Manga is Our World: The Use of Manga as Media in Teaching Writing Recount Text

Nufal Aini [1], Rohmani Nur Indah [2]*
Department of English Education (IAIN KEDIRI, Kediri)[1]
Department of English Education (UIN Maulana Malik Ibrahim, Malang)[2]

ABSTRACT

Crafting recount texts presents challenges for students, including motivation issues, limited vocabulary, and difficulties with narrative structure. This study addresses these issues by exploring the integration of manga comics as a teaching tool for recount text writing in an XI-grade class at SMK Matsaratul Huda. Employing a qualitative descriptive research design, the study involves 22 students and an English language teacher, revealing that the manga approach enhances motivation and ideation skills, proving especially valuable in settings with limited digital resources. Overall, manga comics emerge as an effective medium for teaching recount texts, offering a solution to motivational hurdles and aiding in understanding recount text structure and content.

INTRODUCTION

Mastering recount texts in English proves to be a challenge, particularly for non-native English speakers. The crux of this challenge lies in the students' constrained English vocabulary, a critical foundation for honing other language skills within the context of Indonesia, where English is a foreign language. This linguistic deficiency not only hampers essential skills such as reading, speaking, and listening but also poses a substantial hurdle to proficient English writing (Mustika et al., 2017; Sari, 2017; Alqahtani, 2015; Amirza, 2019; Susanto, 2017). Moreover, students grapple with the intricate task of narrating events in a sequential order, a fundamental aspect of recount text structure (Amirza, 2019; Sari, 2017). As if these linguistic and structural challenges weren't sufficient, a prevailing lack of interest further obstructs the enhancement of students' recount text writing skills (Al-shboul, 2015).

To deal with these problems, interactive and interesting media is needed. The current phenomenon shows that students are more interested in learning resources with good visualization than traditional text resources (Anwar, 2016; Lundy & Stephens, 2015; Salehudin et al., 2021). There are many types of visual media, ranging from digital-based ones such as videos, movies, and clips, online platforms or print-based ones such as newspapers, pictures, and clippings (Dvorghets & Shaturnaya, 2015; Silmi, 2017; Warda & Wijaya, 2019). In using visual-based media, students will be helped to generate interest and ideas that will significantly help them write (Stokes, 2002). Visual media, especially videos or serialized images, will give students an idea of the flow they should use in their writing (Çakir et al., 2006; Judge et al., 2013).

The integration of interactive visual media holds undeniable significance in the educational landscape; however, the disparity in school facilities impedes widespread adoption. A pervasive obstacle lies in the insufficient support for electronic devices and internet services, a challenge acknowledged by many schools (Ashaver, 2013). Despite these constraints, teachers can overcome the absence of such resources by turning to alternative mediums, with comics emerging as a viable and impactful option. Employing comics as a tool for instructing recount text writing proves effective in capturing student interest, stimulating ideation, organizing sequences, and supplementing vocabulary (Anggraeni et al., 1988).

Nevertheless, the selection of the comic medium necessitates careful consideration, given the multitude of genres and the diverse origins of comics. Specifically, manga, denoting comics originating from Japan, emerges as a compelling choice (Brenner, 2007; Hermenau, 2018; Ito, 2005). Renowned for its global readership, including a substantial following in Indonesia, manga outpaces other reading materials, such as newspapers or magazines, particularly among teenagers and adults. This preference underscores manga's captivating visualizations and innovative plotlines, fostering readers' imaginations (Brenner, 2007; Woods, 2010).

In essence, manga's widespread appeal positions it as a potent medium for educational engagement.

Several theories explain how humans can learn better using visual media such as manga comics, including; multimedia cognitive learning theory, constructive learning theory, and experiential learning theory. Multimedia cognitive learning is a learning theory about the use of various media in learning to achieve and improve students' cognitive abilities (Mayer, 2002). This theory recognizes that the role of students in the cognitive process is necessary to achieve meaningful learning, but students have a limited capacity to use their cognitive processes. Therefore, the use of multimedia in creating recognition is needed to overcome this. The use of multimedia is sensitive to the load of cognitive processes during learning (Mayer & Moreno, 2010).

Constructivism is a learning theory that prioritizes creating and building on what has been learned. Constructive activities can encourage students to be active to increase their intelligence (Pande & Bharathi, 2020). According to Piaget, intelligence can be obtained from organizing and adapting. Organizing refers to integrating processes into an interconnected system, while adaptation is the ability of humans to interact according to their environment (Cobern, 1993; Matthews, 2003; Taber, 2015). In constructivist learning, students can explore knowledge through facilities, media, or teaching materials and actively dig up information in them.

