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The Influence of English Translated Manga to Students' English Reading Comprehension

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Abstract

The massive popularity of manga (Japanese comic) has led it to be translated into different languages, one of them is English. Despite the origins, English translated mangas are authentic English literature because they are written by a team of a bilingual Japanese-English translator and a native English-speaking translator-editor, who ensures that the text is natural and meaningful. This research aims to probe the influence of English translated manga to English reading comprehension among Indonesian High School students who frequently read English translated mangas. By using a questionnaire, 15 students were used as respondents. The research questions are related to their activity of reading mangas and their reading skills that they acquired from reading mangas. Statistically, the results showed H1 was rejected. Nevertheless, it showed that there are influences, yet the influences are so slight they did not meet the standard adequacy for signifying that a hypothesis is accepted.

Keywords: *English Translated Manga, Reading Comprehension.*

1. Introduction

There are many ways of learning English as a foreign language or a second language. In learning language, there consist of four main processes or skills to acquire the language. One of the main processes of language acquisition is reading. Reading is simply the capacity to understand a written language, in this case the English language; however, truly implementing strong reading skills requires much more than surface knowledge (Decker, 2015). According to Walker (as cited in Decker, 2015), "Reading is an active process which requires the use of multiple skills simultaneously". Thus, reading is a process in which a person recognizes the words that he or she read and knows what they mean, and also understand how they work together in phrases and sentences in order to create meaningful language that can be understood by others.

Students' reading interest is still very low, this is reflected from the difficulty when the Indonesian students have to understand story or narrative questions. This has an impact on the reading ability of children in Indonesia, which, at this time is also considered very low, as evidenced by a study entitled "Indonesian National Assessment Program" which was conducted by the Ministry of Education and Culture which revealed that students in Indonesia who have good reading comprehension are only around 6.06%. Knowing and understanding what is being read is the key to understanding. Prado & Plourde (2011) stated that comprehension is "the interaction between word identification, prior knowledge, comprehension strategies, and engagement". Without all these skills, one cannot understand well and, therefore, cannot read properly.

Based on data from Central Connecticut State University, Indonesian literacy ability is ranked second to last out of 61 countries, namely at rank 60, only 1 rank better than Botswana. In addition, The Organization for Economic Co-operation (OECD) conducted a Program for International Student Assessment (PISA) test to measure students' knowledge in the fields of mathematics, science, and reading. In the 2018 PISA results, Indonesia is ranked 13 out of a total of 15 countries in Asia that have taken the test.

Indonesia has a lot to learn from developed countries that have a very high tradition of reading, such as Taiwan, Japan, Singapore, and South Korea. Communities that have a very high reading tradition have a civilization that tends to be faster than countries that do not have a tradition of reading as a hobby. Holte, as quoted from Akarsu & Dar (2014) emphasized the importance of reading because it improves the quality of life and creates culture and provides cultural heritage; besides, he claims that it strengthens and unites people. They make books as a companion to accompany them wherever they go, be it on trips to school or work, waiting for public transportation, queuing in public places, or other places. They never waste time, and are more likely to use that time for productive activities such as reading books. Loan, as quoted from Akarsu & Dar (2014), claims that 'individuals with good reading habits have the opportunity to broaden their mental horizons and multiply their chances'.

Various kinds of books can be used as reading material for Indonesian students, especially Indonesian students who want to learn English; such as text books, novels, journals, newspapers, magazines, comics, and manga. One of the most popular reading materials is manga, comics made in Japan or by Japanese manga creators in Japanese. Due to its immense popularity, this comic, which is called a Japanese comic, is translated into various languages in the world, one of which is in English. Manga translations are authentic English literature despite their origins. The translations are aimed at American audiences, and are often written by a team including a bilingual Japanese-English translator and a native English-speaking translator-editor, who ensures that the text is natural and meaningful (Kunai & Ryan, 2007). While textbooks are admittedly useful, particularly in EFL classrooms, they often contain vocabulary or expressions that are too formal or old-fashioned and rarely used in daily life. In contrast, manga stories tend to reflect daily life (even if the story takes place in a fantastic setting) and contain authentic dialogue, even slang. In this sense, manga can serve as a useful source of authentic English, especially in EFL contexts where there is limited access to non-textbook English.

