

The Effect of Mangaplus Application Toward Student's Reading Comprehension of Narrative Text at Tenth Grade of Senior High School 8 Muaro Jambi

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ABSTRACT

This research aims to find out the effect of using the MangaPlus application on students' reading comprehension in the narrative text at tenth-grade students of SMAN 8 Muaro Jambi. This research used a quantitative research design with a quasi-experimental approach, including quantitatively accepted pre-test and post-tests. This research uses tenth-grade students of SMAN 8 Muaro Jambi from XE1 Fase and XE3 Fase as a sample class. Before offering treatment, the exam should assess the student's reading comprehension with 25 multiple-choice reading tests. In the pre-test experimental group, the researcher received 32 sample scores with mean values of 54, 70, 88, and 32. After treatment, the researcher acquired 32 sample scores with means of 55, 58, 80, and 32. Based on the result of the research it can be concluded that the Mangaplus application can help students to enhance their reading skills.

Keywords: *Reading Comprehension, Narrative Text, Mangaplus Application*

INTRODUCTION

In today's world, knowing English is crucial for everyone, including in Indonesia where it's a required subject in schools. The fast-paced changes in society make English a key element for researchers to gather information and communicate effectively. Even in kindergarten and early childhood education, English is introduced to students using various teaching methods. This approach impacts the learning system, creating opportunities for students to succeed in gaining knowledge and understanding diverse learning processes.

According to Dole (1991), in the classic view of reading, rookie readers develop a set of hierarchically ordered sub-skills that gradually lead to comprehension ability. After mastering these skills, readers are regarded as experts who understand what they read.

Gallant (2008) states narrative text tells the reader about information and a story and helps the reader to understand the characters feeling. In senior high school where there is one of the many learning

materials that teach about the types of text in English, one of which is narrative text. A narrative text recounts a sequence of past events, presenting a story that can either be fictional or based on a legend.

Based on the researcher's observation in SMA N 8 Muaro Jambi in 2023, it found that several students still do not understand reading a text well, and students still do not know the parts of a text such as the general structure and also language features. They simply read the material without understanding the concept or details it included. Some students encountered challenges understanding the provided text and responding to the questions regarding it.

According to DePorter and Hernacki (2005) Visual learning style (visual learner) emphasizes visual activity. This implies that students need tangible proof initially to comprehend concepts. Individuals with a visual learning style exhibit a strong inclination to visually perceive and capture information before

achieving understanding.

According to Budi (2015), while textbooks are undeniably important, especially in EFL schools, they can contain words or idioms that are overly formal or outdated and are rarely used in everyday life. Manga stories, on the other hand, tend to depict everyday life (even if set in a fantasy location) and contain authentic language, including slang

Since all Japanese animated shows and nationally televised dramas were rendered in the Indonesian language, these products could only be consumed in that language. The translations even include the opening and closing theme tunes for the anime/dorama. Manga is a similar product that is limited to its fans' reading and is only available in printed, Indonesian-English Version

According to Morissy (2019) MangaPlus is a digital manga/comic is one of the technological advancements of reading manga. that will be employed to enhance students' understanding of narrative text. Information technology is expanding quickly these days. Internet technology, which was formerly limited to specific circles, is now available for usage in nearly every part of Indonesia. The younger generation has easy access to the information they require thanks to the internet. Additionally, the internet makes it simple and affordable to experience a variety of foreign media, including music and movies. Pop culture fans also experience the convenience of this convenience. Cultural items from the realm of popularity such as Manga (Japanese comics), anime (Japanese animated cartoons), dramas (Japanese TV dramas), and Japanese popular music (J-pop and J-rock).are examples of Japanese popular culture goods.

Based on the Field practice teaching

the researcher concludes that the lack of student motivation in learning material and understanding the context of the reading is a problem or phenomenon that occurs, therefore the researcher wants to conduct a study using the latest learning media that follows the times, namely with manga plus or online digital reading comics.

REVIEW OF RELATED LITERATURE

The Concept of Reading

Reading is one of the important aspects in learning about language, which will affect how student learning outcomes. By reading the researcher can also get information that the researcher needs as a social human. Furthermore, reading is the process of obtaining knowledge or information from written language. As Leu and Kinzer (1987) Argue that every definition of reading is subjective, rooted in an individual's perspective on how one reads and how reading proficiency evolves. Despite the various interpretations of reading, the essence is generally regarded as the primary focus of the reading process

Nuttal (2000) stated that reading is the result of an interaction between the writer's mind and the reader's mind. It is the way by which the reader attempts to understand the text or intended meaning. This signifies that reading is an engaged cognitive process guiding the reader in constructing the meaning of written language declaring that any definition of reading is subjective and depends on the reader's perception of their own reading style and level of skill. Finding the meaning is seen as the primary goal of reading, even though there are several definitions of what reading is

According to various experts, speaking has many definitions. Tillit and Brude (1999) stated in all languages, formal and informal speech patterns are

different from one another. In English, we typically speak informally with close family, friends, and coworkers and formally with strangers and persons of higher positions. The way that people communicate, both professionally and informally, relies on a variety of circumstances.