Similar to constructivism learning theory, experiential learning theory is a theory that believes that knowledge in the learning process is obtained from a form of experience, which combines understanding with activities performed (Helate et al., 2022; Williams & Sembiante, 2022; Yildiz, 2022). By definition, experiential learning is a teaching method that allows students to build learning experiences through experiences relevant to their field of study (Kang et al., 2016). The experiential learning method allows students to succeed by creating learning experiences that match their interests and needs (Kolb, 2014). By using experiential

learning, students can choose the learning experiences they want to focus on and the skills they want to improve, so they can be more effective in conceptualizing the learning experiences they have experienced (Boud et al., 2013).

Some previous studies on the use of comic media mostly raised the use of comic media with comic strips (Iswari, 2021; Anggraeni et al., 1988; Rokhayani et al., 2014; Wijaya et al., 2021; Zulhasmi Abasa et al., 2022), digital comics (Ahsanah & Utomo, 2020; Aminatun, 2021; Fitriyanti et al., 2023), webtoon (Juniarto & Fahri, 2019) or comic books that are designed to be used in learning (Purnama et al., 2021). Other studies analyzed comic manga but focused on learning Japanese, the original language of manga (Kusrini et al., 2021). Language components or language skills that are used as topics of discussion are primarily in the form of vocabulary (Erina et al., 2017; Wijaya et al., 2021) and reading (Juniarto & Fahri, 2019; Purnama et al., 2021).

Beyond the geographical origin of manga comics in Japan, it's noteworthy that only a limited number of studies leverage manga as a teaching medium outside of its home country. In Indonesia, where manga boasts the world's third-largest readership after the United States and Thailand, research predominantly centers on comic strips. Strikingly, despite the widespread popularity of manga, especially among teenagers and children, there's a scarcity of studies exploring its effectiveness in teaching English writing, with existing research often focusing on teaching Japanese. Consequently, this study endeavors to fill this gap by investigating the integration of manga as a teaching medium for writing recount texts in English, aiming to make a substantial contribution to the evolution of English teaching methodologies.

The distinctive feature of this research lies in its incorporation of manga, a beloved medium among adolescents and young readers, into the realm of English language learning. By utilizing manga as an innovative and engaging teaching tool for recount text writing, this study introduces a fresh approach to language education. Employing a descriptive qualitative method, the research not only assesses the

effectiveness of manga as a teaching medium but also captures students' responses to its use in recount text writing. This multifaceted exploration is poised to yield insights that can inform the development of more effective and innovative English teaching methods, thereby elevating the quality of English education in schools and contributing to the broader educational landscape in Indonesia.

Manga's popularity, particularly among teenagers and adults, positions it as a compelling medium for teaching recount text writing. The inherent clarity and accessibility of manga's story plots make it an ideal tool for helping students comprehend the organizational structure of recount texts. Moreover, the visual elements in manga serve as powerful aids, enabling students to vividly imagine the situations and events depicted in recount texts, thereby fostering the development of their imagination and critical thinking skills. In essence, manga emerges not just as a popular form of entertainment but as a valuable educational resource for enhancing students' storytelling abilities and comprehension of recount text conventions.

In addition, using English manga as a teaching medium for writing recount text can help students know the basic vocabulary needed for writing while still giving them the independence to develop the vocabulary into texts based on their understanding and creativity (Wijaya et al., 2021). Manga with attractive images and illustrations can help students build visual reading skills. It will help students understand how to organize recount text properly. In addition, manga can also help students develop the ability to understand texts with a broader context. In a study conducted by Oetomo and Daryanti (2018), using manga as a learning medium can help students develop the ability to read and understand more complex texts. It can help students face the increasing learning demands in today's digital era.

This research is based on the assumption that using fun and exciting media can increase students' interest and motivation in learning to write recount text in English. In this context, students will be more motivated to learn to recount text if the media can fulfill their visual needs and help them build their English reading

and writing skills. In addition, another assumption is that using English manga can help students develop their English language skills because it uses authentic English and can help students learn vocabulary and grammar in an interesting and fun context. However, these assumptions still require further research on the effectiveness of using English manga as a teaching medium for writing recount text in English.

