

Implementasi Komik Bilibili, “My Imperial Physician Story” Untuk Meningkatkan Pemahaman Membaca Siswa Pada Kelas VIII SMP PGRI 3 Medan

The Implementation of Bilibili Comic, “My Imperial Physician Story” To Increase The Students’ Reading Comprehension At Eighth Grade SMP PGRI 3 Medan

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ABSTRACT

The aims of this study were to know the implementation of Bilibili Comic, “My imperial physician story” to increase the students’ reading comprehension. The sample of this study was eighth grade students of SMP PGRI 3 Medan which consist of 22 students in academic year 2021/2022. It used classroom action research (CAR). This research was done in two cycles. Each cycle consists of four steps. They are planning, action, observation, and reflection. The results showed that there were an improvement of the students’ reading comprehension by using bilibili comic as the media. This can be seen in the improvement in average student scores from cycle to cycle. Post test I had an average score of 74 and post test II had an average score of 81,75.

The percentage of students who got Minimum Mastery Criteria score ≥ 75 points also increased. In the pre-test, students who got ≥ 75 were only 4 of the 20 students in the class or about 20%. In the post test I, there were 11 students who scored ≥ 75 or about 55% of the 20 students in the class who achieved the Minimum Completeness Criteria. Finally, in the post test II, there were 18 students who got ≥ 75 or about 90%.

Researcher also analyzed qualitative data from interviews, observation sheets and documentation.

Keywords : Reading Comprehension, Bilibili Comic, media

ABSTRAK

Penelitian ini bertujuan untuk mengetahui penerapan Komik Bilibili “My Imperial Physician Story” untuk meningkatkan pemahaman membaca siswa. Sampel penelitian ini adalah siswa kelas VIII SMP PGRI 3 Medan yang berjumlah 22 siswa tahun pelajaran 2021/2022. Penelitian ini menggunakan penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari empat langkah. Yaitu perencanaan, tindakan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa terdapat peningkatan pemahaman membaca siswa dengan menggunakan media komik bilibili. Hal ini terlihat pada peningkatan rata-rata nilai siswa dari siklus ke siklus. Post test I memiliki nilai rata-rata 74 dan post test II memiliki nilai rata-rata 81,75. Persentase siswa yang mendapat nilai KKM 75 juga meningkat. Pada pre-test, siswa yang mendapat nilai 75 hanya 4 dari 20 siswa di kelas atau sekitar 20%. Pada post test I terdapat 11 siswa yang memperoleh nilai 75 atau sekitar 55% dari 20 siswa di kelas yang mencapai KKM. Terakhir, pada post test II terdapat 18 siswa yang memperoleh nilai 75 atau sekitar 90%. Peneliti juga menganalisis data kualitatif dari wawancara, lembar observasi dan dokumentasi.

Kata Kunci : Pemahaman membaca, Komik Bilibili, Media

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1. INTRODUCTION

In mastering English, there are four skills needed, they are listening, speaking, reading and writing. It is supported by Johnson (2008:7) there are four language processes work together to enhance the development of each of others: speaking, listening, reading and writing. From those skills, reading is one of the important skills because reading can obtain a variety of basic knowledge such as grammar knowledge, vocabulary, and the other knowledges. Patel and Jain (2008) said that reading is an essential tool for language learning for students than speaking and writing.

Reading comprehension is the person's ability to manage all information and meaning contained in a text. It is someone's activity to find out the meaning or purpose of text. It is also described by Linse (2005:71) said that reading comprehension refers to reading for meaning, understanding and entertainment. Based on experience of the researcher in teaching practice program (PPL) at SMP PGRI 3 Medan, the researcher found that the students have difficulties on reading comprehension. The difficulties of students that found by the researcher were most of students didn't interest in reading that full of text. It can be seen when the students are given the text without pictures, they feel bored.

From all cases that researcher found, the researcher offers Bilibili comic as media to increase the students' reading comprehension, because Bilibili comic is an online comic that has a lot of interesting stories and pictures as an attraction and the students' understanding in comprehend the story line and the language is English. It can be improving the students' reading interest reading comprehension because it fulfill by the colorful pictures that can make the students more interest to read. It is supported by Mc Cloud (2008) comic is pictures and other symbols can be juxtaposition in a model to give information and aesthetic from the reader. It can make the students have more interest to use Bilibili comic so it can be used to increase the students' reading comprehension.