Thus, reading may be described as the ability to quickly recognize different written symbols based on prior knowledge and to understand the ideas and information being transmitted, as per the criteria provided above. It implies that when readers interact with printed material, they try to understand the writer's written words to derive meaning or information from them. Making sense of words, phrases, and related content is another definition of reading.

Strategies in Teaching Reading

When teaching reading, educators should employ instructional techniques that address the reading-related issues of both the teachers and the students. As to Dymock and Nicholson (2010), high-five tactics are a simple approach aimed at enhancing students' overall abilities. Among these top five strategies:

1. Activating Background knowledge

It is considerably simpler for readers to draw connections between what they are reading and what they already know when pertinent prior knowledge is triggered.

Interaction and text comprehension are included in responsive performance, but only to a degree that is confined to brief exchanges of greetings, small talk, requests, and remarks

2. Questioning

There are three question kinds available to the students: ponder and seek, beyond the text, and right there. Which facts apply here? This question

exemplifies a right here. Based on the facts, what conclusion does the author want the reader to draw? Here's an illustration of a think-and-search question. What information is missing from the text that the reader should investigate further? It exemplifies going beyond the text. Asking oneself questions before reading helps effective readers activate background information.

3. Text Structure Analysis

Within a paragraph or longer text, the text structure acts as an organizing tool, depending on the genre and aim of the work. Teachers must instruct students in every expository text structure, including cause-and-effect, description, and problem-solution.

4. Building an Image in Mind

When someone can visualize the material they are reading (or can comprehend how texts are structured), their comprehension improves. Students should picture the structure first, or imagine it while reading, in order to draw a diagram of it.

5. Summarizing

Summarizing is the process of restating the passage's main ideas in a significantly condensed manner. First, read the text and take note of the author's use of textual arrangement. After that, draw a diagram of the structure and remove any unnecessary details to leave only the most important details

The Purpose of Using Mangaplus

According to Morrissy (2019) there are more readers from all over the world, and more manga is being created abroad. Nowadays, the quality of manga from all over the world is high. Although Shueisha creates manga primarily for a Japanese audience, the researcher that the stories will have a global appeal as well: It's one of several factors that editors evaluate when

deciding what kind of manga to publish next. However, at its foundation, manga has always been about delivering engaging stories, and this aspect of manga has never changed

There are also purposes of using Mangaplus in teaching the students as follows: 1). Stimulate Student Interest indicates that students will be eager and competitive in answering the questions because the media is fascinating. As a result, students are more involved in the learning process. 2). The Learning Process is More Interesting, which means that mangaplus can increase students' understanding, improve their reactions to the teacher's explanations, and increase their motivation in learning by reading while seeing the graphic pictures in mangaplus, among other things.

The Structure of Narrative Text

The typical structure of a narrative text revolves around characters with distinct personalities, creating mental images for readers and enhancing the plot. It centers on a text that narrates a series of events (Purba, 2018). the process of crafting a narrative text generally involves four steps, outlined as follows: 1). Orientation, found in the opening paragraph, introduces the story's setting, scenario, and characters, addressing the Who, When, and Where questions. 2). Complication signifies a series of problems that unfold in the narrative, leading to the main character's climax or catastrophe. 3). Resolution occurs when the issues are resolved, marking the character overcoming the difficulty. It determines whether the resolution results in a happy or sad ending. 4). Re-orientation, the final part of the story, imparts a moral lesson and guides the reader.

METHODOLOGY

This research used a quantitative

research method with a quasi-experimental design. The pre-test experimental design that this research employs is also known as one group-pretest-posttest design. This research is interested in how the role-play method affects using manga plus toward students' reading comprehension of narrative text

Creswell (2014), states that quantitative research is examined by asking specific, narrow questions, collecting quantifiable data from participants, and analyzing these figures using statistics and an objective approach. Quantitative research aims are measurable and closely tied to variables and hypotheses.

According to Mujis (2004), Quasi-experimental research is particularly apt for investigating the effects of an educational intervention, like a school improvement initiative. In general, this research design gathers numerical data that needs statistical analysis to establish causation.. Furthermore, Creswell (2014) described quasi-experimental research as a type of experimental study where subjects are not randomly assigned to groups. The present study involves two groups: experimental and control. Both groups undergo pre-test and post-tests, but only the experimental group receives treatment.

Creswell (2012) expressed that a population denotes a group of individuals sharing common characteristics. The population in this study consists of all the students in the tenth grade at SMAN 8 Muaro Jambi for the academic year 2023/2024. There are seven classes in the tenth grade at SMAN 8 Muaro Jambi, comprising a total population of 225 students.