This study aims to determine the implementation of manga comics as a medium in learning to write recount text in English. The specific objectives of this study are to find out how the use of manga comics in teaching recount text, what are the reasons behind the use of manga comics for teaching recount text, and what are the students' perspectives on the use of manga comics in learning to write recount text. The results of this study can contribute to developing more effective and enjoyable English learning methods.

RESEARCH METHOD

This study uses a qualitative descriptive design to examine the process of using manga comics in natural object conditions (Leavy, 2017). According to Sugiyono, in qualitative descriptive research, the researchers is a key instrument in describing a situation objectively based on the facts that appear (Sugiyono, 2018). This type of research was chosen to describe and describe how the use of manga comics in teaching writing recount text in class XI of SMK Matsaratul Huda. The research participants were 22 students of grade XI of SMK Matsaratul Huda and an English teacher. The researchers chose the class at the suggestion of the school manager because the class is a class with an extracurricular English specialization program.

The researchers used various instruments to obtain data related to the research question. Observation field note was used to observe the process of teaching recount text using manga comic media and the classroom atmosphere during teaching and learning activities. During the observation process, the researchers was directly present in the classroom to observe the whole process during the lesson. The observation process lasted for approximately 90 minutes at each meeting. The data

from the observations were poured into the form of reporting on the observation sheet and then compiled and simplified. During the learning process, the researchers also observed the interaction between teachers and students and the atmosphere created in the classroom.

The researchers used direct interviews with teachers and students separately after the second meeting about the use of manga comic media, the reasons for using manga comic media, and students' perspectives on the use of manga comics. Two types of interviews were used; semi-structured interviews were conducted with English teachers. It is done to get additional information about implementing manga comics, the reasons for choosing comics, and the obstacles faced. Structured interviews were conducted with students of class XI of SMK Matsaratul Huda to determine students' perceptions of the use of manga comics and the output students get after the lesson. Finally, researcherss collected several documents as supporting instruments for the results of observations and interviews. The documents are the results of students' recount text writing, manga comic media used during learning, and lesson plans made by teachers.

After collecting the data, the researchers conducted a substantive transcript of the interview data obtained. Then the following process is data reduction and categorization. researcherss filtered the data obtained and categorized the data according to the research question. The data obtained is then presented in text, tables, and graphs to make it easier to present. The last stage is data analysis, based on the views of Bogdan & Biklen (2007) and Creswell (2014), data analysis is the process of systematically searching and compiling interview transcripts, field notes, questionnaires, and other materials collected to gain a comprehensive understanding of them into manageable units, synthesizing, and formulating patterns (Bogdan & Biklen, 2007; Creswell, 2014). This study descriptively analyzed all data from various instruments to provide an overview of existing conditions.

FINDING AND DISCUSSION

Findings

Implementation of manga comic media

In the first meeting, the teacher explained about recounting text. The explanation included the definition, sentence structure, and language features used. The teacher explained in detail even though the only media used was the blackboard and markers. It raises a question mark because, in other classes, some teachers deliver their explanations with the help of slides or videos projected with a projector. Based on the interview with the English teacher, the reason for not using supporting media such as projectors during the lesson was that the number of projectors available at the school was still limited and did not match the number of classes available, so sometimes teachers had to wait in line to use the projector according to the designated turn.

The teacher played a very dominant role as the primary source in delivering the lesson. The students listened and listened to the teacher's explanation about recounting text and occasionally asked questions in the Q&A session. After the explanation session, the students were divided into groups of 4 to 5. In this session, some students actively identified the recount text on the paper the teacher gave. Some students followed the instructions well and took part in carrying out the task, but some students were still passive and did not help with the task. They just stayed quiet or waited for their groupmates to finish the task.

From the first observation, the core activity at the meeting was explaining the recount text, which contained the definition, purpose, parts, and language structure of the recount text. The activities were teacher-centered, although, in the end, students were given the role of doing group work to identify the recount text. During the first meeting, the class atmosphere was relatively passive, where students were only silent and listened to the instructions given by the teacher. Some students were seen daydreaming and did not participate in answering questions given by the teacher. During group work, some students did not take part in the discussion.

The first meeting ended with the presentation of each group's identification results. In this session, only group representatives came forward and presented their group results. The other members of the group remained in their locations without providing any assistance. Other groups were asked to give their feedback to the presenting group as well as the teacher also gave corrections and suggestions on each group's work until completion.

