

## THE USE OF MANGA TO TEACH READING NARRATIVE TEXT TO TENTH GRADERS OF SMAN 1 CERME

Luthfi Nurjanatin Aliyah

S1- English Education, Language and Art Faculty, Surabaya State University, [nachy818@yahoo.com](mailto:nachy818@yahoo.com)

### Abstrak

Membaca adalah salah satu kemampuan yang memiliki peran penting dalam membangun wawasan siswa. Kemampuan membaca adalah suatu kemampuan untuk mengenali simbol-simbol tertulis dan sebuah proses dari pembaca dalam mengombinasikan informasi dari sebuah teks dan wawasan dasar pembaca dalam membangun arti (Nunan: 1991). Tetapi, hampir semua siswa mengalami kesulitan di dalam kelas membaca bahasa Inggris terutama untuk teks naratif. Pengajaran membaca untuk siswa SMA harus berbeda dengan siswa SD disebabkan oleh perbedaan karakteristik psikologi mereka. Karya ilmiah ini difokuskan pada penggunaan *Manga* untuk pengajaran membaca teks naratif untuk kelas X SMA. *Manga* adalah kartun atau novel seri bergambar yang berasal dari Jepang. *Manga* sangat sesuai dengan teks naratif karena berisi cerita-cerita fiksi. Dalam penerapannya, Guru bahasa Inggris harus memperhatikan level siswa, urutan mengajar dan penyeleksian *Manga* yang digunakan. Sebagai hasilnya, aspek visual dari *Manga* dapat membantu para siswa dalam pemahaman membaca teks naratif sekalipun mereka belum pernah membaca *Manga*.

**Kata Kunci:** Manga, kemampuan membaca, teks naratif

### Abstract

Reading is one of the skills that have an important role in building the students' knowledge. Reading ability is an ability to recognize printed symbols and a fluent process of reader in combining information from a text and their own background knowledge to build meaning (Nunan: 1991). But, almost the entire students find difficulties in English reading class especially in reading narrative text. Teaching reading for adolescent learners or senior high school students must be different from children in elementary school because of their different characteristic of psychological background. This study focused on the use of *Manga* to teach reading narrative text to Tenth Graders. *Manga* is a Japanese style of print cartoon or graphic novel. *Manga* deals with narrative text because it tells about a story or fiction. In implementing *Manga*, an English teacher must consider the level of the students, the steps of teaching and also the selection of *Manga* in implementing this media in the classroom. As a result, the visual aspect of *Manga* helps to support reading comprehension for all students, even those who are totally unfamiliar with *Manga*.

**Keywords:** Manga, reading ability, narrative text

### INTRODUCTION

The teaching of English as a foreign language at school is gaining popularity throughout the world. In Indonesia, it has been included in the English Curriculum of Education in the secondary and tertiary levels, and becomes a local content subject of the elementary students in Indonesia started from the fourth grade. It also becomes a compulsory subject for junior high level students to university level.

English as a subject matter in school covers the four basic language skills; listening, speaking, reading, and writing. Reading is one of the important ways in learning English. It is a kind of activity to comprehend the writer's ideas or the way of the writer to communicate with the

readers by way of the written or printed words (Nunan: 1991).

Teaching reading is about recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and communicative ideas (Harmer, 1998:78). This statement suggest that teaching reading is the combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated.

Teaching reading for adolescent learners or senior high school students must be different from children in elementary school because of their different characteristic of psychological background. Harmer (2002: 39) states that students must be encouraged to respond to texts and

situation with their own thoughts and experience rather than just answering question and doing abstract learning activities. English teacher should give them tasks which they are able to do rather than risk them with some kinds of activities which they do not want to do.

In Indonesia, some English teachers still use traditional or conventional methods to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are not active. According to Krashen (1993: 7), students usually feel bored in reading classroom. Furthermore, it makes the learners get difficulties in the learning activities.

Moreover, many students in Indonesia are failed to comprehend an English text. They read the text, but they cannot understand the whole text. It is essential for readers to comprehend the text, The level of reader comprehension of the text is determined by how well the reader variables (interest level in the text, purpose for reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risks) interact with the text variables (text type, structure, syntax, and vocabulary) (Hosenfeld, 1979). Bransford (1994) also mentions that difficulties in comprehension may be attributed to the lack of background knowledge presumed by the text.

