognitive aspect is an aspect based on the concepts that the child develops in the field of interests. For example the child's cognitive aspect of school interest, (2) affective aspects. Or the emotional weighting aspect is a concept that builds cognitive interest, expressed in attitudes toward activities generated interest.

Learning Indonesia Language

In the narrow sense of learning is education in the scope of schooling, while the meaning of learning itself is the socialization of students with school environment such as teachers, sources / facilities, and friends sesame pupils. Here are some opinions about learning:

- a. Degeng and Miarso, learning is a systematically implemented in which each component influences each other.
- b. Gagne, learning is a teacher effort that aims to help students learn, where learning is a set of events that affect the occurrence of student learning.
- c. AECT, learning is one in which one's environment is managed to enable students to learn.
- d. JICA, learning is the effort of environmental arrangement that member Nuansagara learning program grow and develop optimally.

According to the Indonesian general dictionary, learning is the way students learn and teach teachers. A learning will be useful if teachers use various principles including fostering mutual trust between teachers and pupils, especially attention to the needs of students not to interfere with learning. Basically, learning takes place to achieve educational goals and this can be done well if supported by the five elements, objectives, lesson materials, methods, tools (media), and assessment.

According Indonesian General Dictionary (2005), Language is defined as the arbiter's sound symbol system, used by members of a community to work together, interact and identify themselves. Furthermore, Santosa (2008) argues that language is a means of communication between members of the public in the form of symbols of speech generated by human speech.

In connection with the use of language, there are four basic language skills, namely listening (listening), speaking, reading and writing (Muliati, 2011). Each of these skills is closely related to the other three skills in a variety of ways. In acquiring language skills, usually through a regular sequence of relationships: first in childhood, a child learns to listen to the language, then speaks, then learns to read and write.

From the description, it can be concluded that Indonesian is a learning material that serves as a communication tool by learners that includes four skills, namely listening, speaking, reading and writing skills. Each skill is expected to be mastered by learners as stock in society. Teaching Indonesian in elementary school for high class is more focused on the ability to think in writing a writing.

3. RESEARCH METHODS

The type of research used in this study is associative research method is a study that aims to determine the influence or relationship between two or more variables. In this study the population is all students in the class IV Elementary Inpres Antang Makassar. The sampling technique chosen by the researcher is a purposive sampling technique. Researcher determine class IV as sample of research because some of the considerations include: the selected sample is considered most qualified to be the object of research in this case examined the effect of the use of serial comic media to the interest of learning Indonesian language fourth graders Elementary School Inpres Antang Makassar. The sample of the study is 26

people consisting of 15 men and 11 women. The instruments used in this study are observation sheets, questionnaires, and interviews. Questionnaires are used to measure students' interest in learning.

Data collection techniques in this study using observation sheets, questionnaires, and interviews. Observation is done that is to know the potentials owned by students, Questionnaire is written questions to obtain information used to know the interest of student learning during learning by using comic media series and which do not use comic media series. While the interview is used to establish communication with several parties to obtain explanations and information about the problems studied. The method used to observe the extent to which the influence of the use of serial comic media in influencing student interest in learning. The analysis used to test the research hypothesis is the Product Moment Correlation formula from Pearson's.

4. RESEARCH RESULT

Based on the results of research conducted by the first; Andi Migra Abadi (2014) entitled: Improving the Capability of Composing Sentences through Comic Media Class III Primary Elementary School 3/77 Lanca Maros Regency. Both Abd Wahid (2008) entitled: Increasing the ability to compose Sentences through Comic Media Media on Students of Class V SD Negeri 11 Cenrana 88 Loka Enrekang Regency. From the results of his research, shows that the use of comic media series can increase students' interest in learning.

