AN INNOVATIVE TEACHING TOOL: MANGA FOR KOMSAS' PROSE COMPREHENSION

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ABSTRACT

Studying literature encourages thinking both critically and creatively. It helps to understand and interpret life through the lens of prose, poems, essays, and novels. The KOMSAS genre of literary materials require good pedagogical practices to ensure academic success of a student. The pivotal focus of this study is to assess the advantages of using 'Manga' as a creative tool to teach KOMSAS or traditional Malay literary prose and to determine its effectiveness on students' performance. The aim of the study was also to explore the impact of using 'Manga' to enhance creativity among students in the classroom where traditional prose comprehension is taught. A quasi-experimental design was chosen as methodology and a study was conducted with high school students of Form Four. The research instrument involved a statistical achievement test. Findings from this research indicated that there were positive changes in the performance of students who used this Manga module. Teaching methods which could stimulate students' interest in learning were helpful for students. Additionally, this study also found that students' perception towards the teaching methods used by the teachers influenced their performance The main finding also highlighted students' increased creativity when 'Manga' was used as a pedagogical tool. Teachers and collaborators can use this study as a point of reference when promoting 'Manga' as a creative device to teach Malay traditional prose in today's classroom.

Contribution/ Originality: The contribution of this study shows that the use of Manga as a tool for learning helps students improve their understanding of KOMSAS literary material in the Malay language. The use of Manga for classical Malay texts gives a new twist to the teaching of traditional texts, which are seen as difficult to understand by the younger generation. This study convinces the use of visuals to help students understand classical Malay texts.

1. INTRODUCTION

The inclusion of a literary component in language teaching is in line with the government's goal to not only realize the potential of students, but also inculcate an interest in lifelong learning in them. Sri and Al-Mustaqeem (2011) perceive teaching of literature as a technique to impart an understanding of the culture to the younger generation, strengthen their sense of national identity as well as to sharpen their aesthetic sensibility. Ani (2015) argues that the right literary materials are able to stimulate the formation of aesthetic values in individuals and have the ability to form a balanced personality that is able to think positively, creatively and critically. Acknowledging this fact, the Ministry of Education Malaysia emphasized the importance of the use of literary language in the teaching and learning of Malay since 1992 via the Syllabus for the Secondary School Integrated

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Curriculum Program (KBSM) by allocating six teaching hours of Malay language for teaching and learning of material which is literary in nature. It also introduced using the literary components KOMSAS, in the Malay language, in order to enhance and strengthen students' language proficiency. It was emphasized that by learning literature, students get more aware of the human values holistically. The KOMSAS literary materials are suitable as a method of teaching because it also covers the language skills such as listening, speaking, reading and writing. Besides literature, the KOMSAS also provides students informational knowledge and aesthetical and interpersonal skills.

The Ministry of Education Malaysia introduced Malay literature as an intrinsic component of Malay language subjects in the year 2000. Nordiana (2016) opined that this move by the Ministry of Education opened the doors to the different genres of Malay literature such as modern poetry, traditional poetry, modern prose, and traditional prose in Malay language and made them accessible to the students at secondary school level. This step also indirectly strengthened the position of Malay literature as an important component for students whose education in all subjects was through the Malay language and therefore was mandatory and needed to be studied by all students regardless of their stream. It also provided exposure and basic knowledge of literature and ways of appreciating literary works to all students regardless of their stream (Ministry of Education Malaysia, 2004). This element, according to Samat (2000), was an innovation in the Malay language subject. In this KOMSAS component, students are required to learn several genres of literature from materials that have been developed according to zones and more emphasis is placed on its use for the testing of their language skills. In the development of the Malay language syllabus, the insertion of literary elements from various literary genres as teaching material in Malay language subject learning was a step in a brave, new direction (Nawi, 2002).

According to Mahzan (2008) the teaching of literary materials in the Malay language curriculum is defined as KOMSAS, which is different from teaching of the Malay literature. This is because the Malay literature as a subject is taught specifically, while the KOMSAS literary elements are taught only as a framework for the language. The objective of KOMSAS teaching is to empower students to comprehend and formulate critical analyses, make judgements and elucidate arguments that are meaningful in the context (Laungeng, 2016). The important question is whether students are interested in this teaching and learning of the KOMSAS. Learning will be more effective and meaningful if the teaching and learning process takes into consideration the factors that influence learning and the context of the students themselves. Teachers are also expected to be able to use tools and pedagogical practices that are appropriate to the demands of current times.

The Manga genre has become an unavoidable reality in the lives of Malaysian children and adolescents of today. For example, comics from Japan such as Doraemon, Shin Chan and even the more recent ones such as Naruto, One Peace and Detective Conan have become a phenomenon and are wildly popular with children and teenagers. Comic elements in the Manga genre are perceived as something that will impress and resonate with the students and therefore considered appropriate for the Malaysian literary education system today, but these materials should be associated with the local culture and applied accordingly.

