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Universiti Utara Malaysia
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Cetakan Pertama, 2017

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Hak cipta terpelihara. Sebarang bahagian dalam buku ini tidak boleh diterbitkan semula, ditampilkan dalam apa cara yang boleh digunakan semula, ataupun dipindahkan dalam sebarang bentuk atau dengan sebarang cara, baik dengan cara elektronik, mekanik, penggambaran semula, perakaman dan sebagainya tanpa mendapat izin daripada Pusat Pengajian Teknologi Multimedia dan Komunikasi, Universiti Utara Malaysia.

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PREFACE

Growing with media

Assamualaikum dan Selamat Datang

First of all, we would like to welcome everyone to the International Conference on Media Studies 2017. This year ICMS 2017 will be addressed comprehensively from the media to social perspectives, aiming at presenting, discussing and disseminating current developments, new approaches, new tools and practical solutions for the media landscape. The conference is targeted to an academic audience (lecturers, researchers and students) and practitioners (media buyer, press and media managers from diverse media organizations).

To introduce the emerging developments of media. Growing with media is essential for every individual. Issues will be presented and discussed in this 360 degrees of media growth.

1. To introduce the importance of media in 360 degrees;
2. To deliberate on the challenges or difficulties associated with the media;
3. To discuss success factors of media;
4. To discuss the future trends of media in 360 degrees;
5. To introduce the state-of-the-art practices in media;

ICMS 2017 seeks high-quality contributions on media academics and practitioners, including theoretical foundations, innovative practices, case studies, experiences, among others.

We would like to extend our gratitude for the overwhelming response from UUM and Universitas Sebelas Maret (UNS), Neville Wadia Institute Of Management Studies And Research, Bansomdejchaopraya Rajabhat University, Hatyai University and Suryadatta Group of Institutes.

Thank you and look forward to seeing you again in Sintok!

The Editors,
Azahar Kasim
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The Learning Media using Comics Based on The Folklore to Introduce The Javanese Culture to The Students of Bahasa Indonesia for Non-Native Speakers

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ABSTRACT. This study aims to (1) describe about folklore that containing the value of Javanese cultural wisdom; (2) describe the learning media using comics to introduce the value of cultural wisdom to the students of Bahasa Indonesia for Non-Native Speakers. This study belongs to qualitative descriptive research using content analysis technique. The data source is in form of events, information, and documents. The data collection technique is through observation about the origin of the folklore, interviews, and document analysis. The data validation is using triangulation research and triangulation method. The data analysis is using Miles and Hubermann interactive analysis technique. The result of the study showed: (1) the folklore that containing the value of Java cultural wisdom consist of myth, legend, and fairytale. The most used was the legend folklore about the origin of a place. (2) Based on the finding of the study, the use of comics as learning media has never been used to teach the students of Bahasa Indonesia for Non-Native Speakers. The learning media using comics was used to introduce the folklore and the the value of Javanese cultural wisdom to the students of Bahasa Indonesia for Non-Native Speakers. Comics as the learning media was completed with interesting pictures, understandable story and using the language that appropriate with the competency of the students of Bahasa Indonesia for Non-Native Speakers. This learning media made the the students of Bahasa Indonesia for Non-Native Speakers attracted and learned enthusiastically. The role of the interesting learning media has been contributing to make the Indonesian culture be known globally, especially the Javanese culture because the students of Bahasa Indonesia for Non-Native Speakers was from some countries in Asian, Europe, Australia, and Africa.

KEYWORDS: learning media, folklore, the students of bahasa indonesia for non-native speaker.

