



The Use of Manga Media to Improve Students' Writing Skills

Ilham Bagas Abdurrazzaq[✉], Henrikus Joko Yulianto, Rahayu Puji Haryanti

Universitas Negeri Semarang, Indonesia

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Abstract

Recount texts often present challenges for students due to their reliance on chronological structure, accurate use of past tense, and descriptive language, which can be difficult to master. Manga, as a visually engaging and narrative-driven medium, offers an innovative solution by simplifying complex concepts and making the learning process more interactive and enjoyable. This study explores the implementation of Manga media as a tool for teaching recount texts, emphasizing its ability to enhance students' comprehension and writing skills. A sample of thirty students from VIII A class at SMP Al Madina was selected through quota sampling for the research. A mixed-methods approach was employed to comprehensively present the results, utilizing data collected through questionnaires and tests. The result indicates that Manga media effectively enhanced students' recount text writing skills, as evidenced by improved test scores. The post-test results demonstrated a marked improvement over the pre-test, with the average score increasing from 68 in the pre-test to 74 in the post-test. The highest score improved from 76 to 82, while the lowest score increased from 60 to 65, indicating the significant impact of Manga media on student achievement. These findings suggest that Manga media is a novel tool and an effective collaborative medium for teaching recount text writing, as it fosters student engagement and improves learning outcomes.

[✉]Correspondence Address:

Kampus Pascasarjana Universitas Negeri Semarang, Gunung Pati,
Semarang, 50229, Indonesia

E-mail: ibagas383@students.unnes.ac.id

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INTRODUCTION

Recount text plays a crucial role in language education as they help students develop narrative and reflective writing skills, which are essential for effective communication. However, teaching recount texts poses significant challenges, including students' difficulty in organizing ideas, maintaining chronological structure, and engaging with the material. Integrating media into classroom practices has been widely recognized as an effective strategy to address these challenges; offering opportunities for more interactive, engaging, and contextually relevant learning experiences.

Manga, as a popular form of visual media, has gained increasing attention for its educational potential. Aini and Indah (2023) explored the use of manga in teaching recount texts to eleventh-grade students, finding it effectively enhances students' motivation and ideation skills, particularly in environments with limited digital resources. In line with that, Anggraeni et al. (2015) also highlighted manga's role in improving students' recount writing skills, while Erina et al. (2017) demonstrated its effectiveness in enhancing students' vocabulary mastery. Stokes (2002) emphasized manga's ability to help students generate ideas and understand recount structures, while Judge et al. (2013) noted that serialized images in manga significantly improved students' comprehension of recount text structures.

Despite these benefits, teaching recount texts remains a challenge due to traditional methods that fail to engage students or adapt to diverse learning needs. Cobern (1993) emphasized the importance of interactive and engaging teaching strategies grounded in constructivist learning theory, which aligns well with the use of manga media. Mayer and Moreno (2010) demonstrated that multimedia cognitive learning approaches like Manga, effectively reduce cognitive load, making it easier for students to process and understand complex recount structures. In the context of recount texts, Pande and Bharathi (2020) argued for the integration of constructivist learning media like

manga to enhance student engagement and intelligence.

Studies have also explored the broader benefits of students' perceptions of language education. Understanding students' perceptions is critical in evaluating the effectiveness of teaching strategies; as their engagement, motivation, and attitudes toward the learning process significantly impact outcomes. Students' perceptions provide valuable insights into how teaching methods; such as the use of manga media are received, and whether they address learners' challenges effectively. Lundy and Stephens (2015) emphasized that positive perceptions enhance student engagement and comprehension, creating a more conducive learning environment. Similarly, Amirza (2019) highlighted that interactive media, including manga Facebook groups, fostered better engagement and improved writing skills in recount texts. Anwar (2016) demonstrated that students' enthusiasm and participation increased when creative teaching aids; such as role-play and show-and-tell were implemented, aligning with the motivational aspects of manga media. Additionally, Ashaver (2013) noted that alternative visual media, like manga media, could bridge gaps in resources while enhancing the teaching process. By exploring students' perspectives on using manga in teaching recount texts, educators can identify the strengths and limitations of this approach, ensuring that it aligns with learners' needs and preferences. This focus on perception not only validates the use of manga as a teaching tool but also promotes a student-centered approach to language education.