One of the problems that causes KOMSAS in Malay to be less popular with students, especially the non-Malay students, is the lack of students' interest in literary works (Abdul Rasid, Martini, & Azhar, 2017). This problem can be managed and overcome by using the content that interest students, but which has till now been viewed as controversial. Hence this needs to have a place in the discourse of educators. One of the methods that encourages students is student centric teaching. According to Abdul Rasid et al. (2017), such learning turns students into active participants in the learning process, and in turn paves the way to produce a young generation that is confident, competitive, and has clarity of thought.

Reading ability is an effective learning asset as it hones a student's learning and thinking processes and empowers him/her to make the right decisions. An effective reader can understand and evaluate the text by activating the procedural schema and the content of the existing schema based on it. Unfortunately, one of the

problems that is now overshadowing the Malaysian education system is that students are less interested in reading. In fact, this issue is often a thorn in the flesh of the Malaysian society. Studies on reading habits of Malaysians were conducted by Atan (1984); Frank Small & Associates (1996); Economic Planning Unit (2002); Malaysian National Library (2006); Economic Planning Unit (2002) and the Reading Profile of Malaysians 2005 (PNM 2007), where it was found that the reading level of Malaysians has not reached a commendable level and is still considered low. This is even more alarming when we observe the lack of interest in reading traditional prose. Nippold, Duthie, and Larsen (2005) argue that there is still a large gap between students' interest in reading and the reading materials provided to them. Therefore, the role of teachers is of absolute importance in improving the quality of teaching and learning (Abdul Rasid & Norhayat, 2005). However, teachers face various challenges in their attempt to ensure effective teaching and learning methods. A suitable approach and use of appropriate teaching aids can lead to effective learning. In this way teachers can attract student interest, retain it and increase students' motivation to learn (Abdul Rasid, Shamsudin, & Humaizah, 2016). The construction of this module can help teachers provide alternatives to their teaching materials in approaching their KOMSAS teaching.

Chew (2006) found that students rarely read the original text. They depend heavily on learning guides alone and bypass the original text. According to her study, students found the selected works in the Malay literary text boring, too Malay centric, too difficult to understand, too long, and the story usually not interesting. This problem is further complicated when there is a significant weakness in KOMSAS teaching. Teachers are more likely to choose a teacher centric approach (Muliana, 2011). Rozita and Abdul Rashid (2012) confirmed this phenomenon and concluded that KOMSAS teaching practices are still teacher centric and delivered through lecture methods that is only intended to impart knowledge and do not encourage discussion or lively student participation. Even more worrying is the fact that this study examined and found even excellent Malay language teachers trapped in traditional teaching practices. Abdul Rasid (2016) found that the teaching practices of Malay language teachers are still quite boring and not interesting for students. For an effective teaching, this problem needs to be addressed immediately. To overcome this issue, Ghazali Din (2017) suggested that the teaching of literature subjects be presented in a new style and the selected text should also keep in mind the needs of students from various backgrounds, ages and mindsets to avoid boredom. Rozani (2017) has suggested that teachers should diversify teaching materials in order to address these problems and to achieve the goal of introducing KOMSAS elements in the Malay language that foster independent and creative thinking among the students. To this end, Yahya and Azmey (2012) suggested that teachers need to diversify teaching strategies when using KOMSAS language. This requires them to re-evaluate their teaching strategies, especially in the planning, implementation, and evaluation of the use of KOMSAS materials.

A researcher from Indonesia stressed that in the field of teaching and learning, adopting visual communication in a planned and systematic manner can help students to master the content of learning (Waluyanto, 2006). This visual element helps a student follow the lesson more effectively because it stimulates interest and enjoyment in learning. One interesting idea is the use of cartoons as a learning medium. Abdul Ghani, Abd Rahman, and Abdul Rashid (2007) maintain that cartoons are a unique creative tool to attract the interest of various parties. This is especially prominent among teenagers because according to Nor (2015) comics are the favorite reading material of teenagers currently. The comic material has the potential to entertain and calm the emotions of teenagers. The advantage is that in comics, interestingly drawn pictures are used to display the development of the storyline, and this allows space for teenagers to read in a relaxed manner and digest the material being read easily. It is therefore of utmost importance when teaching literature in Malay language, that teachers evaluate and implement effective teaching procedures. The strength of this method was once emphasized by Han & Wong who had researched on the teaching of Japanese as follows:

… the use of anime as a teaching tool can make the classroom more dynamic, creative, and fun… will create a more learner centric environment to encourage students to practice their …. language speaking skill, besides stimulating their critical thinking skill (Han & Ling, 2017).

