The Practical Use of Online Comic Manga: Facilitating Students' English Reading Engagement

Nurul Lailatul Khusniyah [1]

Article Info	Abstract
	The study was done to get the depth information from the practical use of online comic manga in building students' English reading engagement. It creates an enjoyable time to read, and students get a meaningful activity in each reading process. The study aims to get in-depth practical use of online comic manga in building students' engagement activity in English reading books or another source. The method used the one-group pretest-posttest experimental design. The data was collected through observation, documentation and reading test. At the same time, data analysis used the t-test paired two samples for means. The resulting shows that t-stat (9.2934)> t-table (2.0484), Which means that reading online comic manga gave the fun activity at online class or home. The study's implication was on the reading source learning to create enjoy and comfort learning.
	Abstrak
	Studi ini dilakukan untuk mendapatkan informasi mendalam dari penggunaan praktis komik manga online dalam membangun rasa senang membaca bahasa Inggris. Ini menciptakan waktu yang menyenangkan untuk membaca dan siswa mendapatkan aktivitas yang bermakna dalam setiap proses membaca. Jadi, tujuan penelitian ini adalah mendapatkan penggunaan praktis komik manga online dalam membangun aktivitas senang membaca buku bacaan bahasa Inggris atau sumber lain. Metode yang digunakan adalah one group pretest-posttest eksperimental design. Pengumpulan data dilakukan melalui observasi, dokumentasi dan tes membaca. Sedangkan analisis data menggunakan uji-t berpasangan dua sampel untuk mean. Hasil penelitian menunjukkan bahwa t-stat (9,2934) > t-tabel (2,0484), artinya membaca komik manga online memberikan aktivitas yang menyenangkan di kelas online atau di rumah. Implikasi dari penelitian ini adalah pada pembelajaran sumber bacaan untuk menciptakan pembelajaran yang menyenangkan dan nyaman.

[1] Universitas Islam Negeri Mataram, Indonesia
Email: nurullaila@uinmataram.ac.id

INTRODUCTION

Reading has an essential position in human life because it is used in each activity. In English reading class, a reading activity is often assumed difficult by students because most are not enjoying and fun. Another problem is that the students do not read in a meaningful way. It happened in the class (face-to-face learning). If reading in face-to-face classes is considered difficult, how about reading activities in online classes? Therefore, the online English reading learning process during the Covid-19 pandemic requires creativity from educators so that learning objectives can be achieved and learning activities are still felt as comfortable as face-to-face activities in class (Rahmawati & Hasanah, 2021). Teachers must take advantage of various learning media related to technological devices (Niati, 2017; Stearns, 2012), smartphones (Gheytasi et al., 2015), the website for learning (Kocoglu, 2010).

The reading activity should be engaged to get meaning comprehending of text. It means that the engagement process in reading activity is the activity to facilitate enjoying reading (Utami & Nur, 2021). Reading engagement provides experiential learning, knowledge, and making social interaction with the text in the class. After the student read the text, they know the value of reading and can implement it. Reader engagement can describe the ability to read against complex social phenomena because reading is a process to achieve success in social life. Reading is understanding the meaning in the text and understanding the phenomena of social life in society. The process of understanding reading content is related to how a person understands the context and has experienced it. It gives students to be someone who enjoys the reading process as a necessity and can enjoy every sentence that is read meaningfully (Oakhill et al., 2015).