This research was conducted with the aim of studying manga and its influence to students' reading comprehension entitled "The Influence of English Translated Manga to Students' Reading Comprehension". The reason why the researcher chose this topic was in consideration that the English translated mangas have an effect on improving reading comprehension in English, and empirically the researcher wanted to find out whether this consideration was valid with this quantitative-based research by examining high school students who read English translated manga in a high school in Bekasi as respondents and the place of this research.

2. Literature Review

Reading Comprehension

Reading may be one of the most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten. Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of

the words mean (Nagy, 1988). The National Reading Panel, as cited in Prado & Plourde (2011) has stated that there are five specific practices that teachers should be using when teaching children to read or when helping them improves their reading skills. These practices are phonemic awareness, instruction in phonics, guided oral reading practice with feedback, vocabulary instruction, and comprehension strategy instruction. Of these five practices, the most important may be reading comprehension. Reading comprehension is a complex interaction of word-, sentence-, and text-level process (Gruhn et al., 2020).

Reading comprehension requires the reader to actually know and understand what they are reading. If persons have excellent decoding skills, but are not fully able to understand what they are reading, then they are simply word calling and not truly reading. Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Prado & Plourde (2011) stated that “comprehension is a process that involves thinking, teaching, past experiences, and knowledge”.

The foundation of reading comprehension is word identification and decoding. As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension. As emphasized by Prado & Plourde (2011) comprehension is the “interaction among word identification, prior knowledge, comprehension strategies, and engagement”. Without all of these skills, one cannot comprehend properly and, therefore, not read properly.

The Importance of Reading

Noor, as quoted from Akarsu & Dar (2014) claims that in a higher learning environment, reading is rated as the most important academic language skill for all second and foreign language learners. Students learn new information and become more competent in their subjects through reading. Loan, also quoted from Akarsu & Dar (2014), further emphasizes the importance of reading by claiming that “individuals with good reading habits have the opportunity to broaden their mental horizons and multiply their chances”. Noor supports Loan's idea and adds that reading is essential in teaching individuals how to cope with new knowledge in today's changing and technologically evolving world.

Eskey (as cited in Kulaç & Walters, 2016) said that many EFL students rarely face a situation in which they need to speak English on a daily basis, but they, oftentimes, might have to read in English in order to get the advantage from kaleidoscopic pieces of information, which mostly is recorded in English. White stated that “reading is fundamental for all academic disciplines” (Lei et al., 2010). Therefore, reading skills must be promoted for the students in order to be able to deal with highly complicated texts and tasks in an efficient way (Ur, 1996).

In order to foster such an important skill, it is important to consider the close relationship between reading and vocabulary knowledge, which is the most important factor with regard to the comprehension of a text (Baldo, 2010; Nagy, 1988; Nassaji, 2005; Schmitt, 2010). Although vocabulary knowledge is not sufficient on its own to explain reading comprehension (Baldo, 2010), Anderson and Freebody (as cited in Nagy, 1988) point out that a learner's vocabulary knowledge profile is the best predictor of that learner's level of ability to understand the text. In a consistent way, Schmitt (2010) also asserts that the percentage of known and unknown vocabulary is one of the most significant factors determining the difficulty of a text for a learner.

Holte, as quoted from Akarsu & Dar (2014) emphasized the importance of reading because it improves the quality of life and creates culture and provides cultural heritage; besides, he claims that it strengthens and unites people. This, he said, would make academic reading easier in the long run.

Fun reading can help develop a reader's native-like instincts for idiomatic and problematic areas such as articles and prepositions, as well as sentence structure and general syntax.

According to Krashen (2004), pleasure reading is one of the only methods for increasing spelling skills and vocabularies: "Large quantities of light, 'low risk' reading, ... in which they [students] can skip words without fear of missing anything that affects their grade, will result in vocabulary growth and overall language competence" (Krashen, 1989). This, he points out, will make academic reading easier in the long run. Fun reading may help develop native-like instincts for idiomatic and problematic areas such as articles and prepositions, as well as sentence structure and general syntax.