The use of assistive media in the context of teaching and learning can benefit the absorption of information. An educator needs to be sensitive in selecting and applying learning media that are appropriate for his target group. One of the media that can be used is graphic media is the Manga comic. In the context of teaching and learning, the use of this media will facilitate students' understanding of the content taught. This interest of the students can be utilized in the process of developing learning materials. Daryanto (2015) explained that in a comic, where cartoons explain a story and connect it to pictures, they can provide entertainment and more importantly information to students. This media attracts and can keep the attention of readers and therefore be used effectively and efficiently by educators to increase and expand their students' interest in learning.

Manga is a type of Japanese comic that is popular among youngsters. The popularity of this genre is closely dependent on the visuals which include a narrative and captures the attention and interest of readers. According to Allen (2015), the history of Manga production is said to have started in the 12th century and the existence of its initial form is traced through a painting by Sami Toba, namely, Choju Giga. Simply put, Manga means a strange drawing of a picture. Manga comics from Japan such as Doraemon, Shin Chan and even the more recent ones such as Naruto, One Peace and Detective Conan have become a sensation and extremely popular among children and teenagers today. The comic element in the Manga genre when associated with the local culture and applied could be especially helpful in Malaysian education.

Manga are Japanese comic books or graphic novels with a twist, serialized in newspapers and magazines. Manga is immersive storytelling through pictures, where images rule supreme. The creativity in the sketches and the way the plot is presented in an interesting way keep the fans interested in it. Brenner (2007) argues that currently graphic novels as a format are still struggling for acceptance as literature and everything that label implies, but progress is being made. Manga is a product of Japanese popular culture that is well known internationally and is very rapidly spreading. (Dudley, 2012) asserts that Manga "provides a multitude of scenes, exchanges, and images that can be used to teach, learn, or spark discussion in or outside the classroom". The popularity of this makes Manga a distinct genre that is differentiated from comics in general (Akhmad, 2017). Anime, now in demand by generations of young readers, is a similar cartoon drawing that has a complex storyline and was also introduced by the Japanese (Abd Rahim, Mamat, Ab Halim, Sujud, & Roslan, 2013).

According to Roslina, Roswati, Normaliza, and Hazlina (2014), Malaysian teenagers are interested in Manga because they are attracted to the features found in the Manga characters. Courage, hard work, humor, respect for relationships special abilities or skills found in the Manga characters all have an influence upon its readers. Abd Rahim et al. (2013) found that adolescent research subjects were interested in Manga and were strongly influenced by the characters, setting and storyline. They are said to be interested in Manga as they can relate to the characters, situations and emotions in the story. One of the elements influencing the popularity of manga is the visual culture intensification factor. In this context the Japanese audience has a head start in visual literacy because of the graphic nature of the language, namely ideographic character and phonetic symbols coexist. This is different from other languages. Even the approach to reading in the west and other languages is linear in nature (Hayley, 2010). In this era, however, learners get influenced by the visual arts more than ever before. For this reason, young children growing up in a digital age are far more visually literate than those of previous generations.

In the learning environment, this genre offers greater possibilities for different kinds of learners with varied kinds of learning. The use of graphic novels in the Manga style is beginning to take its rightful place in the classroom as an effective teaching tool. Research on the effectiveness of the use of graphic materials in education is gaining momentum. Carter (2007a) and Carter (2007b) have provided a little information on the advantages of this method and found that 75 percent of sixth grade students in America have read and enjoyed graphic novels (Carter,

2007a). In most parts of the world, graphic reading materials take an important place in the early reading experience especially among students at a young age. Like the popularity of comics in America in the 1940s, graphic novels enjoy a Golden Age in education today (Carter, 2007b). The advantages of this method have been clearly stated by Brodsky (2009). According to him, it offers a unique experience that works on multiple levels. The text explains the plot, but the graphics also assist in explaining the plot. Students are required to read and understand the plot but also comprehend the graphics and their role in this story telling. The level of sophistication in the understanding and analyzing of a Manga is much more demanding than a simple text.

The application of this method in teaching and learning is very helpful in improving student achievement and fostering their interest in learning. One major problem in the KOMSAS component has been identified as the lack of student interest and thus resulting in a lack of performance among students. Nordin (2016) therefore suggested that the effectiveness of the implementation of KOMSAS and Literature modules should be re-examined, especially the content of the syllabus and its implementation in the classroom. According to Khadir (2010), this lack of interest is actually the result of students' perception that KOMSAS has no commercial value. According to Ibrahim (2015) this situation is exacerbated by students' failure to understand the content of material and their inability to relate to it. Most teachers use traditional methods that focus on language texts and assume that language is the only way to communicate and convey information (Suriani & Zalina, 2017). The use of graphic materials in this study underlies the elements of Manga and presents it as facilitate the teaching of KOMSAS component while arousing students' curiosity and motivating them.