2. LITERATURE REVIEW

It needs to collect some related information, theories and other researches with research sources and topic references. All explanations will be given in this research to avoid misunderstanding between researcher and reader. Researcher also writes some theories and information to support and help researcher makes the research idea and design this research.

A. Reading

Reading is one of activity to sound out and understanding the content of reading from a text that someone has written before. This is reinforced by Linse (2005:69) defines reading as a set of skills that involves making sense and deriving meaning from the printed word. While according to Detty (2017:236) reading is a process of communication of ideas from one person to another through the medium of writing or printing to seek the ideas behind words". From those experts' opinion it can be conclude that reading is a process of understanding the meaning of a text for readers to get knowledge and new information from what they have read.

B. Reading Comprehension

Duke (2003: 5), stating that reading comprehension is the process of making meaning from text. Reading comprehension makes the students comprehend the contents of reading and process every word contained in the text in order to get the right information from text. It is also described by Moreillon (2008) reading comprehension is essentially the ability to understand what has been read. According to those definitions, it can be said that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Therefore, in dealing with reading comprehension, students must be able to understand the words, sentences, and the whole text relating to the context to get the gist of the text.

C. Teaching Reading

In teaching reading, Nuttal (1996) describes reading into two approaches: intensive and extensive. An intensive reading involves approaching in text under the close guidance a teacher or under guidance of a task, it forces all students to take attention to the text. It's used to gain a deep comprehend of a text which is important for the readers. An extensive reading is a reading program that will be actively promoting reading out of the class. In the schedule of English subject at school, the reading activity seems to be in short time, an extensive reading is suitable for reading to have a

general idea of a text. It is appropriate in reading a novel, magazine, comic, or another text, which needs full attention to the word or sentences. Intensive and extensive reading are complementary and both of them are necessary. In this research, the students must try intensive and extensive reading because both of them is important.

D. *Reading Aspects*

Reading is one of activities that everyone does in this life. Start from reading a symbol, word to word, and comprehend between symbol and words in the content of reading. There are four aspects of reading comprehension, they are sensory aspect, perceptual aspect, thinking aspect, affective aspect. Here are brief explanations from those aspects:

- a) Sensory aspect. It is starting with visual sensory obtained through the disclosure of graphic symbols and the sense of sight. This aspect talks about all students learn visually the differences of graphic symbols (words or alphabets) to present the spoken language.
- b) Perceptual aspect. It is perceptual action, knowing the words with all meaning based on students' experience.
- c) Thinking aspect. Reading isn't only making the sound out of reading content; reading is an activity to manage all words and meaning in the text or story to get the comprehension. That's why reading comprehension is needed in reading. It is supported by Seyler (2004) reading is learn and reading is thinking, and Nunan (2003) reading is a thinking.
- d) Affective aspect. It is a series of reading with focus attention, arouse a love of reading and increase reading motivation. Arouse a love of reading is the first things to make students focus intention on the text to get reading comprehension.

Reading motivation can the students get from parents, teachers, and social environment. In here, all societies need to work together to increase the students' reading comprehension by giving motivation, try kinds of media to build the students' reading interest, and guide all students to get reading comprehension from reading content. It is supported by Johnson (2008) good reading includes not only literal understanding but also feeling, intention, and attitudes towards the subject, readers, and itself.

E. *Bilibili Comic*

Bilibili comic is an online comic from china and Xu Yi is the person who has created this online comic application. Bilibili comic has created since 14th January 2010, more than 31,6 million registered users in December 2017. Bilibili comic is illustrated comic that contain a variety of English stories that attract reading interest from teenagers until adult. Everyone can be the user because it is easy to get, only download it in google play store or open the website www.bilibili.com. All genres in Bilibili comic are romance, fantasy, mystery, adventure, horror, action, historical, comedy etc.

Bilibili comic can be the affective media in teaching and learning process, because in bilibili comic is fulfill by the pictures and it can make the students interest to read the story and comprehend it well. Harmer (2001, p.134) states that picture is one of the variability of teaching supports which is used to describe language meaning structure, to employ learners in a topic, or as the base of an entire activity. According to Matulka (2008), a good picture series in a story links the reader to the pictures and generates the implication of the pictures. Story and pictures work together to push the story onward. From the experts' opinion above, it can be conclude that Bilibili comic can used as the media in learning reading comprehension because it can make the students more interest to learn and to comprehend it because they will enjoy picture books than the book that full by the text. The use of picture book that has imaginative characters such as comic is more efficient to teach reading than those of general texts and pictures.