In this section will be described the results found in the study. The results are the conclusions that are taken based on the data collected and data analysis has been done, that there is Influence of comic series Media Use on Interest Learning Indonesian Grade IV Elementary School Inpres Antang Makassar. To know there is influence of serial comics media to the interest of learning Indonesian class IV students SD Inpres Antang Makassar conducted with the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26.53592 - (1128)(1217)}{\sqrt{\{26.49442 - (1128)^2\} \{26.57267 - (1217)^2\}}}$$

$$r_{xy} = \frac{1393392 - 1372776}{\sqrt{\{1285492 - 1272384\} \{1488942 - 1481089\}}}$$

$$r_{xy} = \frac{20616}{\sqrt{\{13108\} \{7853\}}}$$

$$r_{xy} = \frac{20616}{\sqrt{10293712}}$$

$$r_{xy} = \frac{20616}{320838152}$$

$$r_{xy} = 0,642$$

From the calculation above, it can be seen that r count = 0.642 When consulted with table r product moment with the number of samples (N) = 26, at the error level 5% (0.05) obtained r-table = 0.388. According Sugiyono (2008), if r-count larger than r-table 1 (rh <rt) then H0 accepted and H1 rejected. But otherwise if r-count is larger than r-table (rh > rt) then H1 is accepted.

The results obtained by researchers r-count (0.642) greater than r-table (0.388), this indicates that H1 accepted with the sense that there is influence of serial comic media on the interest of learning Indonesian class IV Elementary School Inpres Antang Makassar.

This proves that the value of data analysis is higher or greater than the value of r-table, then the hypothesis proposed in this research is accepted and there is a significant influence between the comic media series with the interest of students in learning Indonesian language.

Next to know the level of influence then the authors use table interpretation as follows:

Table 1: Interpretation of Correlation Coefficients

Coefficient Interval	Relationship Level
0,00 – 0,19	Very Low
0,20 – 0,39	Low
0,40 – 0,59	Enough
0,60 – 0,79	Strong
0,80 – 1,00	Very Strongly

If the correlation coefficient is referenced on the interpretation table of r value, then r-count 0.48. Thus, the effect of serial comic media on the interest of learning Indonesian language fourth grader Elementary School Inpres Antang Makassar is at the interval of 0.40 to 0.59 in the assumption that there is a moderate influence.

Furthermore, the results of interviews / interviews conducted by principals of Inpres Antang Makassar elementary school and guardian teacher of class IV, stated that the effect of serial comic media on student interest in learning is very related.

".... The media clearly affects students' interest in learning. When the learning media already exist then the interest of students will increase in learning "(Dahliah, M, S.Pd, principal of SD Inpres Antang Makassar)

"... when teaching using serial comic media I see the students are more passionate and more active in learning materials given" (Mu'minin, S.Pd teacher grade IV teacher)

Based on the results of hypothesis testing, observations and interviews conducted to the headmaster and teacher grade IV proves that, there is influence between the comic media serial to the interest of learning Indonesian class IV elementary school Inpres Antang Makassar.

5. CONCLUSION

The media of serial comics can influence students' interest in learning, with the serial comic media used in the learning process can increase students' learning interest, so that students will be more eager in following the ongoing lesson.

The media of serial comics greatly affects the students' learning interests, if applied in the learning because it is very easy to be understood by the students, so that the teaching and learning activities will run well. With the existence of the serial comic media to help attract the attention of students, so the attention of students is only focused on the lesson.

Interest is a state in which a person has attention to something and is accompanied by a desire to know and study as well as prove further. Interests have a close relationship with encouragement within the individual that then raises the desire to participate or engage in a particular interest. Just as in learning if the media used by the teacher is interesting then the students will feel the spirit in following the lesson.

Based on the results of research conducted to the fourth grade students at SD Inpres Antang Makassar, the results obtained rxy value of 0.642 and then interpreted to table r is located in the correlation coefficient between 0.40 to 0.59 with interpretation "moderate or moderate". Hence the proposed hypothesis (H1) is accepted.

