

English Translated Manhwa to Enhance Students' Literacy

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ABSTRACT

The objective of this research was to investigate the effect of using English translated Manhwa on the students' literacy at junior high school. It was experimental research. The sample of this research was third grade students of Junior High School in SMP NEGERI 1 Kepohbaru, Bojonegoro in the academic year 2023/2024 with the total 48 students. Two groups were divided by total sampling. The first group was experimental group which was given treatment by English translated Manhwa and second group was control group which was not given treatment by using English translated Manhwa. The instrument of collecting data was a test consisted of 10 multiple items and 10 essay items. Each group was given a pretest and post-test. After the data had been collected, then the data was analysed by using SPSS. There was a significant effect of Using English translated Manhwa to the students' literacy. The conclusion from the data analysis is the value of t-test (0.133) is higher than the t-table (0.05). The result showed that H1 was accepted. Based on the result of this research, it was concluded that there was a significant effect of using English translated Manhwa on the students' literacy both reading and writing.



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1. INTRODUCTION

English learning consists of four fundamental abilities. The process of learning focuses on the four basic skills, those are: reading, listening, speaking and writing (Pratiwi et al., 2019). Reading and writing, both of them are often tied as one skill. The ability to read and write generally refers to literacy (Winarsih & Munir, 2021). The level of literacy determines how high one skill has been comprehended. In fact, Indonesian's literacy is in a low level. The data showed that 61.53% primary school students, 59% middle school students and 49.26% high school students have reading and writing skills above the minimum standard (Kemendikbudristek, 2023). Considering data above, there are still many students in Indonesia who need to improve their literacy ability.

In simple terms, literacy is the ability to read and write. According to UNESCO in (Lestari et al., 2021), literacy is a manifestation of skill in real terms, specifically the cognitive skills of reading and writing, which are independent of the context in which the skill was obtained from whom and how to obtain it. Reading can be interpreted as the process of translating language symbols until they are processed into meaning. Meanwhile, writing is expressing thoughts by carving out language symbols to form an understanding.

There are many ways in order to upgrade the skill of literacy. One of the efforts improving literacy skill is to read either paper such as paper, book, article or journal, or literary work such as novel, poem, story or comic. Rewriting must be taken in account after reading them. New creation of written text will be formed into a new different work.

The learners should choose the most appropriate means in order to not only upgrade the literacy skill but also enjoy the process in gaining new knowledge. Textbooks which are admittedly useful but the contexts are full of words (Budi & Nusantara, 2020), contain too formal or old-fashioned vocabulary or expressions rarely used in daily life. Students also find obstacles in comprehending the word-full text. Students and learners still

had difficulty understanding the text (Sahmadan & Ajam, 2020). Considering the importance and the difficulty of literacy skill as explained before, several researches suggest for learners to start with comic (Golding & Verrier, 2021; Phoon et al., 2020; Suryatin & Sugiman, 2019).

Manga, manhwa, and manhua are among the comic book genres that Indonesian students, particularly those who wish to study English, can use as reading material. One of the most popular reading materials is manhwa. Due to its immense popularity, this comic is translated into various languages in the world, include English. Manhwa, comic made by Korean creators in Korea, serves as one useful source of authentic English, especially in learning English. (Rizziq et al., 2022) showed that the impact of manga and anime on the creative development of new media students generated a strong desire among some of our informants to specialize in animation and new media. The study also contributed to a better understanding of the impact of manga and anime on students' lives as new media and how manga and anime are seen as useful tools for developing creative thinking. A different study also took comic as the media in teaching-learning process. (Budi & Nusantara, 2020) revealed to probe the influence of English translated manga to English reading comprehension among Indonesian High School students who frequently read English translated manga. It showed that there were influences, yet the influences are so slight they did not meet the standard adequacy for signifying. English translated comic has the influence in reading skill towards students, who read manga frequently. Meanwhile, (Phoon et al., 2020) explored the role of comics as an aid in teaching elementary school science on the topic of „Plant Systems“ using an action research approach. As the thematic analysis of the interviews shows, students were interested and enthusiastic about using cartoons, and there was great potential for regular use of cartoons to support learning in science classrooms. Using comics to support learning in science classrooms actually has positive effects.

Manhwa comic is similar with manga, a Japanese comic book. On the other hand, even when the story takes place in a fantastical setting, reflects ordinary life or incorporates real language and terminology, manhwa serves a unique way in representing the work of story. (Sahmadan & Ajam, 2020) added that students struggled to achieve reading comprehension due to a lack of word-based reading skills. Students will find more interesting in literacy- learning process using a full-color manhwa than a black-white manga. In this sense, manhwa is able to help learners in broadening the literacy proficiency, especially in learning English with limited access to non-textbook English.