Contextual Inferencing

One of the most common approach in teaching vocabulary is by using context. Context refers to the text surrounding a word or passage. Language learners might find unfamiliar words in context while reading. Stumbling upon a few unknown words may not obstruct general comprehension of the text. Nevertheless, reading comprehension might be impaired when the readers are not well versed with many words or the most important ones in the text (Soria, 2001). Language learners will then use several methods to solve this problem such as ignoring unknown words, consulting a dictionary, or guessing word meaning from context in order to comprehend reading passages (Fraser, 1999).

Among these methods, guessing word meaning from context (lexical inferencing) is a compensation strategy for L1 and L2 reading comprehension (Bialystok, 1983 in Soria, 2001) and it is "comprised of making informed conjecture pertaining to the meaning of a word in consideration of all available linguistic hints in combinations with the readers' general knowledge of the world, their awareness of context and their relevant linguistic knowledge" (Haastrup, 1991).

Manga

Manga is a term used to describe Japanese comics or their style of artistic expression. In Japan, manga refers to any printed comic including all genres for all generations. Manga combines images and scripts. Ito (2005) states that, like other forms of visual and literary arts, "manga is immersed in a social environment including history, language, culture, politics, economy, gender, and education". Nakazawa (2005) also stated that "manga is basically understandable and motivating".

According to Rommens (2000), manga has different visual and textual story styles, and it is a thorough integration of linguistic elements, flexible frames and speech bubbles, and iconographic images that allow readers to understand multiple levels of meaning simultaneously. Schodt, as cited from Murakami & Bryce (2009) stated that Japanese manga is a visualized narrative. In Japan, readers can choose not only from stories about "cute animals", superheroes, crime warriors, science fiction, and fantasy adventures, but also from titles in the business, cooking, politics, romance, horror, travel, suspense, sports, raising children, and more - genres that have largely disappeared or never existed in English comics. Thus, the narrative in manga is conveyed through a composite cinematographic narrative with an integrated frame.

Manga and Language Learning

In recent years, the popularity of Japanese pop culture, especially manga and anime (animated cartoons), has been seen as a common reason for studying Japanese as a second language. Consequently, there has also been a tendency to try to use manga as a source of education, claiming

this is “realistic” and “easier”. Kumano, as quoted from Unser-Schutz (2014) said that “as many as 70 to 80 percent of Japanese learners choose to learn Japanese because of their interest in manga and anime”. Kumano et al., as quoted from Unser-Schutz (2014), also emphasized that this trend has resulted in increased interest in using manga and anime as tools for learning Japanese, as shown by the Japan Foundation which makes research and development of learning tools for manga and anime in one of the mid-term goals of 2007-2012.

There has been a lot of research on manga and language learning. One of them was carried out by Unser-Schutz in 2011 in Japan. Her findings indicate that there are advantages and disadvantages to using manga in the classroom. Although using manga in the classroom can engage students in new ways, their linguistic landscape may not be as clear as one might expect. As his research suggests, it may be necessary to actively deal with how text is presented, and to reconsider what makes it “realistic” and its nature as a model language for students. Knowing more about the linguistic characteristics of different manga genres and series may prove helpful in making series of choices appropriate for different levels and purposes, and may also help in thinking about what kind of knowledge may be required to process them.

Taking the time to discuss these points with students can be a good opportunity to think together about how and why texts differ, and as a popular manga corpus, the characteristics identified in her study can help to understand how work with students’ interests. In addition, comics being an international medium, the points raised by Unser-Schutz may also apply to languages other than Japanese, whether using manga in translation or in non-Japanese comics. It is evident that manga contributes to language learning. The researcher argues that manga, especially manga translated into English, contributes to language learning, particularly the improvement of reading competence.

3. Methodology

To answer the research question in this research, quantitative method of research is employed. The approach used in this research is regression analysis. The population of the research is the third-years in SMAN 1 Tambun Selatan in Bekasi. The students who are taken as the sample of the research are those who read English translated manga frequently. This research employs Likert-scale to allow the object of the research express how much they agree or disagree with a particular statement given in the questionnaire. After the data were collected, there were 15 data. The 15 data were 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 questionnaire administered to the 15 respondents which are in the form of numbers that they chose during the survey. The data which are put into the SPSS program are the score that the respondents answered in the form of Likert-scale. 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.