It is imperative that teachers need to think of new and more effective methods to help their students. In this context, Rajendra (2015) suggests that teachers combine two or more semiotic systems in a text to create a multimodal text. This multimodality text is defined as a method that combines the simultaneous presentation of more than one mode in a single text or event (Siegel, 2012). Zamri and Nur (2011) stressed that the use of multimedia in teaching and learning enables educators to apply various teaching techniques and at the same time offers students the opportunity to have control in their learning session. This facilitates a more interesting learning environment compared to conventional methods that are guided only by textbooks (Nur, Zamri, Afendi, & Mohamed, 2016).

With this perception if Manga is used to teach traditional prose, learning will be a more effective and fruitful process. This requires careful planning and a judicious selection of teaching materials in order to maximize results. A complete module will produce results when planned carefully and keeping in mind the needs and the level of students. There have been many studies conducted on perceptions, but few have focused on traditional prose. The current study is an attempt to fill this gap.

2. LITERATURE REVIEW

Yahya (2014) strongly asserts that the mastery over thinking skills is very important to shape the quality of students who can compete on the global stage. However, this desire still seems to be hindered by various stagnations in the Malaysian education system. UNESCO Report found that in Malaysia, "teaching was purely examination-oriented" (Curriculum Development Division, 2012). This single point focusing on achievement leads to overlooking of the student as an individual, and neglecting aspects of interest, inclination, and personality, which in turn leads to their poor performance (Suzana Abd & Ahmad, 2012). A report by the Curriculum Development Division (2012) which summarized the findings of a comparative study of Kestrel Education (UK) and 21st Century School (USA) with Malaysian education in the field of language learning, also goes to prove that Malaysia is lagging behind.

A study by Zamri and Nur (2011) found that students study KOMSAS solely to pass their exams. Abdul Rasid et al. (2017) concluded that this situation will result in failure of individuals who can think creatively and in turn

cannot be creative. One of the problems that causes KOMSAS in Malay language teaching especially for non-Malay students is the lack of students' interest in Malay literature materials (Abdul Rasid et al., 2017).

Hassan (2007) maintains that learning with KOMSAS is less focused because students feel burdened with the text that they need to learn. Instead, a student-centric teaching can play a pivotal role in creating interest among students. According to Abdul Rasid et al. (2017) such learning makes students more active in the T&L process and in turn paves the way to produce a young generation that is confident, competitive, and has a sharper, more precise thinking. Chew and Shashipriya (2016) found that students often rely on guidebooks alone and do not read the original text. The main argument is that students perceived the Malay literary texts as not relevant, too difficult or elusive to comprehend, too long, and simply not interesting. This problem is compounded by the weakness of "teaching methods" which tend to be teacher centric (Muliana, 2011). Abdul Rasid and Norhayat (2005) strongly argue that the role of teachers is very important in improving the quality of teaching and learning. In fact, there are opinions that conclude that KOMSAS is often ineffective in language learning (Nur, Zamri, Afendi, & Mohamed, 2012). The study of Rozita and Abdul Rashid (2012) confirmed this finding when they found that KOMSAS teaching practices are still teacher-centric and delivered through lecture methods and aim solely to impart knowledge, and do not involve a lively student participation. In fact, this study discovered that even excellent teachers are trapped in traditional teaching practices. Abdul Rasid (2001) concluded that teaching and learning of Malay seen as tedious and monotonous. This situation is extremely worrying and needs to be addressed at its earliest.

The use of KOMSAS elements is beneficial to stimulate ideas and motivate students in essay writing (Abdul Rasid, Shamsudin, & Humaizah, 2012). Agustin (2012) argues that the key lies with the teachers. Rozani (2017) suggested that teachers diversify teaching materials such as KOMSAS to attract and maintain students' interest and generate creative ideas. Therefore, it is of utmost importance that teachers pay attention to teaching strategies, especially in the process of planning, implementation, and assessment of teaching in the classroom.

The study of Nippold et al. (2005) also touched on the relationship between reading material and student interest. This study explains that there is a large gap between the learning materials provided to students and the learning materials that students are interested in. Therefore, the materials used as teaching strategies should be given careful attention by teachers to ensure that students are a willing part of the learning process. However, in the context of KOMSAS in Malaysia, teachers do not have any control over the text. Therefore, teachers should pay attention to teaching strategies, especially in the process of planning, implementation and assessment of teaching in the classroom. There are also opinions that state that teachers should be able to diversify the teaching strategies of KOMSAS materials (Yahya & Azmey, 2012). Accordingly, in the process of implementing the teaching of literature in the teaching of Malay should consider more effective methods during the teacher implement the T&L activities.

