CHAPTER 2
LITERATURE REVIEW

2.1 Manga

Manga, a type of Japanese comic, has been translated into many different languages and is well-read all over the world. People refer to it as a Japanese comic since its origins are in Japan, and it has distinct characteristics that set it apart from other comics. As a result, people increasingly use this phrase to refer to Japanese comics. Giovanna and Darma (2019) describe Manga as a type of art that combines language with visual elements, such as text and artwork, and is aimed at a wide audience that could be enjoyed from children to adults. Egelström (2018) added that comics contain both images and text, they give L2 learners the chance to meet diverse types of written English, then relate to and comprehend varied content. Therefore, Japanese comics or Manga as artwork filled with dialog text would give students a chance to learn the target language, by relating and comprehending the written dialog and artwork. Schwartz and Rubinstein-Ávila (2006) claimed that Manga might be utilized in the classroom to help L2 learners to interpret visual texts critically and analytically. Therefore, there is an opportunity to use Manga in students' Extensive Reading Activities to engage students reading interests.

2.2 Reading Interest

Reading interest refers to a student's enthusiasm or interest in reading, which may boost their engagement and reading proficiency. Krismayanti (2020) stated Reading Interest is a voluntary activity that is carried out by someone who enjoys reading to gain knowledge and information by allowing them to reads on their own without being told to or instructed into reading by others. Therefore, allowing them to read based on their interests will make the reading activity to be enjoyable. Al-Nafisah and Al-Shorman (2011) added one of the main factors that affect what a person reads is thought to be their reading preferences. So, genre or the types of reading text would affect readers' reading interest. Some readers preferred to read historical fiction, romantic fiction, or other genres. Some prefer reading texts from magazines, newspapers, comic books, or novels. Therefore, if

the students are interested in reading certain subjects, the learning process will proceed smoothly. Rachmawati (2018) supported that Reading interest may raise students' reading motivation, which would grow their reading engagement and accomplishment. Thus, The interested student will have a deeper understanding of the subject matter than the student who is not interested.

Bastiano and Sudarsono (2010, as cited in Azizah and Hasanah, 2021) stated that a person's level of interest in reading is based on four indicators: a) the pleasure of reading; b) The Development of Reading Benefits' Awareness; c) Frequency of reading; and d) Quantity of Readings.

2.3 Extensive Reading

Extensive reading is a practice of reading a lot of text to engage students with reading material to read in a fun way. Extensive reading offers so many advantages for enhancing students' language proficiency. Thus, it becomes crucial in class activities. Day and Bamford (2002) stated that the reading material for Extensive Reading Activities should be easy. Therefore, Students must read books they love and find simple to read throughout the process that represent their language proficiency. Thus, Students would be inspired to read and learn more. As a result, students would be able to make progress in learning of a foreign language in Extensive Reading Activities.

Moreover, Grabe and Stoller (2019) added that Extensive reading is a method of teaching and learning through reading, where students read a lot of literature that is appropriate for their level of linguistic proficiency. Thus, this method could meet L2 learners' needs, boosting student interest in reading and providing any possibilities for meeting and learning new and unfamiliar words in understandable contexts.

The practice of an extensive reading activity is to instill reading habits in the students by having them read a lot of books and other resources. Carrell and Carson (1997) added that gaining a general understanding of books or other resources through Extensive Reading Activities usually involves skimming large quantities of longer readings or other resources to gain the meaning of what is being read. Therefore, The goal of Extensive Reading is to distract the reader's

attention from mastering a certain linguistic structure or even a particular reading strategy or skill, and more focused on reading for the sake of gaining information or amusement.

2.4 Study of Relevant Research

Many studies have been conducted on Manga. For example, The study conducted by Khusniyah (2021), the study was conducted at the English Department UIN Mataram involved 30 students at Extensive Reading Class in fourth semester. The purpose of the study was to gather in-depth data regarding the effective use of online comic manga in increasing students' English reading engagement. The study's findings revealed the following: (a) The reading abilities of students have been positively impacted by online comic manga, (b) Students' reading motivation has been increased in the classroom through the use of online comic manga.

The second study conducted by Kato et al. (2021) involved 20 Japanese participants. The study used flashcards and a vocabulometer adapted from the manga were both used to teach memorization at a similar level of unfamiliar vocabulary. The study's findings revealed that: (a) Better English vocabulary memory can be achieved by using a manga vocabulometer, (b) Using a Manga vocabulometer, it was simple to stay motivated during extensive reading, (c) Compared to flash cards, manga, and text-based learning methods performed better.

The third study conducted by Kohnke (2021) which involved 10 college students in Hong Kong. The study focused on Participants' opinions of comics and how they impact students' motivation. The result found in the study showed that: (a) The usage of comic helped to create a setting that was helpful for learning, (b) The participants discovered that using comic strips as a learning tool helped to encourage them and made it easier for them to comprehend difficult ideas in a straightforward way, (c) The findings show that well-designed comic strips may raise learners' motivation to actively participate in and assume responsibility for their learning, which can result in better learning outcomes.

In the previous studies, no attention was made to include participants who had background knowledge of manga or were long-time Manga readers. Because participants need some experience with the topic domain being explored to collect accurate and thorough data during the data collection, participants with background knowledge of manga or long-time manga readers were one of the crucial aspects. Louise Barriball and While (1994) elaborated that background knowledge helped contextualize the contents and structure. To close this gap, this study involved participants who have background knowledge of manga or who have been long-time manga readers to learn the contributions of manga to the student's reading interests in extensive reading activities.