4. Results and Discussion

English Translated Manga Reading Indicator

Table 1. Survey Responses to Statements about Reading English Translated Manga (N=15)

Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I read a lot of English translated <i>manga</i> .	7	8	0	0	0
I read English translated <i>manga</i> in a long time.	7	6	1	1	0
I read many genres of English translated <i>manga</i> .	2	10	3	0	0
I use printed or online dictionary when found unknown words.	1	4	3	4	3

The majority of the responses were positive for every question related to manga reading. Regarding the question, I read a lot of English translated manga, all of the respondents indicated a positive response of either strongly agree or agree. Likewise, 13 responses were positive for the question on whether or not the students read English translated manga in a long time. One response was negative, and the rest is neutral. A related question asking if the students read many genres of English translated manga drew similar responses. A majority of 12 responses were positive while 3 responses were neutral.

The last indicator, however, indicated that the majority of the students do not like to look up to the dictionary if they found unknown words. Only 5 students use dictionary when they discover unknown words to them, 3 of them were neutral, and the rest of the students are not fond of looking up into dictionary.

Reading Skills Acquired from English Translated Manga Indicators

Table 2. Survey Responses to Statements about Reading Skills Acquired from English Translated Manga (N=15)

Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
By reading English translated <i>manga</i> , I enriched my vocabulary.	9	6	0	0	0
By reading English translated <i>manga</i> , I can understand the context of English language.	5	10	0	0	0
By reading English translated <i>manga</i> , I can	2	7	6	0	0

Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
understand the English grammar.					
English translated <i>manga</i> contribute to my English reading comprehension.	4	7	4	0	0

Questions related to the reading skills acquired from manga also brought largely positive results. Almost every respondent committed to a positive response when asked if the manga that they read contributed in their reading comprehension skills. There are no negative responses, only 10 students who are being neutral in their opinion. All responses are positive regarding the English vocabulary enrichment and English language context understanding. 9 agreed that English translated manga improved their grammar, while 6 were neutral.

Finally, the last question is related to whether or not students thought that the English translated manga has a contribution in their English reading comprehension. 11 responses were positive while 4 responses were neutral.

The Influence of X to Y

Table 3. Model Summary of the Influence of X to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305 ^a	0.93	.023	.36967

Table 4. ANOVA of the Influence of X to Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.182	1	.182	1.330	.270 ^a
Residual	1.777	13	.137		
Total	1.958	14			

Table 5. Coefficients of the Influence of X to Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.149	.888	.305	3.547	.004
X	.264	.229		1.153	.270

Based on the coefficient of determination (R Square), the magnitude of the influence of X (manga reading) to Y (reading comprehension) is equal to 9.3%. Other factor which influences the students' reading skills which is not in this study is equal to 90.7%. This 90.7% means that, there are still many ways to improve reading skills by using different kinds of methods or tools.

By using F-test (ANOVA) and t-test (Coefficients), the Significance probability shows the value of 0.270. This value is above 0.05, which means that X does not influence Y. Therefore, it can be concluded that my research hypothesis (H1), statistically, is rejected.

The Influence of X to Y1

Table 6. ANOVA of the Influence of X to Y1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.803	4	.201	.718	.599 ^a
	Residual	2.797	10	.280		
	Total	3.600	14			

Table 7. Coefficients of the Influence of X to Y1

Model		Unstandardized 'Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.322	1.549		2.145	.058
	X1	-.007	.326	-.007	-.022	.983
	X2	-.059	.186	-.102	-.314	.760
	X3	.271	.266	.317	1.019	.332
	X4	.181	.117	.457	1.545	.153

Before starting to explain the results, I would like to explain the X which consists of four independent variables. X1 represents “I read a lot of English translated manga”. X2 represents “I read English translated manga in a long time”. X3 represents “I read many genres of English translated manga”. And the last is X4, which represents “I use printed or online dictionary when found unknown words”. The first table is testing the independent variables to the dependent variable of Y1, which represents “By reading English translated manga, I enriched my vocabulary”.