However, this condition has not been fully mastered by students. In the preliminary study, the English reading learning problem is students' incomprehension of the meaning of the text so that they cannot enjoy and cannot understand every content of the text they read. The teacher should use the appropriate condition in the online learning process from this problem. The interview with students in Reading class in February 2020 concluded that college students like comics, novels, poetry or short stories. Therefore, this study focuses on implementing the use of online manga comics to promote student engagement in reading. In the last study, manga comic stories that students love will make it easier to build interest and motivation to read. It likes an e-reader that can be shared (Hashim & Vongkulluksn, 2018). Besides, online manga comics are also easily accessible to students through online or offline applications (Sarada, 2016; Karthika Devi et al., 2020). Besides, the teacher can build interactive activities to share their experience in reading activity (Prastya & Ashadi, 2020), and it is in pre-reading activity (Anaktototy & Huwae, 2020). Much previous research related to reading learning and technology devices in the class. Reading sharing can do using social media (Puspitasari, 2020). Moreover, the student has used many e-books to get information (Kao et al., 2019). Besides, web texts provide an individual or group reading experience in increasing rhetorical engagement (Tham & Grace, 2020). Fiction reading is one of the reading engagement processes for people (Lysaker & Arvelo Alicea, 2017), example the fairy tale The Little Mermaid is digital storytelling, so it gives fun learning (Lauritsen et al., 2020). The result of digital reading is reading engagement (Naumann, 2015). These researches documented the role of technology devices in reading activity and made the reading process to be engaged.

Currently, the study focuses on the problem of English reading learning that refers to reading engagement. The process of English reading is through online comic manga. It is popular with students and is easily accessible either via mobile phones or computers. Besides that, the text presentation in comics is also visually attractive. This research can have an essential contribution to the enrichment of reading sources that can build interest in reading English and make students engaged in the reading activity. It can have an impact on comprehending daily activity. All people activities related to the reading. Moreover, learning activities carried out online require creativity and innovation in learning sources that can provide comfort and passion for learning.

Therefore, the study aims to get in-depth practical use of online comic manga in building students' engagement activity in English reading books or another source. This research is expected to be useful

for developing learning models for reading classes and provide ideas to teachers in combining various learning resources or multimedia to be applied to online classes.

METHODS

The study used an experimental approach through a one-group pretest-posttest design. It is the research design the researcher uses to determine the effect of treatment for the sample of research (Allen, 2017). Therefore, the study compares the students' reading engagement before and after receiving the treatment. The samples are 30 students at Extensive Reading Class in the fourth semester. It used purposive sampling. Criteria of selecting the sample used the concept that students have ever received the reading subject in the third semester because the Extensive reading subject needs reading comprehension skills. From March until August 2020 (6 months), it was conducted at English Department UIN Mataram. The process of collecting data used three types of data, namely 1) documentation is gotten from a result of learning (students' score and diary of teaching from teacher), 2) observation is used to get some activities learning in the class, and 3) test used to get the students' reading engagement activity in the Extensive reading subject. The test instrument assesses the critical reading concept because the students have to get the text's context meaning and implement it in daily life. The following is the aspect of reading test assessment;

Table 1. Indicator of the reading test

Component	Indicator	Account point
Literal comprehension	- Word meaning in the text	20
	- Understanding the theme	20
Inferential comprehension	- Finding the main idea	20
	- Finding unity and coherence of the paragraph	20
Critical comprehension	- Finding context meaning	20

*Adapted from (Klingner, 2007)

Process of data analysis used t-test paired two samples for means. Paired Two-Sample t-Test for Means performs a paired two-sample Student's t-Test to ascertain whether the null hypothesis can be accepted or rejected. This test does not assume that the variances of the two populations are the same. A paired t-test is usually used to test the population mean before and after several treatments (Berman & Wang, 2018).

FINDINGS AND DISCUSSION

The test result was displayed using a table of frequency distribution data and t-test data. Here is the comparing data of students' progress of reading test between pre-test and post-test;

Table 2. Frequency Distribution of Pre-test Data

Interval Class	Frequency	%
45-52	3	10%
52-59	3	10%
59-66	12	40%
66-73	12	40%
Account	30	100%

The pre-test results concluded that the students with scores in the sufficient category with a value range above 60 were 12 students or 40%. This means that students do not feel comfortable reading and cannot understand what they have read in the context of reading comprehension. Students still have a low ability to relate learning experiences and knowledge to the context of reading.