The researcher interviewed with the English teacher of SMP Negeri 1 Kepohbaru, Bojonegoro. The researcher found that most of students still had low interest in gaining literacy through visiting the library. The school library is one of facilities for the implementation of the program school literacy movement, which serves as a provider of materials science and information resources for educators and learners. On the other hand, the library is full of textbook that makes one inhibiting the occurrence of literacy programs in the school and the lack of interest of students is also an obstacle to the program of literacy movement.

Based on the past researches above and the problem found in the school, the study aims to find out the effectiveness of English translated manhwa to students' literacy, especially in reading and writing entitled "The Effectiveness of English Translated Manhwa to Students' Literacy in Junior High School". The study will focus on the ninth grade at SMP Negeri 1 Kepohbaru, Bojonegoro that consists of 48 students. The design of the study will be quantitative approach. Explained that quantitative research is the research utilized to look at the populace or a specific test by utilizing inquire about disobedient as a implies of collecting information as an entirety.

2. RESEARCH METHOD

The researcher employed a quantitative method. The approach used in this research was pretest-posttest control-group design. The population of the research was the third years in SMPN 1 Kepohbaru in Bojonegoro. The researcher used purposive sampling. There were 48 samples taken based on the recommendation from the English teacher. The sample was separated into two groups. First group served as an experimental class that received actions with English translated Manhwa, and second group served as a control class without getting treatment by English translated Manhwa.

A test was given next to the control and experimental groups before administering the treatment to both groups. After treatment, post-test was given to each group. The goal of post-test is to determine whether English translated Manhwa had an influence toward students' reading and writing literacy. There were 20 items for each test. 1 point was per correct answer and the wrong answer was 0. After the data were collected. The data was then put into Excel program in order to systematically arrange them in proper order so that it was easier for further calculation when using SPSS. SPSS Program is used to calculate the result of the test administered to the 48 respondents which were in the form of numbers that they answered during the test. The data which were put into the SPSS program were the score that the respondents answered in the form of test. The results of SPSS revealed the F-Test and t-Test. F-Test is used to determine the significance level or linearity

of the regression. The purpose of t-Test is to assess the partial influence and correlation of each independent variable on the dependent variable.

3. RESULTS AND ANALYSIS

The title and content of the text must be synchronized in order to convey the information. In the story of subject E-6, the content was in accordance with the original story because the story described the main character's desire to take revenge on MC's step-mother and half-brother. For this reason, the researcher gave a score of 5 for the content similarity to story. The storyline was to provide readers with an understanding of an event that could be related to other events. Subject E-6 explained from the beginning that MC awoke from a coma, recovered the body, sought the justice and joined the swordsmanship competition. In this case, the researcher gave a score of 4 for the storyline of the text. Vocabulary and structure selection has an important role in a literary work, because a reader could understand the content of the story easily. Subject E-6 used word "wake" instead of the "awoke" which was described someone who get up from a coma, "beause" which should be "because", and "corrupidi" which should be "corruption". Seeing the accuracy in choosing words and structure, the researcher gave a score of 2.

Subject E-12's content described in the first line was about a king founded a kingdom. But, subject E-12 presented about a child's desire to take revenge on MC's step-mother and half-brother in the following line so on. For this reason, the researcher gave a score of 4 for the content similarity to story. The understudy of subject E-12 story clarified from the starting that MC got up from a coma, recouped the body, sought the justice, and joined the swordsmanship competition. In this case, the analyst gave a score of 4 for the storyline of the content. Subject E-12 used word "recovered" described as an action to get over an illness, and the used of other past form verb such as "founded", "corrupted", and so on. Seeing the students' accuracy in choosing words and structure, the researcher gave a score of 5.

Subject E-2 had presented about a child's desire to recover after being awake. But, subject E-2 didn't mention about taking revenge on MC's step-mother and half-brother. For this reason, the researcher gave a score of 4 for the content similarity to story. The understudy of subject E-2 story clarified from the starting that MC got up from a coma, recouped the body, sought the justice, and joined the swordsmanship competition. In this case, the analyst gave a score of 4 for the storyline of the content. Subject E-2 used past form verb such as "wanted" and "there was". Subject E-2 also used several present forms such as "has been", "have been", and "is". Seeing the students' accuracy in choosing words and structure, the researcher gave a score of 4.