English teachers should be able to play their role as facilitator for students in their attempt to acquire the written and spoken language. English language teachers should facilitate students in the reading activities. Harmer (2002: 39) states that reading is taught from elementary school to university by using many kinds of method applied by English teacher. It is becoming a challenging task for English teachers to establish a successful language classroom. Foreign language classes have to incorporate playful dimension, thus the possibility for making the class as an instance of learning and a moment of fun becomes a key element of successes in a language class.

According to the difficulties faced by students in reading activities, there should be some strategies which can effectively assist students to comprehend the text and also motivate them to read. The teacher is expected to have a right teaching techniques and media to provide students with appropriate teaching material and create a positive classroom environment. One of the media that can be used in teaching reading narrative text is by using *Manga*. *Manga* is a Japanese style of print cartoon or graphic novel. *Manga* deals with narrative text because it tells about a story or fiction, like an animal fiction, fairy tale, etc (Davis, 1990). Students usually have difficulties in reading narrative text. Based on the problems above, the researcher uses *Manga* that contain pictures and

speech bubbles to help students in understanding the text. The visual aspect of *Manga* helps to support reading comprehension for all students, even those who are totally unfamiliar with *Manga*. In addition, as some researchers have identified visual input and verbal (textual) input as two separate learning, the integrated text and illustrations of *Manga* should help both visual and verbal learners (Mayer & Masser, 2003). But not all *Manga* are good for children. A teacher must choose the suitable *Manga* for students selectively before. Choosing age-appropriate *Manga* books for the students can be done by look at the genre of *Manga*. By using *Manga* the teacher can also teach about idiom, stress, and slang words. The researcher thinks that *Manga* is suitable media for English learners especially for senior high school. The researcher will try to use it in tenth graders of SMAN I Cerme.

## METHOD

This study conducted to find out whether there is significance difference between students who are taught reading narrative text using *Manga* and those who are not taught using *Manga*. The appropriate research design of this study is Experimental research. The researcher gave pretest and it was followed by post test after the treatments.

There were two classes in this research, the first class was the experimental group and the second class was the control group. The experimental group is given treatments using *Manga* and the control group is not given any treatments.

Before conducting reserach to both of groups, the researcher must give them pre-test. Pretest is administered to know the ability of students. After giving pretest, the experimental group got the treatment. The treatment is administered to expreimental group only. The experimental group are taught Narrative Text using *Manga*. Finally, both groups got the post test, to see wether there is significant difference before and after treatment.

The population of this study was all of the tenth graders of SMAN 1 Cerme academic year 2012-2013. There were 9 classes in the tenth grade of SMAN 1 Cerme. From population, the researcher chose randomly two classes as samples, X-C was the control group and X-H was the experimental group. Since it was quantitative research, the type of sampling was probability or random sampling where all of the samples had the same chance of being selected. The researcher used simple random sampling, so every tenth grader had the same chance of being selected. There were two groups which were selected, one group was the experimental group and the other was the control group.

Because it was quantitative research, the researcher wanted to investigate in general, so one instrument was sufficient to collect data. The researcher used reading test as a tool. Thus, the researcher provided narrative text to experimental and control group and then asked them to do the test consisting of multiple choice. The researcher used the indicators in reading skill as the references in constructing the test.

In order to collect data, researcher should conduct some steps toward experimental and control group. The first step was administering pre test. It was very important to have measurement of students' ability. The researcher gave reading comprehension test to both groups. The second step was conducting treatment for experimental groups. The treatment was given three times. For each treatment, the experimental group is asked to read *Manga*. After the treatments were completely done, the researcher administered post test to experimental and control group. The data got from the research, and then calculated statistically.

After collecting data of pre-test and post-test from both control and experimental groups, the score was analyzed statistically by using a procedure of T-test to investigate whether there was a significant difference in reading ability between the students who were taught by using *Manga* and those who were not taught using *Manga*. If the mean improved, it suggested that the students' reading comprehension also improved.