REFERENCES

- [1] Arikunto, Suharmi. 2007: *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- [2] Arikunto. 2002. *Prosedur Suatu Penelitian Pendekatan Praktek*, Edisi Revisi Kelima. Penerbit Rineka Cipta. Jakarta
- [3] Arsyad. 2013. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- [4] Departemen Pendidikan dan Kebudayaan. 2001. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- [5] Gulo, W. 2002. *Strategi Belajar Mengajar*. Jakarta: Grasindo.
- [6] Gumelar. 2011. *Comic Making*. Jakarta: Indeks.
- [7] Hurlock, Elizabeth B. 1993. *Perkembangan Anak*, Jilid II. Jakarta: Erlangga.
- [8] Kurt Singer. 1987. *Membina Hasrat Belajar di Sekolah*. Bandung: Remaja Karya CV Bandung.

- [9] Migra Andi.2014. *Peningkatan Kemampuan Menyusun Kalimat Melalui Media Komik Berseri Murid Kelas III SD INPRES 3/77 LANCA KABUPATEN BONE*. Skripsi Makassar.FKIP Unismuh
- [10] Muhibbin Syah. 2005. *Psikologi Belajar*. Jakarta: Raja Grafindo Persada
- [11] Mulidin.2006 :*Peningkatan Kemampuan menyusun Kalimat melalui komik berseri pada murid kelas III SD Negeri 10 Sawaru Kabupaten Maros*. Skripsi Makassar.FKIP Unismuh
- [12] Muliati dan Mariati. 2011. *Strategi Pembelajaran*. Makassar Unismuh
- [13] Oemar, Hamalik. 2003. *Proses belajar Mengajar*.Jakarta: Bumi Aksara.
- [14] Poerwadarminta.W.J.S. 2003.*Kamus Umum Bahasa Indonesia*.Jakarta : Balai Pustaka
- [15] Sudjana nana dan Ahmad Rivai. 2011. *Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- [16] Sudjana, N. dan Ibrahim.(2007). *Penelitian dan Pendidikan*. Bandung:Sinar Baru Algesindo.
- [17] Santosa,Puji,dkk. 2008. *Materi dan Pembelajaran Bahasa Indonesia di SD*. Jakarta Universitas Terbuka.
- [18] Slameto, 2015. *Belajar dan Faktor yang Mempengaruhinya*. Jakarta: Bina Aksara.
- [19] Slameto. 2013. *Belajar dan Faktor yang Mempengaruhinya*. Jakarta: PT Rineka Cipta
- [20] Susanto, Ahmad 2013. *Teori Belajar dan Pembelajara*. Jakarta: Kencana prenda
- [21] Sugiyono, 2015. *Metode Penelitian Kualitatif dan Kuantitatif dan R&D*. Bandung: Alfabeta.
- [22] Sugiyono, 2008. *Metode Penelitian Kualitatif dan Kuantitatif dan R&D*. Bandung: Alfabeta.
- [23] Sugiyono.2007. *Desain Penelitian*. Bandung: Alfabeta.
- [24] Sugiyono.2012. *Memahami penelitian kualitatif*, Bandung: Alfabeta.
- [25] Suparlan Suhartono. 2009. *Filsafat Pendidikan*. Makassar : Badan Penerbit Universitas Muhammadiyah Makassar
- [26] Tim Kreasi Bahasa. 2005. *Kamus Bahasa Indonesia: Kreasi Media*
- [27] Winkel, W S. 1996. *Psikologi Pengajaran*. Jakarta: Tarsito
- [28] Wahid,Abd. 2008: *Meningkatkan Kemampuan Menyusun Kalimat Melalui Komik Berseri pada Murid Kelas V SD Negeri 11 Cenrana Kabupaten Wajo*. Skripsi Makassar.FKIP Unismuh.
- [29] Wahyuningsih, Ary Nur. 2012. Pengembangan Media Komik Bergambar Materi Sistem Saraf untuk Pembelajaran yang Menggunakan Strategi PQ4R. *Journal of Innovative Science Education*.Vol. 1 (1), 19-27 (ISSN-2252-6412).