In the learning environment, the genre Manga has the inherent capacity to cater to various learning styles and now the graphic novels are slowly beginning to take their rightful place in the classroom as a constructive teaching tool. Research on the effectiveness of the use of graphic materials in education is also gaining momentum. Two early surveys of Carter (2007a) and Carter (2007b) have provided some information on the advantages of this method. The results of these surveys found that 75 percent of sixth grade students in America have read and enjoyed graphic novels (Carter, 2007a). In many corners of the world, graphic reading materials have an important place in the early reading experience especially among students at a young age. Quite like the popularity of comics in the America of the 40's, graphic novels are now coming to enjoy a similar surge of popularity in the classroom.

The application of this method in teaching and learning is very helpful in kindling an interest in learning and improving student performance. Conversely, one aspect identified in the context of KOMSAS component, is the absence of interest and lagging student achievement. Therefore, Nordin (2016) has suggested that the effectiveness of the implementation of KOMSAS and Literature modules should be re-examined, especially the content of the syllabus and its implementation in the classroom. According to Khadir (2010), this lack of interest is actually the

result of students 'perception that KOMSAS has no commercial value or relevance to their actual life. According to Ibrahim (2015) this situation is exacerbated by students' failure to understand the content of material in the prescribed literary works and traditional teaching methods.

Therefore, teachers need to think of newer and more effective methods to help students think critically and promote their creativity. This can create a more interesting learning environment compared to conventional methods that are only guided by textbooks (Nur et al., 2016).

Furuhata-Turner (2013) argues that the use of Japanese comic Manga as a learning tool enhances students 'translation competences, cultural knowledge, and motivation. Schwartz and Rubinstein-Ávila (2006) emphasize that there are two strong reasons that warrant directing educators' attention toward manga. The first reason is that there has been a sharp rise in the comics' popularity, evident by record-setting sales of manga around the world and the second is that the second, the authors argue that Manga requires — if not demand — critical, multimodal reading skills. The study conducted by Smetana, Odelson, Burns, and Grisham (2009) reviewed the use of graphic novels as an important genre for teaching literacy and academic skills to students with special needs in the high school classroom and the findings of this study found an increase in students' experiences in reading and responding to selected graphic novels which have been used

Given this, if Manga is used to teach traditional prose, students will be more willing to engage with it. Therefore, the KOMSAS prose should not be taught in the traditional method alone. To ensure success teachers must plan lessons carefully and select teaching materials wisely to show maximum results. So far, many studies have been done on students' grasp of the learning material, but few have focused on their understanding of traditional prose.

3. METHODOLOGY

3.1. Research Objectives

This study aims to examine the extent to which the KOMSAS module benefits students in understanding the traditional prose text used in the SPM Malay language syllabus. In this regard, the effectiveness of this module needs to be evaluated objectively. This study aims to review the effectiveness of using Manga for traditional prose text learning and the achievement scores of Form 4 students. The objectives of the study are:

1. To identify on the achievement score of KOMSAS the efficacy of using Manga on traditional prose comprehension questions.
2. To identify students' perceptions of the modules adopted in understanding the traditional prose comprehension texts in the syllabus.

The study used an experimental design, for evaluating the effectiveness of the use of Manga modules in the teaching of traditional prose and score its comprehension marks. The type of experimental design selected in this study is the pre-test and post-test design of the control group and the experimental group as shown in Table 1.

Table 1. Pre-post test design of the medium student group.

Group	Pre-test	Experiment	Post -Test
Experimental	T1	X	T2
Control	T1		T2

Source: Sidek (2002).

X: Class of experiment assigned to the experimental and control groups.
T1: Pre -test achievement for experimental and control groups.
T2: Post -test achievement for experimental and control groups.

Using the design in Table 1, the effectiveness of the use of the Module is determined by comparing the mean of pre and post test scores (T1, T2). Similarly, to determine the effect of the traditional approach, the mean of the pre and post-test scores were compared using the design of Table 1. To ascertain whether there were significant

differences in the effect of using the Module on both groups (experimental and control) in pre and post-tests, t values for both groups were compared with a significance level of 0.05. The sample for this study included 76 Form Four students from several schools in Penang selected by the researchers. Of these, 33 students were randomly selected to form their control groups. Reliability tests administered to the experimental group showed a Cronbach's alpha value of 0.775 indicating an appropriate item for measurement. After the control groups were formed, each group was given a pre-test and was followed by a post-test. For the experimental group, the module was envisaged in three stages. First the reading of the original text of Kepimpinan Melalui Teladan [Leading Through Example] from the *Jaket Kulit Kijang Dari Istanbul* anthology (2016, pp. 47-50). Then, the text in the story was translated into standard language in keeping with the plot. The last step was to turn the story into Manga form with the help of an artist. In addition, a questionnaire to look at students' perception was also administered to the selected group. The research instrument used in this study was a questionnaire adapted from Nor (2015). The questionnaire was made up of three sections. First, Section A found out the demographic background of the respondents (4 items), Section B was based on students' discernment and appreciation in the use of Manga in traditional prose learning (9 items), and Section C presented the effect of using Manga in traditional prose learning (8 items). Each item for Part B and Part C in the instrument had five choices using a five -level Likert scale 1 = Strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly agree. Questionnaire data for this study were processed using 'Statistical Package for the Social Science' through descriptive analysis. Statistics such as frequency, percentage, mean and standard deviation were used in the descriptive analysis. To answer the research questions, the normality of the data was assessed through the Shapiro Wilk test due to the small sample size of the experimental group.