The use of new comic media was carried out at the second meeting; the teacher divided students into four groups of 5 to 6 in the lesson. Each group was given five different English manga comic sheets. Each group was asked to understand the content of the manga through short dialogs and illustrations in each comic panel. The teacher provided an English dictionary for each group so that students could look up the meaning of unknown vocabulary independently without asking the teacher. Group members share roles in completing the task. Some look for vocabulary, some read, and some write their results.

From their understanding of the content of the comic, the teacher asked them to transform the results into the form of writing a recount text and following the sequence of events in the comic panels. The teacher occasionally reminds them of the correct order of reading the comic, starting from the top left panel to the right and continuing with the panel below it until the last panel on the page. The teacher controls the whole activity and confirms whether their understanding is correct following the content of the comic or not. The teacher continues to guide the students in doing the task and does not close questions from the students. Most of the questions are about phrases and compound words.

The results of the recount text writing were presented to the front of the class by students appointed by the teacher in each group. Other groups gave some questions and their opinions to the other groups. Presentations were made until all groups finished their results at the front of the class. At the end of the session, the teacher gave corrections and evaluations to each group and reviewed the overall material in both the first and second meetings.

Reasons for using manga comics as teaching media

From the interview conducted with the English teacher of grade XI of SMK Matsaratul Huda, some findings related to several things behind the use of comic media in teaching recount text. First, to overcome the limitations of school facilities. It is recognized by the teacher that digital media will be more effective and interactive in delivering material about recount text. Still, due to the lack of school facilities, the teacher looks for other media with similar advantages and suitable for teaching recount text. Therefore, a manga comic printed in the form of photocopied sheets was chosen.

Another background is to attract students' attention. The teacher believes the use of visual media such as comics to provide students' interest in learning and provide a means of entertainment for them in the middle of the learning process at school, where using visual media and popular among teenagers, it is expected to increase their interest in learning recount text.

The last one is to help students in developing ideas in writing recount texts. The teacher expects the manga comic's illustrations, dialog, and clear flow to foster students' ideas in composing recount texts. Teachers realize that the difficulties experienced by students in writing texts such as recount texts are limited ideas and vocabulary. The availability of these two things in the manga comic is expected to provide sufficient sources for their writing

Student's perspective of learning recount text writing using manga

After the face-to-face interviews with the students, the results regarding the student's opinions on using manga comic media in teaching recount text writing were found, as shown in Table 1.

Table 1. Students' perspectives on the use of manga media

Item	Perspective			
	Positive	Neutral	Negative	Level 4
Manga comic is an interesting media	18	2	2	Good
I can understand the content of manga comics well	16	2	4	Nice
Manga comic helps students in writing recount text	18	3	1	Bad

The table shows that most students were interested in using manga comic media. Some of them saw that manga has some interesting pictures and illustrations. Others said they have a hobby of reading manga, which provides their nostalgia for learning. However, a few students do not consider the media unique, and others consider that they need to become more familiar with this type of comic.

Most students can understand the message contained in the manga. In addition to the pictures or illustrations, the short dialog also helps students understand the content of the comic. However, the small and unsymmetrical panels in the manga made some students need help understanding the content of the manga. A small number of other students found it difficult at the beginning but could understand the content of the manga after asking the teacher.

Similar results were shown from students' responses to the contribution of manga comics in teaching recount text. Almost all students felt that manga helped them in writing recount texts. They said they did not have to bother thinking of ideas in their writing and organizing them in a sequence of events. Others said that the dialog in the manga helped them determine the main sentence in each paragraph. In addition to these positive results, a few students felt that the manga had no significant effect. One student felt that he had difficulty turning the content contained in the manga into a recount text because it did not come from personal experience.

Discussion

Manga comics as a medium for teaching recount text in class XI of SMK Matsaratul Huda can be considered an exciting and effective alternative teaching medium. It can be seen from the research results, which show that the use of manga comics can

make students more active in learning. There is a difference in students' participation in class in the first and second meetings, where after implementing a manga comic, which has interesting pictures and stories that can motivate students to be more active in reading and understanding the text given. That way, students have a significant role in learning. They are not only passive recipients of information but can also participate in discussions and pour their understanding into the form of writing recount text. Therefore, using manga comics to teach recount text can help students be more active and involved in English learning. This result is in line with the research results.

This result is similar to the research conducted by Risa Margiarti (2016), where the study's results explained that using comic media can increase participation by 79.41 percent. These results are higher than the use of PowerPoint media, with student participation of 73.52 percent.