Table 3. Frequency Distribution of Post-test Data

Interval Class	Frequency	%
75-82	14	27%
82-89	8	27%
89-96	8	46%
Account	30	100%

The post-test results concluded that the students could understand reading very well. This can be seen from the percentage of student scores as much as 100% who have passed above 75. A score with a range of 75 is included in the good category. It means that students' engagement in reading has been created in the learning environment. They can get meaningful reading. While the result of the t-test paired two samples for means shown below;

Table 4. The difference between the pre-test and post-test score of the experimental and control group

	Pre-test	Post-test
	60	*85*
Mean	62.6206	83.6206
Variance	54.8152	33.6724
Observations	29	29
Pearson Correlation	0.629976677	
Hypothesized Mean Difference	0	
df	28	
t Stat	9.2934	
P(T<=t) one-tail	5.1986	
t Critical one-tail	1.7011	
P(T<=t) two-tail	1.0397	
t Critical two-tail	2.0484	

Table 3 presents the results of the t-test, which can be seen that t-stat (9.2934)> t-table (2.0484), which means that H0 is rejected and H1 is accepted. Thus, it is concluded that online manga comics have had a fairly good impact on students' reading skills. The students have shown their attitude as a reader engaged in understanding meaningful reading content. The application of online manga comics in the classroom is carried out very systematically and according to the needs of students. At the beginning of the meeting, the teacher provides reading themes that students must read before the meeting. In online classes, students will have the opportunity to share information obtained from the manga comics that have been read. They are also given the freedom to use the media in presenting the information obtained in manga comics. Overall, students showed a very good reading attitude and enjoyed the information sharing session they had read. The enjoyment attitude shown every week gives the conclusion that online manga comics provide interest and a sense of fun when reading. The number can see the level of enjoyment of students from reading online manga comics of comics they read and when they explain the contents of the comics. Thus, it refers to reading comprehension (Patrick Proctor, Daley, Louick, Leider, & Gardner, 2014; Taboada Barber, Lutz Klauda, & Stapleton, 2020).

Reading in engagement involves the process of presenting symbols that arise from words, phrases, sentences or paragraphs equipped with themes. Thus, the situation model in understanding the text elaborates and integrates existing knowledge with information in the text. Understanding the reading text requires a systematic framework for the learning process that comes from students because the understanding process takes place or occurs when the reader can summarize and integrate various kinds of information from the text and combine it with what is already known. Such situations are built

very well in the reading process environment, leading to engagement conditions (Ng & Graham, 2018; Shernoff et al., 2016).

The research findings have implications for students' attitudes and behaviour in reading. Students have an in-depth understanding of mapping reading concepts sequentially according to their learning experiences, knowledge and various facts that occur in everyday life. Besides, the findings are also a reference for understanding that online and offline comics can be used as a reading source. Reading activity means activities related to how a person understands the situation or problem and finds references to solve problems. Students are skilled in utilizing knowledge and learning experiences or facts that occur in re-expressing what is understood from the contents of the manga comic text. They easily develop their minds to interpret the messages contained in comics. The unique thing found in the application of online manga comics in reading classes creates students as reader engagement and students' behaviour in describing or understanding reading that can be applied in everyday life. They can use their knowledge to measure reading skills (Albeckay, 2014). Reading online text can implement in the home or outclass (Park & Kim, 2017). Students are also able to complete case study concepts and use various reference sources to develop their thinking. Students' thinking patterns are well developed from this concept and can apply critical thinking patterns appropriately in knowledge (Akın et al., 2015). English students' engagement means critical reading skill has improved. They have a concept map in the reading process (Phantharakphong & Pothitha, 2014). For most teachers, reading comprehension is what they say about reading ability. This is the end of the reading process, and all the components interact successfully. Reading is a process that needs each other to understand the literal meaning and understand the ideas. So, English reading earning is done to increase effectiveness. Learning to read is not only for comprehension but also for improving reading skills.

