

## STUDENTS' PERCEPTION ON READING DIGITAL MANGA (A DESCRIPTIVE STUDY ON EIGHT-GRADE STUDENTS OF SMPK IMMANUEL 2)

Dani Bidang Marpaung<sup>1</sup>, Regina<sup>2</sup>, Eka Fajar Rahmani<sup>3</sup>

[danimarpaung13@untan.ac.id](mailto:danimarpaung13@untan.ac.id)<sup>1</sup>, [regina@fkip.untan.ac.id](mailto:regina@fkip.untan.ac.id)<sup>2</sup>, [ekasastria10@fkip.untan.ac.id](mailto:ekasastria10@fkip.untan.ac.id)<sup>3</sup>

Universitas Tanjungpura

### ABSTRACT

*In English for Foreign Language or EFL, reading is the one of important things. Many studies have examined how manga is one of the reading resources for students that can increase students' motivation to read in the academic field. This study aimed to find out the perception of eight-class students in SMPK Immanuel 2 about the use of reading digital manga to English language learning. This research used descriptive study for the methodology. To collect the data, the researcher used open-ended questionnaires and close-ended questionnaires. The population in this study was 160 students, while the sample is 77 students from classes VIII A, VIII B, VIII C, and VIII D. The instrument for collecting the data was 14 close-ended questionnaires and 1 open-ended questionnaire. The result of this study was students verbally interpreted agreed with a total mean score of 3,87. Furthermore, while students read digital manga, the researcher concluded that by reading digital manga, students can more easily understand the main idea from the expression of the character in the story, increase their vocabulary, interest in translating, learn about grammar, and helps students learn about contraction. Thus, students agreed that reading digital manga is an excellent learning activity and an excellent medium for English language learning.*

**Keywords:** Digital Manga, Reading, Perception, Descriptive Study.

### INTRODUCTION

In Indonesia, the majority of students will learn English when they study in Junior High School. Curriculum in Indonesian education, students will start learning English when they are in Junior High School, except they study at a private school or get a course to learn English. Students who have started to learn a new language, need easy material so they can easily understand what they have learned. In curriculum 2013, students must have critical thinking. Teachers must develop their skills and improve their knowledge about teaching materials, from books and other resources.

Reading is one of the language skills that people need to master a language. Especially for people who are learning a new language, reading is essential. With reading, people can find much knowledge. As noted by Nunan in Rengur & Sugirin, (2019), reading requires recognition and explanation processes, which call for the reader's familiarity with the linguistic devices employed in the text as well as their familiarity with the subject matter. Reading plays a very important role in adding information and insights to its readers.

In English for Foreign Language or EFL, reading is the one of important things. According to Riadil, (2020), reading is crucial for the sociocultural competence of EFL students. Reading is a required activity that students and teachers must complete in education. That is something that teachers must always accomplish. Based on their diverse objectives, they can read a wide variety of literature.

In this era, especially in Indonesia, many young generations disliked reading. According to a survey from UNESCO 2022, interest in reading in Indonesia is only 0,001%. Young generations prefer to watch compared to reading. In learning English, reading is one of the important skills people need when learning English. Searching for good material for

their reading is very important to make them love to read.

However, there are many good types of books for reading, and nowadays people can read books online, for example, manga. Manga is a Japanese comic. People who write a manga called “Mangaka”. In this era, many young generations love to read manga because the manga has a pictures so the younger students cannot easily get bored while reading it. According to a survey from NTV Sekai Banzuke, Indonesia is ranked 2nd in the number of comic readers in the world.

Moreover, after doing pre-research, the researcher has been spread a survey and founded from 160 eighth-class students, 48,1% of students or 77 eighth-class students read Manga. It shows that manga is one of the students’ choices as their reading preferences.

Furthermore, Saputri et al., (2021) researched about digital comic as a media in EFL reading classrooms. This research is aimed determine how senior high school students in Surakarta feel about using digital comics as a classroom tool. The results from this research digital comics are perceived as one of the innovative learning tools by students, with 92.9% of them agreeing that they may be used in conjunction with reading classes. The quality, motivation, and academic performance of pupils in the classroom can all be improved by using digital comics.

Thus, Budi, (2020) conducted research on the influence of English-translated manga on students’ English reading comprehension. This research aimed to probe the influence of English-translated manga on English reading comprehension among Indonesian High School students who frequently read English-translated manga. By using questionnaire, 15 students were used as respondents. The research questions are related to their reading activity and the reading comprehension they acquired from reading manga. The result of this research did not support the predicted hypothesis; however, this did not imply that English-translated manga did not affect at all the factors outlined in this study to improve reading comprehension.

