

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the Study**

On 21th century, Manga along with anime and Japanese video games, has become an important part of youth culture in a variety of nations (Iwabuchi, 2002). As a result, it offers an illustration of globalization's potential multi-directionality and cultural fluxes. Manga, a type of Japanese comic book, has been translated into various languages and is extensively read all over the world. Kato (2021) found that both English learners and Japanese people like to read manga that is translated into English to improve their English skills. The advantages of utilizing manga to learn English include the fact that it is known to Japanese people and that it is simple to read in English since it depicts a scene in images.

The use of Manga is useful for English education in contributing Student's Reading Interest in reading manga in Extensive Reading Activities. Budi (2020) claimed that Manga, particularly manga translated into English, aids students' language acquisition, especially the improvement of reading competence. Khusniyah (2021) added that Students will be more interested and motivated to read manga stories they enjoy. Besides, Sarada (2016) and Devi (2020) said that Students can also access and read manga via online or offline applications easily. Thus, students could read manga they enjoy both online and offline easily which could boost their reading engagement. Therefore, This research is expected to be useful as a reference for researchers who want to do research in English teaching and learning, particularly concerning the use of Manga in Extensive Reading Activities.

There have been numerous studies on Manga. For example, the study carried out by Khusniyah (2021), Kato et al., (2021), and Kohnke (2021) exposed that Manga could foster a favorable learning atmosphere, aid students' understanding of complex concepts, motivate and boost student's reading motivation, aid students' English vocabulary acquisition, and positively impact students' reading skills.

In the previous studies, there was no attention to involving a participant with background knowledge of Manga or long-time Manga readers. Therefore, the participant with background knowledge of Manga or long-time Manga readers was one of the important aspects to be examined because to collect accurate and comprehensive data during the interview, the participant must have some familiarity with the topic domain that is being investigated. Louise Barriball and While (1994) elaborated that background knowledge helped contextualize the contents and structure. To fill this gap, This study involved a participant with background knowledge of Manga or long-time Manga readers to find out the contributions of manga to the student's reading interests in extensive reading activities.

### **1.2 Formulating the Problem**

The formulation of the problem in this research is “What are the contributions of manga to the student's reading interests in extensive reading activities”

### **1.3 Operational Definitions**

To prevent misunderstandings about the terminologies used in this study, the researcher offers the following definitions:

<b>Manga</b>	Manga or Japanese Comics is a printed or digital comic book. Where it contains Japan's culture. They rely on highly contextual cues that mix visual and aural modalities, such as grunts, voice tone, and facial expressions.
<b>Reading Interest</b>	Reading interest can be defined as a student's excitement or interest in reading, which may increase their reading ability and engagement.
<b>Extensive Reading</b>	Extensive reading is a practice of long-lasting reading, simpler reading materials for an extended amount of time without losing comprehension, becoming overwhelmed, or needing to take pauses.

#### **1.4 Aim of the Research**

This research aims to investigate the Contributions of Manga to Student's Reading Interests In Extensive Reading Activities.

#### **1.5 Significance of the Study**

**1.5.1 Theoretical use:** The findings of this study are intended to complement, critique, verify or develop existing and relevant theories.

**1.5.2 Practical use:** The findings provides the information to the readers of the contributions of manga to the student's reading interests in extensive reading activities.

**1.5.3 Empirical use:** The findings will give an empirical lens of the contributions of manga to the student's reading interests in extensive reading activities.