The result of this study was determined by comparing the pre-test and post-test. Those two tests were compared by using t-test formula. Mcmillan (1992: 197) stated that t-test was used to compare two means to see the level of significance for rejecting the null hypothesis. In this study, the level of significance ( $p$ ) was set  $p$  equal or less than .05 ( $p \leq .05$ ). If the  $t > t_{0.5}$ , it means there was a significant difference.

## RESULTS AND DISSCUSSION

### Results

This study is conducted to find out whether there is any significant difference in terms of reading ability in narrative text between the students who taught by *Manga* and those who taught by using authentic printed media. This section focuses on the data from the test. The data of this study were presented and analyzed by using t-test procedure to describe the use of *Manga* in teaching narrative texts. The data were taken from the test; try out test, pre-test and post-test.

The try out test was held on the 14<sup>th</sup> May 2012 in class X-G. There were 36 students in this class. There were 34 students who attended this test because 2 students were absent while the try out test was being held. The purpose of the try out test was to measure the

validity and reliability of the test items, so it was given before the pre-test.

After conducting try out test, the researcher got the data from the students' scores in the form of numbers. The researcher calculated the data until she got the mean score. The mean score of the try out test was 70.80. After that, the researcher used Kuder and Richardson formula (KR-21) to calculate the reliability. The result of the calculation was 0.6063 which was considered high.

There were some steps to analyze the data of this study. First, the data of a pretest and post test scores from the experimental group and the control group were collected. Then, the means and the standard deviation of experimental and control groups were calculated. The result of the calculation of the mean of pretest of the experimental and the control groups showed the mean of the pretest scores was 79.10 for the control group and 81.84 for the experimental group. It could be seen that the mean of experimental group were higher than the control group. Next, after knowing the two different means of both group, the researcher calculated the mean of pretest scores by using t-test to know whether or not it was significant.

the t-value was 1.24 with level of significance .05 and degree of freedom 66 (34+34-2). It could be seen that t-value was lower than t-table. It means that there was no significant difference of the pre-test scores between the experimental and the control group. So, it could be said that the experimental and the control groups had equal ability in reading comprehension before the treatment.

After the treatment was given twice to the experimental group, the researcher gave both experimental and control group a post-test. The purpose of this test was to know whether the treatment could improve the students' reading comprehension or not.

The calculation of means from the post-test of both experimental and control groups showed that the mean of the post-test scores was 80.74 for the control group and 87.21 for the experimental group. It could be clearly seen that the mean of experimental group was higher than the control group. Next, the researcher calculated the mean of posttest scores by using t – test. The result showed that the t-value was 3.59. It can be seen that t-value was higher than t-table of .05 with the degree of freedom ( $df$ ) of 66 (34+34-2). It means that there was a significant difference of post-test between the experimental and the control group.

The researcher made a table of mean scores between Pre-test and Post-test of the experimental group, to know the significant difference of mean scores from pre-test and post-test of the experimental group. After calculating the difference of mean scores between pre-test and post-



test, the researcher calculated the significant difference by using t-test formula score. The table below showed the result of the calculation.

Table 1. Pre-test and Post-test Scores of the Experimental Group

Group	N	Mean		t-value	t-table
		Pre-test	Post-test		
Experimental	34	81.84	87.21	5.7	2.0345

Based on the result above, there was an increase in the whole scores of pretest and posttest of the experimental group. It showed by the increasing of the mean of pretest and posttest, from 81.84 to 87.21. From the calculation of t – test, it was found that t – value was 5.7 with level of significance of the t-table 2.0345. So, it can be concluded that there was a significant difference between pre-test and post-test of the experimental group.

Next, The researcher made a table of mean score between pre-test and post-test of the control group, to know the significant difference of mean scores from pre-test and post-test of the control group. The researcher calculated the significant difference by using t-test formula score. The table below showed the result of the calculation.

Table 2. Pre-test and Post-test Scores of the Control Group

Group	N	Mean		t-value	t-table
		Pre-test	Post-test		
Control	34	79.10	80.74	1.94	2.0345

From the data above, the researcher got 79.10 for the pre-test and 80.74 for the post-test. From the calculation of t – test, it was found that t – value was 1.94 with level of significance of the t-table 2.0345. It can be seen that the t-value was lower than t-table. So, it can be concluded that there was no significant difference between pre-test and post-test of control group.