CONCLUSION

The findings concluded that the use of comics online is one of the most effective ways of reading classes. The text presentation in comics that is interesting, pictorial and non-textual provides a different atmosphere for students. It has motivated students to improve reading skills so that students become readers engaged naturally without having to. This means that students automatically build engagement when reading books. Besides, student grades also changed quite well from before and after using online manga comics. The results of data processing showed that students passed 100% of the reading course.

Therefore, the results of this study recommend that teachers provide reading sources and learning media for reading activities. Teachers can take advantage of online reading resources that are attractive to students according to their age and current life developments. The concept of learning activities in this digital and modern era cannot be used using conventional learning concepts, but learning activities lead to the discovery of meaningful activities. Practically, this research can make a real contribution to students, lecturers and institutions. Students are helped in overcoming learning difficulties, especially those related to understanding English reading. Students can increase their activity in class and students can directly think about the content of the reading they are learning.

REFERENCES

Akın, F., Koray, Ö., & Tavukçu, K. (2015). How Effective is Critical Reading in the Understanding of Scientific Texts? *Procedia - Social and Behavioral Sciences*, *174*, 2444–2451. https://doi.org/10.1016/J.SBSPRO.2015.01.915

Albeckay, E. M. (2014). Developing Reading Skills through Critical Reading Programme amongst Undergraduate EFL Students in Libya. *Procedia - Social and Behavioral Sciences*, *123*, 175–181. https://doi.org/10.1016/J.SBSPRO.2014.01.1412

Allen, M. (2017). One-Group Pretest–Posttest Design. In *The SAGE Encyclopedia of Communication Research Methods*. SAGE Publications, Inc. https://doi.org/10.4135/9781483381411.n388

Anaktototy, K., & Huwae, M. (2020). Asessing Teacher's Perception in the Use of Pre-Reading Activities in EFL Classroom. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, *4*(2), 236. https://doi.org/10.26858/eralingua.v4i2.12532

Berman, E., & Wang, X. (2018). *Exercising Essential Statistics*. Sage.

Gheytasi, M., Azizifar, A., & Gowhary, H. (2015). The Effect of Smartphone on the Reading Comprehension Proficiency of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences*, *199*, 225–230. https://doi.org/10.1016/J.SBSPRO.2015.07.510

Hashim, A. K., & Vongkulluksn, V. W. (2018). E-Reader apps and reading engagement: A descriptive case study. *Computers and Education*, *125*, 358–375. https://doi.org/10.1016/j.compedu.2018.06.021

Kao, G. Y. M., Chiang, X. Z., & Foulsham, T. (2019). Reading behavior and the effect of embedded selfies in role-playing picture e-books: An eye-tracking investigation. *Computers and Education*, *136*, 99–112. https://doi.org/10.1016/j.compedu.2019.03.010

Karthika Devi, M. S., Fathima, S., & Baskaran, R. (2020). CBCS - Comic book cover Synopsis: Generating synopsis of a comic book with unsupervised abstractive dialogue. *Procedia Computer Science*, *172*, 701–708. https://doi.org/10.1016/j.procs.2020.05.100

Klingner, J. K. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. The Guilford Press.

Kocoglu, Z. (2010). WebQuests in EFL reading/writing classroom. *Procedia - Social and Behavioral Sciences*, *2*(2), 3524–3527. https://doi.org/10.1016/J.SBSPRO.2010.03.545

Lauritsen, T. K., Ali, D. K., Jensen, N. F., Alamillo, I. U., & Bjørner, T. (2020). How to Engage Young Adults in Reading H. C. Andersen's Fairy Tale the Little Mermaid, Through a Serious Game. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, *12517 LNCS*, 294–303. https://doi.org/10.1007/978-3-030-63464-3_28

Lysaker, J. T., & Arvelo Alicea, Z. (2017). Theorizing fiction reading engagement during wordless book reading. *Linguistics and Education*, *37*, 42–51. https://doi.org/10.1016/j.linged.2016.11.001