By using F-test (ANOVA), the Significance probability shows the value of 0.599. This value is above 0.05. This means that the 4 variables (X1, X2, X3, and X4), altogether, do not influence the Y1 variable.

By using t-test (Coefficients), the Significance probability shows the value of, respectively, 0.983, 0.760, 0.332, and 0.153. These values are above 0.05, which means that the 4 variables, partially, do not influence the Y1 variable. However, this does not mean that there is no influence at all. It can be seen from the B (Beta) in Unstandardized Coefficient. If the values are 0.00, it means that there is no influence from X to Y1. These values show no 0.00, which means that there is slight contribution from X to Y1.

It is assumed that the reason why it does not influence Y is because English translated manga tends to reflect daily life, and uses daily words which the students have already known, and they rarely found difficult words which are used in books which are not categorized into fun reading. The students can also use speed reading when they are reading manga. They only focus on the visual without minding the text.

Also, as seen in Table 1, majority of the students do not like to look up into their dictionary (or online dictionary) when they come across new words that they do not know of before. Therefore,

it can be said that the students only improve their vocabulary slightly when reading English translated manga.

The influence of X to Y2

Table 8. ANOVA of the Influence of X to Y2

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.683	4	.171	.644	.644 ^a
	Residual	2.651	10	.265		
	Total	3.333	14			

Table 9. Coefficients of the Influence of X to Y2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.295	1.508		2.185	.054
	X1	-.009	.317	-.010	-.028	.978
	X2	.258	.181	.467	1.420	.186
	X3	-.027	.259	-.033	-.105	.918
	X4	.032	.114	.083	.276	.788

The second table is testing the independent variables to the dependent variable of Y2, which represents “By reading English translated manga, I can understand the context of English language”.

By using F-test (ANOVA), the Significance probability shows the value of 0.644. This value is above 0.05. This means that the 4 variables, altogether, do not influence the Y2 variable.

By using t-test (Coefficients), the Significance probability shows the value of, respectively, 0.978, 0.186, 0.918, and 0.788. These values are above 0.05, which means that the 4 variables partially do not influence the Y2 variable. But, as seen in B (Beta) in Unstandardized Coefficient, the values show no 0.00, which means that there is contribution from X to Y2, though it is only slightly.

As to the reason why English translated manga does not help students understand the context is because, context may look quite helpful if one already knows what the word means, but it seldom supplies adequate information for the person who has no other knowledge about the meaning of a word.

One motivation for having students try to figure out word meanings from context is to help them develop word-learning strategies to use on their own. However, there is a dilemma posed by any attempt in doing these strategies: Most contexts in normal text are relatively uninformative. The context around any unfamiliar word tells us something about its meaning, but seldom does any single context give complete information (Deighton, Shatz & Baldwin, as cited in Nagy, 1988).

The influence of X to Y3

Table 10. ANOVA of the Influence of X to Y3

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.555	4	.889	2.631	.098 ^a
	Residual	3.378	10	.338		
	Total	6.933	14			

Table 11. Coefficients of the Influence of X to Y3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.651	1.702		.382	.710
	X1	1.095	.358	.803	3.056	.012
	X2	-.402	.205	-.504	-1.960	.078
	X3	-.008	.292	-.006	-.026	.980
	X4	-.023	.129	-.042	-.180	.861

The third table is testing the independent variables to the dependent variable of Y3, which represents “By reading English translated manga, I can understand the English grammar”.

By using F-test (ANOVA), the Significance probability shows the value of 0.98. This value is above 0.05, but still below 0.1. This means that the 4 variables, altogether, do have influence to Y3 variable.

By using t-test (Coefficients), the X1 and X2 values are below 0.1. This means that X1 and X2 variables partially have influence towards Y3 variable, whereas the X3 and X4 variables are above 0.05 and therefore do not have influence towards Y3 variable. Nevertheless, the B (Beta) in Unstandardized Coefficients does not show 0.00 values. So, it can be said that there is a slight contribution from X3 and X4 to Y3.