F. *Advantages of using Bilibili Comic as Media*

Gene in Roozafzai (2012) said that there're five reasons that comic can be a good media in learning process:

- Motivating.

Hutchinson found that 74% of teachers surveyed found comics helpful for motivation while 79% confirmed the comics improve the individual participants. A teacher says that comic book makes learning too easy.

a. Visual

Comic is composed by pictorial and other images, it's fundamentally visual medium. Mixing from written and picture to be one can improve the students' reading comprehension to learn.

b. Permanent

Using comic as learning media has a lot of differences with using film or animation. Although both are same, but they can be said watched fleeting. Comic is permanent, but film or animation can't repeat.

c. Intermediary

Karl Koenke in Roozafzai (2012) suggested that comic can lead the students discipline in reading, especially for some students who don't enjoy reading or have a fear of failure.

d. Popular

All students were born in modern era and popular culture, so the teachers should make the lessons relate to their lives

In this research, the researcher sees there are advantages of using Bilibili Comic as Media learning, they are:

1. Bilibili Comic is a simple media to increase the students' vocabulary mastery
2. Bilibili Comic is a media to teach all students descriptive text, narrative text, and Tenses.
3. Bilibili Comic is an online media can access in www.bilibili.com or download in Google
4. Play store to increase students' reading interest and the students' reading comprehension.

-METHOD

A. Research Design

The researcher conveys Classroom Action Research (CAR). Classroom Action Research is a reflective research conducted in the classroom using an action to increase the quality of teaching and learning process to get the better result than before. It consists of three words: Research (examine the activity of an object), Action (some activities that are deliberately made with specific purpose), and Class (a group of students who are in the same time receive the same lesson from teacher) (Arikunto 2010:59). The research decides to conduct this research by using classroom action research (CAR) based on Kemmis and McTaggart's model. An action research conducts by the researcher with planning, acting, observing, and reflecting.

B. Research Subject

The subject of the research is eighth grade at SMP PGRI 3 Medan. The population of this research is the students in SMP PGRI 3 Medan which is located on Jl. Abd. Sani Muthalib Kel.Terjun Kec.Medan Marelan, for the sample is in VIII-1 grade students that consist 20 students in academic year 2021/2022. Population is a particular class of people with a specialized set of characteristics and sample is the subset of populations (Syaukani : 2018)

C. Research Procedure

The procedures of collecting data for this study conducts by implementing two cycles where in each cycle applied four steps, namely:

1. Plan, The researcher prepares all things that will be need in the process of teaching and learning, such as: Preparing RPP, Preparing the teaching report, Preparing the instrument for collecting data
2. Action, The researcher will be the teacher for a few meetings, the researcher makes everything which has been planned before.
3. Observation, In observation, there will be three activities observes by the researcher, they are Observing the students' activities, Observing the researcher's planning during the classroom action research, and Taking the notes on the students' participants and responses during the teaching and learning process in the classroom

4. Reflection. In this step, the researcher's going to discuss with the collaborator about what should revises and develop to the next cycle. It's very helpful for the researcher to know the activities should be revises and must be maintain to the next cycle, so the researcher's going to get the result based on the researcher hopes

D. Data Collecting Techniques

Suharsimi Arikunto (2010:143) said that research instrument a tool or facility used to research for collecting data so the work is easier and the results are better. It means that is more accurate, completes and systematic so that it's easy processed. The research instruments are Pre-test and Post-test1 and Post-test2 contain of questions. The researcher also makes interviews for knowing the students' interest in reading by using Bilibili Comic.

E. Data Analysis Technique

Based on Syaokani (2018:25) Data consists of facts and numbers which is processed into information. In this research, the researcher collects the data by using quantitative and qualitative data. In collecting the quantitative data, the researcher will give pre test and post test to observe the comprehend of the students in reading. They will be asked to fill the questionnaire that have been given by researcher. The qualitative data is used to the situation in the teaching process. The qualitative data got by using interview, observation, and documentation. Then The researcher uses quantitative data to measure the students' reading comprehension by using the calculation formula.

- 1) To know the mean of the students' score of assessment given in each treatment, the researcher applied the following formula :

$$\bar{X} = \frac{\sum x}{N}$$

Note:

$\bar{X}$: the mean of the students

$\sum x$: the total of score

N : the number of the students

- 2) To know the students'percentage who pass KKM (75) by using foemula as follows:

3)

$$P = \frac{R}{T} \times 100\%$$

Note:

: The percentage of the students

: The number of the students' point ≥ 75

: The total number of the students

3. RESULT AND DISCUSSION

Research Findings

The data were examined by utilizing the quantitative and qualitative data. The quantitative data were gotten from all the scores of the tests given to the students during the exploration. The tests comprised of three sorts, they were pre-test, post-test I, and post-test II. Thereafter, the qualitative data were gotten from interview sheet, observation sheet, and photography evidence. All these data were taken from a class which comprises of 20 students.