The gap in this research with the previous research are in this research the researcher wanted to find out the perception from students about reading digital manga can be useful in English language learning. In the previous research just found out about the influences of English-translated manga on English reading comprehension. Moreover, the participants in this research with the previous research is different. In previous study the participants are senior high school students but, in this research the participants are junior high school students.

The research design of this study used a descriptive study. The researcher used the questionnaire to gather data about students’ perceptions of reading digital manga to English language learning. Based on the above research background, this study addresses the following questions

1. What are the student’s perception on reading digital manga to English language learning?
2. How is reading digital manga useful to English language learning?.

## **RESEARCH METHOD**

This research used a descriptive study. According to Trochim & James, (2006) descriptive studies are a sort of study design that entails data collecting in order to describe a population's or phenomenon's characteristics. Instead, of drawing conclusions about the source and effect of an event or population, the objective is to accurately describe it. However, according to Creswell & Creswell, (2018) in descriptive research, data is gathered

without drawing conclusions about the population from which the sample was taken. The objective is to describe what is there, not to draw conclusions about causality.

Moreover, to obtain data from respondents, this study used a questionnaire research instrument. According to Richards and Schmidt (2013), a questionnaire is a series of inquiries on a subject or subjects that are intended to be answered by the response.

In this study, researchers used a close-ended questionnaire and an open-ended questionnaire. The researcher used that type of questionnaire to gather the data that the researcher needed. For the close-ended questionnaire, as the primary instrument for data retrieval in this study researcher adapted questionnaire questions from Technology Acceptance Model (TAM) instrument questionnaire. Technology Acceptance Model (TAM) was proposed by Davis as a model for explaining and forecasting users' adoption of a particular information system. It was founded on the notion of reasoned action (Davis, 1989). Thus, according to Chang et al., (2012) TAM, acceptance of a computer system or other technology is thought to be correlated with perceived usefulness and simplicity of use. The instrument has been used by Salam, (2020) focused on a survey study of students' use of Google Classroom in learning English.

For open-ended questionnaire, there are only 1 question for this section. The researcher used this questionnaire to help the research to measure how reading digital manga useful to English Language Learning. According to Krosnick and Presser (2010), in survey research, open questions—such as those regarding the most pressing issue confronting the nation—play a significant role.

Three sections make up the questionnaire, the first of which asks for the student's access on reading digital manga. The second section asks about the perceived usefulness of reading digital manga. The third section asks about students' satisfaction with digital manga. The total of the questionnaires is 14 close-ended questionnaires. The questionnaire used a Likert scale. The following is the question classification of the questionnaire.

**Table 1. Questions Classifications**

Number of Question	Classification
1,2,3,4	Perceive Easiness of access of digital manga
5,6,7,8,9	Perceive of Usefulness reading digital manga
10,11,12,13,14	Perceive of Attitude

Furthermore, this research questionnaire uses a 5-point Likert scale which aims to examine the data results from the questionnaire. The description of the 5-point Likert-scale measurement in this study is as follows 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. The questionnaire in this study was made online using Google Forms and distributed to students to all 8th-grade students.

In addition, to determine the verbal interpretation of the range of the mean score, the researcher employed Bringula's interval. (Bringula, 2012).

**Table 2. Verbal Interpretation**

Rate	Verbal Interpretation	Range
5	Strongly Agree	4.51 - 5.00
4	Agree	3.51 - 4.50
3	Neutral	2.51 - 3.50
2	Disagree	1.51 - 2.50
1	Strongly Disagree	1.00 - 1.50

## FINDING AND DISCUSSION

### Finding

This study aims to describe the students' perception on reading digital manga to English language learning and investigate how reading digital manga useful to English language learning of the eight class students of SMPK Immanuel 2.

#### 1. Students' Perception on Reading Digital Manga

The first research objective in this study is to find out Students' perceptions on Reading Digital Manga. The findings have revealed that students' perception of reading digital manga to English language learning is good. Perceived of Ease and Perceived of Use affected the Perceived of Attitude in this research. The following are the results of the questionnaire data in this study regarding students' perception on reading digital manga.