4. RESULTS

This section presents the effectiveness of Manga on the students' achievement scores via the pre-test and post-test in comprehension for traditional prose text in Malay language. A total of 66 Form Four students who were from selected schools in Penang were used as a sample for this study. The study consisted of 33 students in the experimental group and 33 students in the control group.

Table 2. Demographics.

Demographics	Frequencies	Percentage (%)
Gender		
Male	19	57.6
Female	14	42.4
Ethnicity		
Malay	1	3.0
Chinese	13	39.4
Indian	14	42.4
Others	5	15.2
Stream		
Science	23	69.7
Technical	5	15.1
Accounting	3	9.1
Arts	2	6.1
Grade for Malay language in PT3		
A	17	51.5
B	7	21.2
C	7	21.2
D	2	6.1
Reason for learning Malay language		
Interest	4	12.1
Examination requirements	25	75.8
For fun	3	9.1
Others	1	3.0

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Table 2 indicates that out of 33 students in the experimental group, male students comprised 19 (57.6%) and female, 14 (42.4%) respondents. The study found that 4 (12.1%) students took up the Malay language due to their keenness in the language while a proportion of 25 (75.8%) students took the Malay language as a requirement for examination purpose. A small (9.1%) number of the students took the language for fun and 3.0% had other reasons for studying it. It is to be noted, that the majority (39.4%) of the students who sat the exam obtained the A grade.

Table 3. Distribution of paired samples statistics.

		Mean	N	Std. Deviation	Std. Error Mean
1	G2_post	4.2576	33	1.49018	0.25941
	G1_pre	3.2576	33	1.42588	0.24821

Table 4. Distribution of paired samples correlations.

		N	Correlation	Sig.
Pair 1	G2_post & G1_pre	33	0.788	0.000

The effectiveness of the Manga module was examined in the light of students' ability to comprehend traditional Malay literature prose. A paired t-test was conducted on the experiment group. In Table 3, there was a statistically significant increase in students' scores compared to the pre-test, (M=3.26, SD=1.43) to post test (M=4.26, SD =1.43), t (32) = 6.03, p < .0005 (two-tailed).

Table 5. Distribution of paired samples test.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	G2_Post - G1_Pre	1.00000	0.95197	0.16572	0.66245	1.33755	6.034	32	0.000

When students' scores are analyzed (Table 4), an increase in Mean was visible, which was 1.00 with a 95% confidence interval ranging from 0.66 to 1.34. The magnitude of the intervention's effect was computed based on the effect size statistics. The ETA squared statistic (.53) in Table 5 reflects a large effect size. In this vein, the Manga module had the potential to affect the variance of the students' score (53%). A paired- sample t-test was conducted on the experiment group for the second time to assess the group's lucid understanding of traditional Malay literature prose of learning through Manga. A comparison test was conducted between the mean scores in the pre-test and post-test of the control group. It is worthy to note that there was no statistically significant rise in students' score from pre-test (M=4.30, SD=1.68) to post test (M=4.15, SD =1.66), t (32) = -1.58, p > .0005 (two-tailed).

4.1. Students' Perspectives on Their Interest of Using Manga

This section presents students' perspectives towards the use of Manga for learning traditional prose. Table 6 indicates nine items related to the use of Manga for learning traditional prose and student's interest towards integrating it in the lessons.

The majority of the students agree with all statements from B1 to B9, based on the perceptions of students' interest towards the use of Manga for learning traditional prose. It is to be noted that majority of the students selected scale 4 in their response, which is based on the mean reading from B1 to B9. Students agree that sole dependence on textbooks can be very boring and 14 students (42.4%) with the mean score of 3.82 share this. Most students (51.5%) with the mean of 4.24 agree that Manga brings them closer to liking traditional prose. The

content of the Manga module is appropriate to the current learning content and 16 students (48.48%) point out this aspect (M = 4.18, SD = 0.769). Students' interest (57.58%) (M = 4.09, SD = 0.723) towards KOMSAS is strengthened with the implementation of Manga. Similarly, students agree that the pedagogical exposure to Manga is very interesting (57.57%) (M = 4.36, SD = 0.549).

Table 6. Distribution of frequencies, standard deviation and mean interpretation on perception of students' interest in the use of manga for learning traditional prose.