1) The Quantitative Data

Table 1
The Result of Students' Test

No.	Initial Name	Score		
		Pre Test	Post Test I	Post Test II
1	AS	50	60	70
2	CA	70	75	90
3	CS	50	75	80
4	DV	50	70	80
5	F	50	70	80
6	FS	60	70	90
7	GZS	80	85	90
8	IKR	65	75	85
9	MP	80	80	85
10	NE	70	80	85
11	NKPW	70	70	80
12	PA	35	70	80
13	R	75	80	80
14	SA	55	65	70
15	SCP	80	80	85
16	SR	35	70	80
17	SRN	40	75	80
18	T	70	80	80
19	TH	40	70	80
20	WS	60	80	85
Sum) =		1185	1480	1635
=		59.25	74	81.75

From the data above, researchers analyzed that students' reading comprehension improved. From the pre-test to the post-test II, we can see that the average score of the students increases for each test.

2) The Qualitative Data

e. Observation

Researchers observed students, the situations, conditions and problems during the teaching and learning process at each meeting. Researchers used bilibili comics to improve students' reading comprehension and filled out observation sheets to determine student activity during the learning process. From observations, researchers found that students were active and engaged in learning reading comprehension by using bilibili comic media.

f. Interview

This interview was conducted on the first meeting after the end of Cycle II. The researcher asked the teacher several questions. This started with the general condition of the student during the implementation of the measures. In their opinion, Bilibili comics are good enough to use for reading comprehension. Students showed enthusiasm in the teaching and learning process. Although some students did not pay attention to the teacher and lacked vocabulary. They find it easier to understand. In general, the students participation is quite good because activities in the classroom involve students.

g. Documentation

Documentation is one of source as responding observation for researcher to catch every moment which considered important. The photos was taken while teaching learning process.

4. Data Analysis

1) Quantitative Data

The quantitative data came from students' test. The students must did the test in every cycles. There are two kinds of tests, namely: pre-test and post test.

Table 2
The Result of Students' Pre-Test

No.	Initial Name	Score Pre Test	Criteria Success (≤ 75)
1	AS	50	US
2	CA	70	US
3	CS	50	US
4	DV	50	US
5	F	50	US
6	FS	60	US
7	GZS	80	S
8	IKR	65	US
9	MP	80	S
10	NE	70	US
11	NKPW	70	US
12	PA	35	US
13	R	75	S

14	SA	55	US
15	SCP	80	S
16	SR	35	US
17	SRN	40	US
18	T	70	US
19	TH	40	US
20	WS	60	US
Sum) =		1185	
=		59.25	

So, the mean of the students was :

$$\bar{x} = \frac{1185}{20} = 59.25$$

Next, to know the class percentage of students who got Minimum Mastery Criterion score (≥ 75) using the following formula:

$$P1 (\geq 75) = \frac{4}{20} \times 100\% = 20\%$$

$$P2 (\leq 75) = \frac{16}{20} \times 100\% = 80\%$$

Based on the results of the pre-test above, the data obtained that the pre-test mean value was 59.25. There were only four 20%, while 16 students got score that lower than the criteria.

Table 3
The Result of Students' Post-Test I

No.	Initial Name	Score Post Test I	Criteria Success (≤ 75)
1	AS	60	US
2	CA	75	S
3	CS	75	S
4	DV	70	US
5	F	70	US
6	FS	70	US

7	GZS	85	S
8	IKR	75	S
9	MP	80	S
10	NE	80	S
11	NKPW	70	US
12	PA	70	US
13	R	80	S
14	SA	65	US
15	SCP	80	S
16	SR	70	US
17	SRN	75	S
18	T	80	S
19	TH	70	US
20	WS	80	S
Sum) =		1480	1635
=		74	81.75

So, the mean of the students was :

$$\bar{x} = \frac{1.480}{20} = 74$$

$$P1 (\geq 75) = \frac{11}{20} \times 100\% = 55\%$$

$$P2 (\leq 75) = \frac{9}{20} \times 100\% = 45\%$$

Based on the results of the pre-test above, the data obtained that the pre-test mean value was 74. There were 11 students who passed the KKM or about 55%, while 9 students got score that lower than the criteria. From this analysis. Even though the students gave the good reaction. However, this research could not be stop here because the researcher's target was 75% students' must be able to pass the criteria score, so that the researcher make the new cycle.