**Table 3. The Result of Students' Responses on The Questionnaire about Perceive of Ease Aspect**

Perceive of Ease	Mean	Percentage	Verbal Interpretation
1. Reading digital manga from website or application is easy.	3.86	77%	Agree
2. It is easy to read digital manga.	4.14	83%	Agree
3. Reading digital manga is easy for me to understand	3.86	77%	Agree
4. Reading digital manga ease me to understand the main idea in English text	3.69	74%	Agree
<b>Mean</b>	<b>3.89</b>		<b>Agree</b>

From Table 3 above, revealed that Perceive of Ease has a mean of 3,89 and verbally interpreted from this questionnaire is agreed. It indicates that students claimed the ease of reading digital manga. Of the 4 questionnaires about Perceive of Ease, questionnaire number 2 (It is easy to read the digital manga to improve my English in reading) has the biggest mean from other questionnaires. However, questionnaire number 4 (Reading digital manga helps me to understand the main idea in English text) has the lowest mean from other questionnaires. Questionnaire number 1 (Reading digital manga from websites or applications is easy to me for learning English) and Questionnaire number 3 (Reading digital manga can help me to learn English because it can be open everywhere using my smartphone) have the same mean score which is 3,86.

**Table 4. The Result of Students' Responses on The Questionnaire about Perceive of Use Aspect**

Perceive of Use	Mean	Percentage	Verbal Interpretation
5. Reading digital manga is an excellent learning activity	3.9	78%	Agree
6. Digital manga is useful medium to increase knowledge in structure	3.68	74%	Agree
7. Digital manga is useful medium for entertaining	4.13	83%	Agree

and learning English

8. Digital manga is a useful medium to increase reading interest in English	3.95	79%	Agree
9. Reading digital manga is a useful medium to increase vocabulary	3.84	77%	Agree
<b>Mean</b>	<b>3.9</b>		<b>Agree</b>

From Table 4 above, revealed the result from Perceive of use questionnaire. Questionnaire number 7 (Digital manga is useful medium for entertain and learn English) has the highest mean from the other questionnaires. However, questionnaire number 6 (Digital manga is useful medium to increase knowledge in structure) has the lowest mean from the other questionnaires. Questionnaire number 5 (Reading digital manga is an excellent learning activity) and questionnaire number 8 (Digital manga is a useful medium to increase reading interest in English) have similar mean which is 3,9 and 3,95. Thus, the mean from perceive of use is 3,9 in total from 5 questionnaires and verbally interpreted agreed. It indicates that students claimed the use of reading digital manga.

**Table 5. The Result of Students' Responses on The Questionnaire about Perceive of Attitude Aspect**

Perceive of Attitude	Mean	Percentage	Verbal Interpretation
10. Digital manga is the first choice for reading online	4.05	81%	Agree
11. I completely satisfy when reading digital manga	4.17	83%	Agree
12. I feel very confident in reading digital manga for English Language Learning	3.55	71%	Agree
13. I believe that reading digital manga helps me to be more engaged in learning English	3.66	73%	Agree
14. I believe that reading digital manga is a good idea for me to use it in my English learning in the future	3.65	73%	Agree
<b>Mean</b>	<b>3.82</b>		<b>Agree</b>

From Table 5 above, revealed the results from questionnaires about Perceive of attitude. In this table, questionnaire number 11 (I completely satisfy when reading digital manga) has the highest mean with 4,17. However, questionnaire number 12 (I feel very confident in reading digital manga for English Language Learning) has the lowest mean with 3,55. For questionnaire number 13 (I believe that reading digital manga helps me to be more engaged in learning English) and questionnaire number 14 (I believe that reading digital manga is a good idea for me to use it in my English learning in the future) have similar mean which is 3,66 and 3,65. Therefore, the mean from the Perceive of Attitude

questionnaire was 3,82 in total from 5 questionnaires, and verbally interpreted agreed with the statements

## **2. Useful of Reading Digital Manga to English Language Learning**

The researcher conducted an open-ended questionnaire to learn more about the usefulness of reading digital manga to English language learning. As a result, it is found that there are several answers about the useful of reading digital manga to English language learning, and the following results were obtained:

Reading digital manga useful for students to understand the main idea from the expression of the character in that story.

The researcher can concluded this statement from the answer of P1 “Memahami bahasa, dan ekspresi karakter manga nya” another answer from P61 “perhatikan dari gestur atau mimik dr karakter sehingga dapat lebih mudah memahami maksud dari kalimat atau kata”. It can be concluded that from reading digital manga, students are helped by the pictures and expressions of the characters in the manga.