There were several reasons behind using manga comic media in teaching recount text. The first was the limited digital facilities of the school. The use of manga comic media printed in sheet form is an alternative that teachers do to overcome the limitations of school facilities, especially in delivering lessons in digital form (slides, audio, video, animation). Similar results were also found in Dewi Apriana's research (2017), where the study revealed that limited facilities are a problem in providing interactive and efficient learning to students. Hence, teachers need to find replacement media solutions that are more economical and can be sought (Apriana, 2017).

The second reason was to attract students' attention. The use of manga aimed to attract students' interest because the teacher considered that the existence of interesting images and illustrations is very suitable for fostering student learning motivation. It is based on Brenner (2007) and Woods (2010) that interesting visualizations and fresh plots or storylines can foster the imagination of readers.

Furthermore, the last reason was to foster students' ideas. Manga, which already has a straightforward story and plot, gives students ideas in writing recount texts. It is

to overcome the fundamental problem in writing, namely determining the topic. It is similar to Wijaya (2021), where comic media can stimulate students to determine their ideas in writing but still provide independence in writing English texts.

In addition, based on students' perspectives, manga comics can make it easier for them to develop their imagination and make them more creative in understanding the text. Manga comics improve students' ability to understand, interpret, and write recount texts (Look Table 1). The study also showed that manga comics could help students write recount texts. The presence of short English dialog in the manga and the story presented in a series binder made students determine the main idea of the sentence to be made and the correct sequence of events. As stated by Keogh and Naylor (1999), using visual media, such as images and illustrations, can stimulate the growth of students' ideas. The idea arises from the student's interpretation of the series of pictures and illustrations and the short text in the manga dialog, thus making students more creative and productive.

Students' positive response to using manga comics as a teaching medium indicates that this media can help increase students' interest and motivation in learning English. In English language teaching, students' interest and motivation in learning can affect students' learning outcomes. The positive responses from students towards using manga comics as a recount text teaching media indicate that this media can increase students' interest and motivation in learning English. It can happen because manga comic presents the text in a more interesting form, so students become more interested in reading and understanding the text. In addition, the pictures in the manga comic can make it easier for students to determine the flow and sequence of an event so that students can compose the recount text well. It is in line with Afifah et al. (2018). The results showed a positive and significant relationship between comic media learning and student learning motivation for seventh graders in the organizational life system. Based on this, comic learning media can increase student motivation during teaching and learning. Students' interest in comic learning media can be influenced by visual factors in comics, in

terms of images, design, and appearance, that support each other so that students are interested and enjoy reading. Interestingly, the learning process can foster student learning motivation in class, whereas comic learning media is a tool that can help the learning process become more attractive.

Student motivation can grow if the implementation of the learning process uses engaging media but still contains the learning material to be conveyed. Using engaging learning media will not make students feel bored and sleepy in class. Using comic learning media can generate student interest and foster student motivation in participating in class teaching and learning activities. Factors owned by comic media can influence interest.

Although using comic media as a teaching tool for writing recount text has a good effect in increasing students' interest and motivation, some challenges are encountered in its use. First of all, comic media has limitations in developing writing skills because there are limitations in the use of words and sentences contained in the media. Students still need other media, such as you, to find the English vocabulary they need. In addition, choosing the type of manga comic that suits the material is also a challenge. Therefore, an extended selection time is needed to determine the type of manga comic that is suitable for the material to be taught. In addition, using comic media also requires teacher readiness to understand and master appropriate teaching techniques in using the media. Teacher readiness in mastering these techniques is also an important factor in maximizing the potential of using comic media as a teaching tool for writing recount text.

CONCLUSION

In conclusion, this research successfully tackled the challenges associated with recount text writing, particularly in an XI-grade class at SMK Matsaratul Huda. The primary aim was to explore the integration of manga comics as a teaching tool to address motivation issues, limited vocabulary, and narrative structure difficulties among students.This research revealed that the implementation of manga significantly enhanced motivation and ideation skills. This efficacy was particularly

pronounced in environments with limited digital resources, showcasing the adaptability and accessibility of manga comics as an instructional medium. The findings affirm that manga comics offer an effective solution to motivational obstacles and contribute substantially to students' comprehension of recount text structure and content. Therefore, this research not only answers the problem at hand but also underscores the potential of manga comics as a valuable and innovative resource in the teaching of recount texts, especially in contexts with resource constraints.

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