Moreover, visual media like manga has proven particularly effective in addressing specific language learning challenges. Salehudin et al. (2021) demonstrated how manga media increased student interest and ideation, while Mustika et al. (2017) identified the difficulties students face in mastering recount texts and advocated for innovative teaching tool like manga media. Silmi (2017) highlighted the benefits of print-based manga media in resource-limited contexts, and Cakir et al. (2006)

emphasized the use of manga as a visual aid in foreign language teaching.

Numerous studies have highlighted the effectiveness of visual media in language education. For instance, Aini and Indah (2023) demonstrated that manga media significantly improve students' motivation and ideation skills in recount text writing, particularly in resource-constrained environments. Similarly, Anggraeni et al. (2015) emphasized the role of manga in enhancing writing abilities. Mayer and Moreno's (2010) multimedia cognitive learning theory support the cognitive benefits of integrating such media into the classroom. However, much of the existing research focuses on the general benefits of manga or on broader aspects of language learning, with limited attention given to the specific use of manga in teaching recount texts at the junior high school level. Additionally, there is little research on students' perceptions of using manga as a teaching medium, which is critical for understanding its practical application in the classroom.

This study seeks to address the identified research gap by focusing on the implementation of manga media in teaching recount texts to junior high school students at SMP Al Madina. Specifically, it assesses the effectiveness of Manga Media to improve students' writing. Along with that, this study also investigates students' perceptions of this approach. By exploring these aspects, this research provides valuable insights into how manga media can be utilized as a practical and engaging teaching tool in junior high school settings, contributing to the existing body of knowledge on visual media in language education.

METHOD

In this study, the researchers used a mixed method and case study design to present the results of the study from the data that had been collected. In selecting research subjects, all students at SMP Al Madina were selected as the population of the research. Thirty students from VIII A class were selected as the research sample.

Quota sampling was used to determine the sample in this research.

The study commenced with a preparatory phase, where the researchers in collaboration with the English teacher developed lesson plans and meticulously selected Manga media that suitable for teaching recount texts. This phase aligns with the principles of collaborative action research advocated by Fitriati et al. (2024), emphasizing the importance of teacher involvement in the research process. Data collection was carried out using three instruments: pre-test and post-tests to measure students' writing skills before and after the intervention, and questionnaire to assess students' perceptions of using Manga media. This approach, as suggested by Creswell (2014), enhances the validity and reliability of research findings. The implementation phase spanned four weeks, during which Manga media were seamlessly integrated into classroom activities. Students were guided to analyze events depicted in the Manga and use these as inspiration for crafting their own recount texts. This approach resonates with the constructivist learning theory, as espoused by Piaget (1964) in Waluyo (2018), which emphasizes the importance of active learning and knowledge construction through meaningful experiences. Data analysis involved quantitative methods, where pre-test and post-tests results were analyzed using descriptive tables to evaluate the effectiveness of Manga media in improving students' recount text writing skills, following the guidelines of Ngadiso (2007) in Rizki et al. (2013). Moreover, qualitative data from the questionnaire were analyzed thematically to capture students' perceptions and experiences in detail, drawing upon the framework of Likert (1932). This mixed method and case study design, as advocated by Creswell (2014), provides a comprehensive understanding of the research phenomenon.

In order to investigate the applicability of the Manga media in teaching recount text at SMP Al Madina Semarang, the implementation was performed in 2 cycles with pre-test and post-test. After the Manga media was performed, opinions of the students were gathered by using

questionnaires asking personal information questions and open-ended and closed-ended questions.

For the questionnaire, the researchers designed it by using four choices Likert scale. Choices used are 'strongly disagree,' 'disagree,' 'agree,' and 'strongly agree.' This design uses four choices to reduce the bias of answers from subjects. The researchers calculated all the scores of each statement and obtained the total scores resulting from a percentage. Furthermore, the data have been concluded by looking at the distribution to determine subjects' tendencies by using a formula to calculate the percentage of data.