## **3. Reading digital manga helps to improve students' vocabulary.**

The researcher can conclude this statement from the answer of P12 “Mempelajari vocabulary baru dari manga/komik yang dibaca”. Moreover, the answer from P15 “Mendapatkan kosa kata baru dalam bahasa Inggris yang saya belum pelajari”. In addition, another students also stated that “Saya mendapat banyak kata kata baru yang membuat memori saya cepat mengetahui arti arti yang dipaparkan dalam bahasa Inggris. (P25)” Another statement that helpful to strengthen the statements is the result from questionnaire number 9 (Reading digital manga is a useful medium to increase vocabulary), which is has mean score 3,84. From the statements above, it can be concluded that reading digital manga can be useful to increase students' vocabulary in the English language.

## **4. Reading digital manga increased students' interest in translating.**

The results that the researcher got is many students while reading digital manga, want to know the meaning of a new word from the manga that they read. From P30 “Mencari kosakata yang asing dan mencari tahu arti kosakata yang asing dengan kita.” Another answer that supported the statements from P37 “Saya mempelajari bahasa Inggris melalui digital manga adalah dengan cara mencari tahu arti dari kalimat yang saya tidak tau atau yang sudah saya tahu tapi masih ada keraguan.”

From the statements above, it can be concluded that reading digital manga, will increase students' interest in translating a new word, and this statement is in line with statement number that stated “Reading digital manga helps to increase students' vocabulary.”

## **5. Reading digital manga helps students to learn grammar.**

The results that the researcher got is one of the useful of reading digital manga to English language learning is helps students to learn grammar. Statements from P33 “Saya dapat belajar grammar dengan membaca komik.” Another statement from P40 stated “saya dapat belajar tenses dengan nyaman.” From those statement, the researcher concluded that reading digital manga helps students to learn grammar.

## **6. Reading digital manga helps students to learn about contraction.**

The statements from P10 stated “Saya melihat cara penulisan inggrisny contohnya : You are : bisa di singkat kan jadi you're, We Will : bisa di singkat jadi we'll, We are : we're, He is: he's, She is : she's dan Masih banyak. Saya bisa belajar cara penggunaan es/s, cara penulisan kata kata inggris, dan bljr kata kata baru yang saya belum tau.” Another statement from P50 stated “saya belajar tentang 2 kata yang disingkat seperti you are menjadi you're.”

Moreover, P71 stated “saya belajar bahwa I will dapat disingkat menjadi I'll, he will disingkat menjadi he'll dll.” From those statements, the researcher concluded that reading digital manga helps students to learn about contraction and the use of apostrophe in English.

### **Disuccusion**

In the "4.0" era, technology is ingrained in all aspects of daily life, including education. Teachers and students can now more easily use technology to search for things like online learning resources thanks to the presence of technology in the field of education, particularly in the last few years. It is supported by Robbani & Khoirotunnisa, (2021) there are several materials available on the internet in this age of digitization. An English comic is one of the reading resources that may be acquired online. Many individuals, including parents and instructors, are unaware of the advantages of online English cartoons as reading material for pupils learning English. This study aimed to determine students' perception of reading digital manga to English Language Learning in eight-class students in Immanuel 2 Junior High School and how useful reading digital manga is to English Language Learning. Based on the findings, the researcher claimed that the perception of students in reading digital manga verbally interpreted agreed. This current finding was based on the findings of the research that was conducted.

Based on finding, the researcher used Technology Acceptance Model (TAM) to gather the data involving three aspects, Perceived of Ease, Perceived of Use, and Perceived of Attitude. The researcher used TAM to gather the data how students' acceptance on digital manga to be used in English language learning. It is supported by Davis, (1989) there are several factors that influence whether individuals adopt or reject information technology. Two drivers in particular, according to prior research, stand out among the various variables that may affect system utilization. Those are perceived of usefulness, and perceived of ease.

The finding in this result revealed that students' perceptions agreed about the ease of reading digital manga. The finding is in line with a similar result of a previous study, according to Saputri et al., (2021) because it may be utilized anytime and anywhere during the learning process, and students can use it in a way that fits their schedules. Students are accustomed to using technology, particularly android-based devices that allow for engaging learning. Because of that, it can be assumed that is more ease to read digital manga. Moreover, it can be assumed that digital manga is one of medium that ease to use. The findings supported that reading digital manga can be used anywhere. Students only need their smartphone and internet connection to read digital manga.