As to the reason why X contributes to Y3, it is assumed that it is because the students who are reading manga have gotten used to reading English structure in the manga text. And therefore, they are accustomed to the English grammatical structure in the manga text. For learners of English as a second language, research suggests that extensive reading may promote the acquisition of grammatical structures better than explicitly studying or practicing such structures (Elley, 2006). Indeed, for both first and second language learners, extensive reading significantly promotes grammatical fluency and a command of the syntactic resources of the language (Krashen, 2004).

The reason as to why X is not influencing Y3 is probably because sometimes, the scanlators (scanners and translators) does not work with the proofreader in their project, and therefore there is no one to fix the grammatical mistakes in their project. And this is why students sometimes come across a manga which does not have correct grammar and learn grammar from the wrong source.

The influence of X to Y4

Table 12. ANOVA of the Influence of X to Y4

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.625	4	.156	.212	.926 ^a
	Residual	7.375	10	.737		
	Total	8.000	14			

Table 13. Coefficients of the Influence of X to Y4

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.352	2.515		1.333	.212
	X1	-.244	.529	-.167	-.462	.654
	X2	.217	.303	.254	.718	.489
	X3	.190	.432	.150	.441	.668
	X4	.023	.190	.038	.119	.907

The last table is testing the independent variables to the dependent variable of Y4, which represents “English translated manga contribute to my English reading comprehension”.

By using F-test (ANOVA), the Significance probability shows the value of 0.926. This value is above 0.05. This means that the 4 variables, altogether, do not influence the Y4 variable.

By using t-test (Coefficients), the Significance probability shows the value of, respectively, 0.654, 0.489, 0.668, and 0.907. These values are above 0.05, which means that the 4 variables partially do not influence the Y4 variable. However, as stated in previous subchapters, the B (Beta) in Unstandardized Coefficient shows no 0.00, which means that there is contribution from X to Y4, though it is only slightly.

The reason why English translated manga does not contribute to English reading comprehension is, probably, because manga does not have much to read, and things are shown rather than described. It does not help a lot in making someone more fluent in comprehending much longer pieces of text. Manga is too simple, and there is already graphics to aid in discovering what an event is like. In books, someone has to rely on his/her own understanding of a text and not the author's (which, in manga, are basically the drawings or sketches themselves).

Another reason is probably because the students are already at a high reading level. If the students are coming from a lower reading level and have troubles at reading in the first place, then I think manga can serve as a good bridge to help with the comprehension for literatures which are not considered as fun reading.

5. Conclusion

In this research, the hypothesis stated is that English translated manga has influence towards students comprehension of reading English text, specifically in terms of improving enrichment of

English vocabulary, understanding of context, understanding of English grammar and understanding of reading itself. By administering the questionnaire to the respondents, who were High School students who read the English translated manga, it seems that from statistical calculation the hypothesis (H1) is rejected, which means that English translated manga does not influence students' reading comprehension.

Though statistically, the results did not meet the expected hypothesis, it does not mean that English translated manga does not have any influence at all to variables of improving reading comprehension as set in this research. In details, descriptive relationships between X to Y showed that there are influences of X to Y yet the influences are so slight that they did not meet the standard adequacy for signifying that a hypothesis is accepted.

One significant weakness in this research which may contribute to the fact that the hypothesis is rejected is the number of respondents which are below the minimum requirement which is 30 respondents. In this research, the number of the respondents were only 15 as in the setting, those who read English translated manga were only 15. Should only there had been more than 15, the results would have been different, though might also be the same.

Regardless the fact that the hypothesis was rejected, it does not mean that this research indicates that in general English translated manga does not have influence towards English reading comprehension. It is possible that within different setting and different items of statements in the questionnaire, such hypothesis would be accepted. It is only that this research, within the setting and items of statements in the questionnaire showed that English translated manga does not influence the reading comprehension.

As stated above that the weakness of this research is the lack of respondents. Thus, it is suggested that the further research should be carried out with more respondents, and if it is possible, in many schools. Improvements of items of statements in the questionnaire should also be conducted to signify the expected results because they would indicate more reliable and valid instruments.

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