The substance story of subject E-16 was in understanding with the first story since the story portrayed the main character crave to require vindicate on MC's step-family. For this reason, the researcher gave a score of 5 for the content similarity to story. The understudy of subject E-16 story clarified from the starting that MC got up from a coma, recouped the body, sought the justice, and joined the swordsmanship competition. In this case, the analyst gave a score of 4 for the storyline of the content. Subject E-16 used word "recovered" described as an action to get over an illness, and the used of other past form verb such as "asked", "examined", "imprisoned", and so on. Seeing the students' accuracy in choosing words and structure, the researcher gave a score of 5.

The content story of subject C-1 was not in accordance with the original story where the student described MC's mother as grandmother. subject C-1 also did not mention where MC's mother got seeds. For this reason, the researcher gave a score of 2 for the content similarity. Subject C-1 explained from the beginning where MC's mother prayed to have a child, planted the seeds, and MC run away from the giant. But, subject C-1 did not explain where the seeds were from. In this case, the researcher gave a score of 3 for the storyline of the text. Subject C-1 used double letter in word "beautiful" with double letter "L", and "bigg" with double letter "G". In this case, the researcher gave a score of 3.

Subject C-2 mentioned not only the process of the birth of MC but also the pursuit of giant toward MC. For this reason, the researcher gave a score of 4 for the content similarity. Subject C-2 explained from the beginning where MC's mother prayed to have a child, obtained seeds from giant, planted the seeds, and MC run away from the giant. In this case, the researcher gave a score of 4. Subject C-2 used past form to describe the story such as "was" and "threw". Subject C-2 also used a present form "spread" in a positive sentence. In this case, the researcher gave a score of 3.

Subject C-12 mentioned not only the process of the birth of MC but also the pursuit of giant toward MC. For this reason, the researcher gave a score of 3 for the content similarity. Subject C-12 explained from the beginning where MC's mother prayed to have a child, obtained seeds from giant, planted the seeds, and MC run away from the giant. In this case, the researcher gave a score of 4. Subject C-12 used auxiliary "were" in mbok sirni's character. Subject C-12 also presented a present form "meet" in a positive sentence. In this case, the researcher gave a score of 3.

Subject C-4 mentioned not only the process of the birth of MC but also the pursuit of giant toward MC. For this reason, the researcher gave a score of 4 for the content similarity. Subject C-4 explained from the beginning where MC's mother prayed to have a child, obtained seeds from giant, planted the seeds, and MC

run away from the giant. In this case, the researcher gave a score of 4. Subject C-4 used a pronoun “he” and “his” referring to MC’s mother.

Subject C-4 also mention double verb in one sentence “the giant saw her go into the forest” which should be “the giant saw her going into the forest”. In this case, the researcher gave a score of 3.

The sample of experimental class and the total score of pre-test was 322 and the mean was 25.76. In post- test, the total score was 419 and the mean of the score was 33.52. The sample of control class and the total score of pre-test was 311 and the mean was 24.88. In post-test, the total score was 373 and the mean of the score was 29.84.

The finding of the research, there was significant effect of using English translated Manhwa on the students’ reading and writing literacy skill. Teaching reading and writing in experimental group by using English translated Manhwa was higher than teaching reading and writing by text-only. The increase mean of experimental group by using English translated Manhwa was 7.84 which was higher than 4.8 from control group. So, it could be concluded that English translated Manhwa was effective in increasing student literacy at SMP Negeri 1 Kepohbaru, Bojonegoro.

The result was reinforced by the research that has been carried out by (Rizziq et al., 2022), that manga and anime offer various advantages to New Media students, including the capacity to produce concepts or plots for animation, improve judgment in their work, and serve as a dependable source of reference in their studies. Based on the results of this research, the conclusion could be drawn that English translated Manhwa have sparked a strong desire in some of the informants to pursue a New Media course as a major.

The result was also reinforced by the research proposed by (Budi & Nusantara, 2020), that English translated manga gave an impact on English reading comprehension among Indonesian students who regularly read English translated manga. Based on the results of this research, most students from 20 students who got score above KKM (75) were spending free time to read comic or novel.

4. CONCLUSION

There was a significant effect of Using English translated Manhwa to the students’ literacy. The result of computation in t-test was 0.133, while the significant level was 0.05. The conclusion from the data analysis was the value of t-test (0.133) was higher than the t-table (0.05). It means that H_0 was accepted and the teaching by using English translated Manhwa significantly has an effect on the students’ literacy. Some students need more time to understand and absorb the information. Using English translated Manhwa focuses only literacy so it limits the result specific aspects of literacy, such as vocabulary acquisition, reading comprehension, and writing fluency. It may have been subject to potential bias because of the selection. The students are difference based on prior knowledge, learning styles, and motivation. Future researchers are suggested to conduct the study for large size to enhance the students many literacies. It can also investigate the difference genre and provide more comprehension understanding of the potential benefits using media in language learning.

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