Meanwhile, according to Budi, (2020) the hypothesis did not meet the expectations of the researcher, the reason is because of the less of participants in that research. But, is not that mean as determined by this study's variables, English-translated manga had no effect at all on factors that improve reading comprehension. However, the findings in this research claimed that students' perception in reading digital manga is agreed and useful in English language learning and it is not in line with the previous research.

Moreover, based on the finding on open-ended questions, researcher get five reasons how reading digital manga useful to English language learning. The first is students can easily to understand main idea in the text because of the picture in manga. This is in line with Budi, (2020) students agreed by reading manga students can understand the context of English language, and there are no negative responses in that.

The second is reading digital manga is useful to English language learning. The findings revealed that students agreed while reading digital manga students can increase their vocabulary. This is similar with the previous study Budi, (2020), that students agree

while reading digital manga can enriched their vocabulary. The third, while reading digital manga increase students' interest in translating. The reason is while reading digital manga, to understand a new word, students need to open a dictionary or google translate to get the meaning of the new word.

The third, students can learn about grammar while reading digital manga. Students showed that while reading digital manga, they can learn grammar and feel satisfied while doing it. This is in line with previous study, according to Saputri et al., (2021) the medium is kept from becoming routine and dull by appealing visuals for characters, a diversity of features, and engaging evaluation materials. The fifth, while reading digital manga, students can learn about contraction. The students can learn about this because in manga, usually showed for example "he'll, you're and so on." because of that students can learn about contraction.

From the findings, the researcher concluded that students agreed reading digital manga on English language learning. It is showed that digital manga is one of medium that can be used in English learning. However, to used digital manga, teachers and students need to filter which manga can be used in English language learning, the reason is not all of types of genres can be used, teachers and students need to filter it according to moral value.

## CONCLUSION

The conclusion of this study is based on the data from the questionnaire, most eight-class students in Immanuel 2 Junior High School, agreed that reading digital manga is useful for English language learning. While reading digital manga, students can understand the main idea more easily from the expression of the character in the story. Furthermore, the students increase their vocabulary, their interest in translating, and learn about grammar and contraction. Moreover, while reading digital manga, students can get entertainment. The reason is that students can search for any genre that they like. Thus, students agreed that reading digital manga is an excellent learning activity and an excellent medium for English language learning.

## DAFTAR PUSTAKA

- Budi, W. (2020). The Influence of English Translated Manga to Students' English Reading Comprehension. *Journal of Research in Business, Economics, and Education*, 2(5).
- Chang, C. C., Yan, C. F., & Tseng, J. S. (2012). Perceived convenience in an extended technology acceptance model: Mobile technology and English learning for college students. *Australasian Journal of Educational Technology*, 28(5). <https://doi.org/10.14742/ajet.818>
- Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). file:///C:/Users/Harrison/Downloads/John W. Creswell & J. David Creswell - Research Design\_ Qualitative, Quantitative, and Mixed Methods Approaches (2018).pdf%0Afile:///C:/Users/Harrison/AppData/Local/Mendeley Ltd./Mendeley Desktop/Downloaded/Creswell, Cr
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly: Management Information Systems*, 13(3). <https://doi.org/10.2307/249008>
- Rengur, Z., & Sugirin, S. (2019). The Effectiveness of using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong. 330(Icери 2018), 239–243. <https://doi.org/10.2991/iceri-18.2019.49>
- Riadil, I. G. (2020). INVESTIGATING EFL LEARNERS READING COMPREHENSION PROBLEMS AND STRATEGIES IN TIDAR UNIVERSITY. *JELLT (Journal of English*

- Language and Language Teaching), 4(1). <https://doi.org/10.36597/jellt.v4i1.7690>
- Robbani, A. S., & Khoirotunnisa, U. (2021). Online english comics as reading materials for english language education department students. *European Journal of Educational Research*, 10(3). <https://doi.org/10.12973/EU-JER.10.3.1359>
- Salam, U. (2020). The Students' Use of Google Classroom in Learning English. <https://api.semanticscholar.org/CorpusID:236864685>
- Saputri, A. D., Sunardi, S., & Musadad, A. A. (2021). Digital Comics as A Media in EFL Reading Classrooms. *AL-ISHLAH: Jurnal Pendidikan*, 13(2). <https://doi.org/10.35445/alishlah.v13i2.758>
- Trochim, W., & James, P. D. (2006). *The Research Methods Knowledge Base*.