Table 4
The Result of Students' Post-Test II

No.	Initial Name	Post Test II	Criteria Success (≤ 75)
1	AS	70	US

2	CA	90	S
3	CS	80	S
4	DV	80	S
5	F	80	S
6	FS	90	S
7	GZS	90	S
8	IKR	85	S
9	MP	85	S
10	NE	85	S
11	NKPW	80	S
12	PA	80	S
13	R	80	S
14	SA	70	US
15	SCP	85	S
16	SR	80	S
17	SRN	80	S
18	T	80	S
19	TH	80	S
20	WS	85	S
Sum) =		1635	
=		81.75	

So, the mean of the students was :

$$\bar{x} = \frac{1.635}{20} = 81,75$$

$$P1 (\geq 75) = \frac{18}{20} \times 100\% = 90\%$$

$$P2 (\leq 75) = \frac{2}{20} \times 100\% = 10\%$$

From the data above, it can be concluded that the students' score were increaseFrom the first test to the last test, the students responded positively. So that bilibili comics can improve the reading comprehension of students. The mean score of post test II of writing descriptive in the second cycle was 81,75. There are 18 students who got score more than the Minimum Mastery Criterion (≥ 75) or 90% if it calculated into class percentage. It showed that the first success criteria have been reached.

2) *Qualitative Data*

The qualitative data was analyzed from observation and interview sheet. The research was done in two cycle, and each cycle consist of two meetings. There are two test in cycle I (pre-test and post-test) and one test in cycle II (post-test).

h. First Cycle

Researchers found that most of the meetings did not go well. The students still seem confused and are still having trouble understanding the story. This is because most students do not have vocabulary. In Posttest I, the students kept asking their friends what they should answer and some of them cheated with their friends. Students also need a long time to complete their test. So the researcher as the teacher instructed them to take the test seriously. However, only some of them were serious about their exams during class. This can be seen from the scores of students who get ≥ 75 scores of 11 students, better than the pre-test scores.

i. Second Cycle

After observing the students' activities, we found that most students had no problems with reading comprehension. They loved learning using her Bilibili comics as the medium given to them by their teachers. They were also proactive while teaching the learning process and seemed more enthusiastic than before. There are 19 students that got the Minimum Mastery Criteria score (≥ 75), so almost all students achieved the minimum proficiency standard in this cycle.

Researcher also analyzed qualitative data from interviews, observation sheets and documentation. The results of the interview indicated that the application of bilibili comic as a media could assist students in reading comprehension. The observation sheet showed that students give good responses and attitudes during the teaching and learning process. After that the documentation showed the activities in the class. All of this qualitative data supports the research findings which are based on the quantitative data. It was found the qualitative data, such as: observation sheet, interview sheet and documentation that have been collected by the researcher. It found that the class was effective by using this media. So, it can conclude that Bilibili comic can improve students' ability and also teachers capability in teaching.

4. CONCLUSION

After analyzing the data, we were able to conclude that bilibili comics as a medium can improve the students' reading comprehension at SMP PGRI 3 Medan. There, the students' reading comprehension was still low. This can be seen from the pre-test average score of 57.25, or about 20%

There was improvement of students' ability in reading comprehension by using bilibili comic as the media. Students improved their reading comprehension in the first cycle, as indicated by the average student scores. On the first post-test, 11 students scored 75, with an average of 72.25, or about 55%.

Then, on the second post-test, they scored higher than post-test I, with an average of 81.4 points, or about a 95% percentage It means that there was an improvement in students' reading comprehension by using bilibili comic as the media.

Observations and interviews conducted by the researcher during the action indicated that students were more motivated and interested in participating in the teaching and learning process and becoming more active. Teachers' reaction to the introduction of Bilibili Comic as a media has been positive and it will be an alternative method of teaching reading comprehension. Therefore, bilibili comics as a medium may improve students' reading comprehension.

Suggestion

It is useful for English teachers to use Bilibili Comic as a medium as an alternative teaching and as a variation of the learning process in the classroom to keep students energetic and interested.

For students, using bilibili comics as media can help students improve their reading comprehension. I recommend other researchers to use bilibili comics as a medium as one of the reference materials for teaching reading comprehension.

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