1 INTRODUCTION

Bahasa Indonesia for non-native speakers (BIPA) is an issue in learning Bahasa in Indonesia. BIPA learning is used to teach the non-native speakers in learning Bahasa Indonesia as their second language (Taftiawati, 2014:2). The BIPA committee are in domestics or overseas universities, and most of the non-native speakers show their interest to learn Bahasa Indonesia as their second language. The appearance of BIPA learning was in accordance with the ASEAN free trading or the government project called MEA (Masyarakat Ekonomi Asean) /ASEan Economic Community. The appearance of MEA and the development of BIPA was according to the UU No. 24 Tahun 2009 that: (1) The government increased the function of Bahasa Indonesia as an international language gradually, systematically, and continuity; (2) The enhancement of the function of Bahasa Indonesia as an international language based on the number 1 coordinated by language foundation; (3) More requirements regarding to the enhancement of the function of Bahasa Indonesia as an international language based on the number 1 was set by the government’s rules (UU No 24 tahun 2009 about national flag, national language, national symbol, and national anthem).
Based on those conditions, Bahasa Indonesia has important rules internationally, especially for MEA. Bahasa Indonesia is needed by the non-native speakers to get job in Indonesia. Beside MEA, non-native speakers should learn about four skills in Bahasa Indonesia when they want to continue study in Indonesia. Some of the non-native speakers learn about Bahasa Indonesia to study about Indonesian culture, travelling, and others. It is in line with Suyitno (Wardani, 2017:5) that stated the aims of BIPA learning which correlated with (1) the need of job, (2) the need of training, and (3) the need to study.

Usman (2017:42) stated that Bahasa Indonesia for non-native speakers has been learned in countries: Japan, Korea, Singapore, Malaysia, Australia, United States, France, China and Germany (2015:58) is in line with Usman, he stated that Bahasa Indonesia has been learned by 45 people from Australia, America, Japan, Korea, Singapore, and some countries in West Europe. Based on data from Ministry of Foreign Affairs, Bahasa Indonesia has the five biggest native speakers in the world and Indonesia is included in ten most learned language in the world and by more than 45 country in the world. Based on the data by The Education and Cultural Ministry in Darmasiswa program in the year of 2018, there are 4,118 foreign students from 83 different countries learned about Bahasa Indonesia in 35 Universities in Indonesia.

The aims of BIPA learning are the non-native speakers can master four language skills: (1) listening, speaking, reading, and writing. Based on those language skills, the students can be taught mastering the active language using speaking and writing skills.

Beside the language skills mastery, the BIPA learning also has aim to introduce the Indonesian culture, especially the local culture where the students learn about Bahasa Indonesia. The foreign students are the bilingual speakers that come to Indonesia to learn both of Indonesian language and Indonesian culture.

Muhair, the Secretary of Language Section in Education and Cultural Ministry said that the weakness of BIPA learning is not having the text book and the learning media supplementary to teach Bahasa Indonesia to the non-native students (www.harnas.com in Wardani, 2017). The weakness in learning media is the less innovation from the teachers to attract the non-native students’ interest to learn about Bahasa Indonesia. The learning still used the conventional media such as: map, the picture of national clothes, the picture of traditional foods, etc. The teacher also should use the learning media more interactive and attractive so, the foreign students can be more interested to learn about Bahasa Indonesia. BIPA learning is not only to teach about the Indonesian language, but also to teach them about Indonesian culture. So, the learning media used was the folklore. The folklore will be arranged in form of comics using understandable sentences for the foreign students. Learning about Bahasa Indonesia using folklore-comics will attract the students’ interest to learn.

Folklore is a traditional story that well-known in the society. The story in folklore are different one place to another. The story becomes the characteristic of the country/city it belongs to. The story is about the origin or the various culture or history. Folklore usually tells about how a place or a city can be made. Folklore that containing the cultural value should be introduced to the foreign students as a local culture.

II. RESEARCH METHODOLOGY

This study used descriptive qualitative with content analysis technique. The analysis was aimed to: (1) describe the folklore containing moral value of Javanese culture; (2) describe the learning media using comic to introduce the Javanese folklore to the non-native speakers. The data sources in form of events, informant, and document. The data collection technique used the origin of folklore observations, interview, folklore, and document analysis. The data validity was using triangulation of data resources and triangulation methods. The data analysis was using the analysis interactive technique by Miles and Hubermann.