	Statement	Level of Agreement Frequencies (Percentage)					Mean (M)	Standard Deviation (S.P)	Level
		1	2	3	4				
B1	Learning sessions that use only textbooks are very boring.	1 (3)	3 (9.1)	6 (18.2)	14 (42.4)	9 (27.3)	3.82	1.044	MH
B2	I love following the learning of traditional prose Manga modules	0	0	4 (12.1)	17 (51.5)	12 (36.4)	4.24	0.663	H
B3	This Manga module makes it easier to understand the content of the lesson.	1 (3)	0	4 (12.1)	16 (48.5)	12 (36.4)	4.18	0.769	H
B4	This Manga module increased my interest in KOMSAS.	1 (3)	0	4 (12.1)	19 (57.6)	9 (27.3)	4.09	0.723	H
B5	The learning sessions that use this Manga module are very interesting.	1 (3)	0	0	19 (57.6)	13 (39.4)	4.36	0.549	H
B6	I love this module because of its interesting graphics.	0	0	6 (18.2)	18 (54.5)	9 (27.3)	4.09	0.678	H
B7	I love this module because the information helps my understanding of traditional prose well	0	0	5 (15.2)	22 (66.7)	6 (18.2)	4.03	0.585	H
B8	This Manga module saves my time.	1 (3)	0	5 (15.2)	20 (60.7)	7 (21.1)	4.00	0.707	H
B9	This module is useful for me.	1 (3)	0	0	29 (87.9)	3 (9.1)	4.03	0.467	H

Note: *1- Strongly Disagree, 2 – Disagree, 3- Undecided, 4 – Agree, 5- Strongly Agree.

A total of 18 students (54.55%) (M = 4.09, SD = 0.678) find the pictures used in the Manga as another factor that motivates their interest. A proportion of 22 students (66.67%) (M = 4.03, SD = 0.585) also agree, that their understanding of the traditional prose text is enhanced by the Manga module. Majority of the students, 20 students (60.61%) (M = 4.00, SD = 0.707) and 29 students (87.88%) (M = 4.03, SD = 0.467) agree on Manga having the potential to benefit them and enhance their understanding.

4.2. Students' Perceptions towards the use of Manga

Students' perceptions towards the use of Manga module is explained in this ensuing section through 8 items in Table 7.

An overall mean for statements C1, C3, C4, C5, C6 and C8 in the range of scale 4 indicates that students agree with the statements about the impact of Manga use in the learning of prose. Students were excited to learn using the Manga module as a material in the classroom (M= 4.18, SD = 0.846) and they (45.45%) were of the opinion that their performance improved in the comprehension component of the examination. The use of Manga module in the classroom eased students' learning (M = 4.09, SD = 0.631) and 60.61% agreed that it improved their ability to concentrate. A total of 21 students agreed that their understanding improved, 57.58% agreed that the Manga teaching material enabled students to remember the learning content more effectively; they understood the story more quickly (78.79%) (M = 4.21, SD = 1.088) and their excitement in learning the traditional prose increased (30.30%) (M = 3.61, SD = 1.088).

Table 7. Distribution of frequencies, standard deviation and mean interpretation on students' perception towards the impact of manga use in the learning of traditional prose.

	Statement	Level of Agreement Frequencies (Percentage)					Mean (M)	Standard Deviation (S.D.)	Level
		1	2	3	4	5			
C1	This module helped my understanding.	0	0	5 (15.2)	21 (63.6)	7 (21.2)	4.06	0.609	H
C2	This module improved my performance in answering comprehension questions.	0	0	15 (45.5)	15 (45.5)	3 (9.1)	3.64	0.653	MH
C3	This module helps me remember what has been taught.	0	0	9 (57.6)	19 (57.6)	5 (15.2)	3.88	0.650	MH
C4	This module helped me understand the story quickly.	0	0	0	26 (78.8)	7 (21.2)	4.21	0.415	H
C5	This module helps me to be more focused while studying.	0	0	3 (9.1)	20 (60.6)	10 (30.3)	4.21	0.600	H
C6	This module gave me a joy to learn.	2 (6.1)	0	3 (9.1)	15 (45.5)	13 (39.4)	4.18	0.846	H
C7	This module made me more interested in learning traditional prose.	1 (3)	4 (12.1)	10 (30.3)	10 (30.3)	8 (24.2)	3.61	1.088	MH
C8	This module creates a more relaxed learning environment.	0	0	5 (15.2)	20 (60.6)	8 (24.2)	4.09	0.631	H

Note: *1- Strongly Disagree, 2 – Disagree, 3- Undecided, 4 – Agree, 5- Strongly Agree.

4.3. Students' Perception towards the Problems of Using Manga Module

This section reviews students' perceptions of the problems they faced while using this module. The analysis for this section is based on the 4 items contained in the questionnaire.