Naumann, J. (2015). A model of online reading engagement: Linking engagement, navigation, and performance in digital reading. *Computers in Human Behavior*, *53*, 263–277. https://doi.org/10.1016/j.chb.2015.06.051

Ng, C., & Graham, S. (2018). Improving literacy engagement: enablers, challenges and catering for students from disadvantaged backgrounds. *Journal of Research in Reading*, *41*(4), 615–624. https://doi.org/10.1111/1467-9817.12252

Niati, B. (2017). Integrating Technology into Extensive Reading for Students of English Study Program. In *Applied Science and Technology* (Vol. 1, Issue 1). http://www.estech.org

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and Teaching Reading Comprehension A Handbook*. Routledge.

Park, H. R., & Kim, D. (2017). English language learners' strategies for reading online texts: Influential factors and patterns of use at home and in school. *International Journal of Educational Research*, *82*, 63–74. https://doi.org/10.1016/j.ijer.2017.01.002

Patrick Proctor, C., Daley, S., Louick, R., Leider, C. M., & Gardner, G. L. (2014). How motivation and engagement predict reading comprehension among native English-speaking and English-learning middle school students with disabilities in a remedial reading curriculum. *Learning and Individual Differences*, *36*, 76–83. https://doi.org/10.1016/j.lindif.2014.10.014

Phantharakphong, P., & Pothitha, S. (2014). Development of English Reading Comprehension by Using Concept Maps. *Procedia - Social and Behavioral Sciences*, *116*, 497–501. https://doi.org/10.1016/J.SBSPRO.2014.01.247

Prastya, R. L., & Ashadi, A. (2020). Teacher's Strategies in Improving Student's Reading Interest. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, *4*(2), 224. https://doi.org/10.26858/eralingua.v4i2.13195

Puspitasari, E. (2020). When the books and reading friends are up to us: Students' Responses about an Extensive Reading Program. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, *4*(2), 162. https://doi.org/10.26858/eralingua.v4i2.12376

Rahmawati, P. N., & Hasanah, E. (2021). TEACHER'S CREATIVITY AND INNOVATION IN MAKING TEACHING MATERIALS IN PANDEMIC TIME. *Jurnal Administrasi Pendidikan*, *28*(1), 113–124. https://doi.org/10.17509/JAP.V28I1.30009

Sarada, P. (2016). Comics as a powerful tool to enhance English language usage. *IUP Journal of English Studies*, *11*(1), 60–65. https://api.elsevier.com/content/abstract/scopus_id/85017602101

Shernoff, D. J., Kelly, S., Tonks, S. M., Anderson, B., Cavanagh, R. F., Sinha, S., & Abdi, B. (2016). Student engagement as a function of environmental complexity in high school classrooms.

Learning and Instruction, *43*, 52–60. https://doi.org/10.1016/J.LEARNINSTRUC.2015.12.003

Stearns, S. C. (2012). *Integration of Technology Into the Classroom: Effects on reading comprehension.* : Southern Illinois University Carbondale.

Taboada Barber, A., Lutz Klauda, S., & Stapleton, L. M. (2020). Cognition, engagement, and motivation as factors in the reading comprehension of Dual Language Learners and English Speakers: Unified or distinctive models? *Reading and Writing*, *33*(9), 2249–2279. https://doi.org/10.1007/s11145-020-10034-4

Tham, J. C. K., & Grace, R. (2020). Reading Born-Digital Scholarship: A Study of Webtext User Experience. *Computers and Composition*, *58*, 102601. https://doi.org/10.1016/j.compcom.2020.102601

Utami, S., & Nur, J. (2021). An Analysis of Students' Reading Interest during Learning From Home amidst the Covid-19 Pandemic. *IJEE (Indonesian Journal of English Education)*, *1*(1), 140–155. https://doi.org/10.15408/IJEE.V1I1.17157

This page is intentionally left blank