To analyze the significant difference between pre-test and post-test of the experimental and control groups, the researcher computed the data from the result score of the pre-test and post-test of both experimental and control groups. To calculate t-value of the pre-test and post-test of both experimental and control groups, the researcher used the following steps:

1. Making list of pre-test and post-test of both experimental and control groups.
2. Calculating the data by using t-test formula.
3. Comparing the t-value and t-table with 66 degree of freedom and level of significance .05.

Table 3. Pre-test and Post-test Scores of the Experimental and Control Groups

Group	N	Mean		t-value	t.05
		Pre-test	Post-test		
Experimental	34	81.84	87.21	5.13	1.9966
Control	34	79.10	80.74		

Table 3 above showed the pre-test and post-test of both experimental and control groups and also t-value difference. According to the table, the result of pre-test in the experimental group was 81.84 and the result of the pre-test of the control group was 79.10. The result of the post-test in the experimental and the control groups were 87.21 and 80.74. Besides that, the table also proved that the t-value of pre-test and post-test of both experimental and control groups were higher than t-table with 66 degree of freedom and level of significance .05 (see Appendix XV). Since the t-value of pre-test and post-test of both experimental and control group were higher than t-table, it can be concluded that there was a significance difference between the students who were taught using *Manga* and those who were not taught using *Manga*.

### Discussion

As stated in the previous chapter, the purpose of this study is intended to know whether there is a significant difference in reading ability between students who are taught reading narrative by using *Manga* and those who are taught without using *Manga*. The result of the post-test shows there is a significant difference in mean scores between the experimental and the control group in which the mean of the experimental group is higher than the control group. The post-test score of the experimental group is 87.21, while the control group is 80.74. After those scores are calculated by using t-test formula with level of significance .05, the result of t-value is 5.13, on the other hand the table is 1.9966 (see Appendix XV). It means that t-value is higher than t-table. Since the t-value is higher than t-table, it can be concluded that the Null Hypothesis (Ho) is rejected. Thus, it can be said the *Manga* is effective to improve students' reading ability.

*Manga* is an effective media to teach reading narrative texts to improve students' reading ability. *Manga* gives students reasons to re-read the texts. So that it is a good opportunity for the students to understand the texts more. The researcher has tried to modify the implementation of *Manga* to the tenth graders not only to help them in their reading speed but also help them in their reading comprehension of an entire text.

## CONCLUSION AND SUGGESTIONS

### Conclusion

*Manga* is effective to teach reading narrative text. The hypothesis was tested by using t-test formula by

comparing the scores of pre-test and post-test between experimental and control group. The result of the calculation of t-test showed 5.13. Meanwhile, the critical value for rejecting the null hypothesis at  $p \leq 0.05$  with df 66 (34+34-2) was 1.9966. It means that t-value is higher than critical value ( $5.13 > 1.9966$ ) so that it can be concluded that null hypothesis is rejected and the alternative hypothesis is accepted. The result showed that there is a significant difference between the students who are taught using *Manga* (experimental group) and those who are not taught using *Manga* (control group).

### Suggestions

After conducting the experiment, analyzing the data and discussing the result, the researcher gives some suggestion to those who might be benefited to the result of this study, they are English teacher and future researcher.

#### 1. English Teacher

To make *Manga* successfully to be implemented in the classroom so that English teachers can improve students' comprehension especially in narrative texts, the researcher recommends several suggestions to be taken into consideration by English teacher.

Those suggestions are:

- a. *Manga* can be one alternative approach to teach reading comprehension.
- b. The implementation of *Manga* is suitable for teenagers or adolescent. The script should be appropriated to the age of the students in order to get a maximum result.
- c. The teacher should be patient in giving clear instruction to the students so that they will not get confused. Clear and well-organized instruction will help the students to perform and understand more easily.
- d. The teacher must carefully set the time allocation and the member of the groups. If the time allocation is not appropriate and the member of the group is too big, it is difficult to handle.

#### 2. Future Researcher

To other fellow researchers, it is recommended for them to develop this media for teaching other skills, such as: speaking or writing; or teaching reading in the different level of the students, such as: senior high school students. The researcher also hopes this study will emerge further researcher to conduct or continue the same study in other skills.

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