Table 8. Distribution of frequencies, standard deviation and mean interpretation on students' perception towards the problems of using Manga in the learning of traditional prose.

	Statement	Level of Agreement Frequencies (Percentage)					Mean (M)	Standard Deviation (S.D.)	Level
		1	2	3	4	5			
D1	While using this Manga module I had trouble understanding this text.	8 (4.2)	24 (72.7)	1 (3)	0	0	1.79	0.485	L
D2	The illustrations used in the Manga module distract me.	10 (30.3)	14 (42.4)	8 (24.2)	1 (3)	0	2.00	0.829	ML
D3	The time given for me to use this module is not enough..	5 (15.2)	16 (48.5)	11 (33.3)	0	1 (3)	2.27	0.839	ML
D4	Unattractive images distract my focus	8 (24.2)	21 (63.6)	3 (9.1)	1 (3)	0	1.91	0.678	L

Note: *1- Strongly Disagree, 2 – Disagree, 3- Undecided, 4 – Agree, 5- Strongly Agree.

The analysis of the research results in Table 8 shows that most students disagree with the given statements on the problems they faced while using the Manga module. A clear finding is that 72.73% ((M = 1.79, SD = 0.485) of the students who used the module agreed that they had no problems understanding traditional Malay prose through Manga. Hence, it is evident, that Manga's popularity is proven, where lessons can be diversified through the usage of Manga since it poses hardly any challenges. This fact is reiterated by Yahya and Azmey (2012). Likewise, the question about time allotted for the completion of task also gave a clear indication. A total of 16 students (48.48%) (M = 2.27, SD = 0.839) disagreed with the statement in D3 that they lacked time for completion of tasks.

Finally, 14 students. (42.42%) (M = 2.00, SD = 0.829) and 21 students (63.64%) (M = 1.91, SD = 0.678) also did not find that the Manga form diverted their attention from the importance of the content of traditional text. However, if they had been distracted, it was because the Manga illustration was not compelling. The mean scores of the two items are at a moderately low level (M=.71, M=1.79) and another two are at a low level (M=2.00, M=2.27)

5. DISCUSSION

Findings from this research indicate, that there are positive changes in the performance of students who experience the manga module as a learning method in the classroom. In a nutshell, the teaching strategies which could stimulate students' interest in learning are helpful for students. The findings of this study have been achieved, and these findings support Waluyanto (2006) claim that teaching strategies, which utilise visual elements could help nurture students' interests and excitement. The increase in students' performance of this research also corroborates with Abdul Ghani et al. (2007) and Biebrich (2006) who stated that cartoons stimulate students' interest and this aspect is verified with the study conducted by Nor (2015) which indicates that comics are favoured among teenagers. An interesting point to be highlighted is that students do well when they are creatively challenged unlike when they merely learn the language superficially, in order to sit for the examination and do well. This aspect is aptly pointed out by Zamri and Nur (2011), where students are not interested in the subject, but are forced to study due to circumstances. Hence, the findings in this study pertaining to students' creativity when using Manga corroborate with Allen (2015), that creativity is sparked when Manga is integrated in the learning process. A new culture of learning is introduced in the classroom, and this influences students' interest and creativity towards their learning. Additionally, this study also found that students' perceptions towards the teaching method used by the teachers influenced their performance. As such, this study aligns with the recommendation highlighted by Rozani (2017) who calls for teachers to diversify teaching materials to gain students' attention and generate students' creative ideas. We should also take note on the recommendation provided by Yahya and Azmey (2012), where they call for teachers to diversify the strategies for teaching KOMSAS materials.

6. CONCLUSION

Various respondents can take note of the findings from this study as a point of reference. Based on the findings of this study, it is pertinent that teachers revisit their pedagogical approaches and integrate creative materials like Manga to teach traditional prose to students and help them master the content. The impact of Manga on teaching KOMSAS creates awareness as to the need and urgency to diversify teaching materials. Furthermore, the findings of this study lends credit to the significance of mastering pedagogical techniques to enable students to learn traditional prose in an interesting and innovative manner. The role of the Ministry of Education should be to expose teachers to various teaching materials that have the potential to transform students' learning experiences in the classroom besides encouraging them to attend diverse professional development courses throughout their career. The Ministry of Education needs to act as a catalyst in this context. This can be done through in-service training to provide exposure and training to teachers to use and design and subsequently incorporate the material into their teaching. In addition, materials developed or provided at the ministry level can also be shared with teachers for the benefit of students. The framework and findings of this study will add value to literature, as there is novelty in the study. The findings of this study has the potential to bring awareness to teachers and guide them to incorporate Manga in the teaching of traditional prose in KOMSAS. It can also serve as a point of reference to various educators and respondents.

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