According to Creswell (2012) A sample is a portion of the intended population that the researcher plans to examine. The sample for this study consists of students from XE1 and XE3 during the academic year 2023/2024. The researcher employed cluster

sampling to select the sample for this research. According to Andriyani (2018), cluster sampling is conducting an initial sampling of groups of members of the population, known as clusters, followed by the selection of members within each cluster.

A test will be employed to obtain data for the investigation. According to Arikunto (2013), a test is an instrument or technique used to measure something in a specified way and according to specific rules. The instrument utilized in this study was a multiple-choice test with 25 questions and four answer alternatives. Multiple-choice questions feature numerous possible responses, one of which must be selected

To gather data, the researcher employed a pre-test, followed by a treatment, and concluded with a post-test. This research used SPSS for Windows 25 Version application to analyze the data of the effect of the mangaplus application on students' reading comprehension of narrative text to obtain from the test.

FINDINGS AND DISCUSSION

This research was carried out on students in XE Fase-1 and XE Fase-3 at Senior High School 8 Muaro Jambi in the academic year 2023/2024. Over four weeks, the researchers investigated to gather data and information regarding the impact of using Mangaplus application on the reading comprehension of narrative text among tenth-grade students at Senior High School 8 Muaro Jambi. The research was conducted on 15 male students and 17 female students in grade XE Fase 1 (control class) and 17 male students and 16 female students in grade XE Fase 3 (experiment class).

Pre-Test and Post-Test Results of Experimental Class and Control Class

This Research involved 32 students in the control class and an equal number of 32 students, in the experimental class. The pre-

test and post-test outcomes of the students in the experimental class were utilized for analysis in this study. The first test in the study is the students' replies to multiple-choice questions without any assistance. Before offering treatment, the exam should assess the children's reading comprehension. In the pre-test experimental group, the researcher received 32 sample scores with means of 54, 70, 88, and 32. The researcher received 32 post-treatment sample scores with means of 55, 58, 80, and 32.

The researcher presented the pre-test results of the experimental and control classes in the table provided. The experimental class had 32 students with scores ranging from 32 to 72, and a mean score of 54.13. Similarly, the control class, comprising 32 students, had an average score of 55.88, a maximum score of 80, and a minimum score of 28.

This research obtained post-test results for the experimental and control classes from the table. The post-test scores for the experimental class, comprising 32 students, had a mean score of 70.25, with a range from 56 to 88. Similarly, the post-test scores for the control class, also consisting of 32 students, had a mean score of 58.88, with a range from 32 to 80.

Normality Test

The normality test was performed to determine whether the distribution of responses to the instrument was normal. Because the sample size was 32 students per class, the Kolmogorov-Smirnov test was utilized to determine data normality in this study. Theoretically, if p is more than 0.05, the data is considered normal. If it is less than 0.05, the data considerably departs from the normal distribution

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T-Test

After computing the post-test data, the researcher discovered that the post-test results for the experimental and control classes were normal and homogeneous. The data would be analyzed to confirm the theory. It employed the t-test formula. The research hypothesis was that "The effect of using mangapplus application toward student reading comprehension of narrative text at grade tenth students of Senior High School 8 in Muaro Jambi." The results of the t-test were as follows:

Based on the provided table, the researcher determined that the t-count is 4.557, while the t-table is 1.999, with a confidence level of 95% ($1 - \alpha = 0.05$) and degrees of freedom (df) equal to $n_1 + n_2 - 2 = 32 + 32 - 2 = 62$. Since the t-count exceeds the t-table value ($4.557 > 1.999$), it signifies the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Therefore, there is a significant impact of using the Mangapplus application on the reading comprehension of narrative text among tenth-grade students at Senior High School 8 Muaro Jambi. In this context, the mean score of the experimental class, utilizing the Mangapplus application, was 70.25, while the mean score of the control class was 58.88

CONCLUSIONS

Following the data analysis, the researcher reached the following conclusions:

1. The students' reading comprehension of narrative text at the experiment class mean score was 54,13 in pre test, with

minimum score was 32, and maximum score was 72. Meanwhile, the students' reading comprehension of narrative text score after being taught through Mangapplus application got mean score 55,58 in the post-test, with the minimum score was 56 and the maximum score was 88.

2. The results for hypothesis testing by paired samples test, show that. Based on the provided table, the researcher determined that the t-count is 4.557, while the t-table is 1.999, with a confidence level of 95% ($1 - \alpha = 0.05$) and degrees of freedom (df) equal to $n_1 + n_2 - 2 = 32 + 32 - 2 = 62$. Since the t-count exceeds the t-table value ($4.557 > 1.999$), it signifies the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Therefore, there is a significant impact of using Mangapplus application on the reading comprehension of narrative text among tenth-grade students at Senior High School 8 Muaro Jambi. In this context, the mean score of the experimental class, utilizing Mangapplus application, was 70.25, while the mean score of the control class was 58.88

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