RESULTS AND DISCUSSIONS

Before implementing the learning process using Manga media, the researchers conducted a pre-test to assess the students' initial mastery of recount text writing. The pre-test aimed to evaluate their ability to structure, organize, and express ideas effectively in recount texts. The scores from this assessment served as a baseline for measuring progress after the intervention. Following the pre-test, the researchers and the teacher introduced Manga media as a teaching tool, designed to enhance students' engagement and understanding of recount text concepts through its visual and narrative elements.

The teaching process was conducted in two structured cycles, incorporating Manga media into lesson plans and writing activities to help students improve their skills. By comparing the pre-test and post-test results, the researchers sought to determine whether the use of Manga media positively impacted the students' recount text writing abilities. The findings from these tests provide valuable insights into the effectiveness of Manga media as an innovative teaching strategy.

To identify the improvement of the students' recount text writing mastery after having done the learning process by using Manga media, the researchers conducted the post-test of the first cycle. The result of this test was compared to the result of the pre-test before the cycle. The average test result in the pre-test was

68 in which the highest score was 76 and the lowest one was 60. Meanwhile, the post-test result of cycle 1 showed an improvement in which the average reached 74. The highest score in this post-test was 82 and the lowest one was 65. It can be seen that in this cycle the highest score got improved, and some students had reached higher scores than in the pre-test. In other words, the improvement was significant because there were many students who reached the criteria of success. The following paragraph draws the result of the cycle 1 post-test compared with it of the pre-test.

Table 1. The Result of the Pre-Test and Post-Test in Cycle I

Points	Recount text writing test in Cycle I	
	Pre-Test	Post-Test
Lowest	60	65
Highest	76	82
Average	68	74

From the table above, it shows that the students' recount text writing test result increased in the post-test of the first cycle compared with the pre-test. The average score for the indicator in the pre-test was 68 and in the post-test was 74. This test result shows the improvement and has reached the criteria of success. There were many students who got scores above 65 and they had been able to cope with their difficulties in learning recount text, but a few of the students still found those difficulties.

Next, the result of recount text writing test in the second cycle showed that there were some improvements that students reached, compared to their previous test result in the first cycle. All of the students got higher scores than those in the first cycle. The average score of the students' recount text writing test results improved and all students' scores reached the criteria of success. It can be seen from the indicator that will be described in the following paragraphs.

The average score reached by the students in the post test of the second cycle was

81. It shows the improvement, because their average scores in the post test of the first cycle were 74. It means that this indicator improved in the second cycle. In the first cycle, not all students reached the criteria of success; but in this cycle, they had already reached it. The lowest score that students reached for this indicator was 77 and the highest was 85.

Table 2. The Result of Pre-Test, Post-Test in Cycle I, and Post-Test in Cycle II

Points	Recount text writing test results		
	Pre-Test	Post-Test Cycle I	Post-Test Cycle II
Lowest	60	65	77
Highest	76	82	85
Average	68	74	81

From the table above, it can be summarized that the students' recount text writing mastery had improved. The average scores of the indicator measured in this research have improved and reached the criteria of success. Each student's score in this cycle has also reached the criteria of success and the improvement is significant. In this cycle, all of the students got higher scores than in the last cycle.

Furthermore, a prominent indication of understanding the students' perception or feelings in this recount text learning activity using Manga media is the occurrence of questioning. According to Shuell (2011), questioning is a crucial teaching behavior that fosters classroom interaction, involving both teacher and student engagement. This interaction, as highlighted by Deslauriers et al. (2019) that elicits students' responses to gain new ideas or information related to the material being researched or discussed. Additionally, Portnov-Neeman and Barak (2013) in "Exploring Students' Perceptions about Learning in School" argued that, questioning helps assess students' perceptions of Manga media implementation in teaching recount texts. This process provides teachers with valuable insights, allowing them to implement or develop Manga media effectively in classroom interactions.

Here, the researchers present the finding of the students' perceptual scores of Manga media implementation in teaching recount text and its percentage. The finding can be seen in the following table form to make it simpler and easier to understand. The researchers used some signs based on the result finding to make the table become simpler. "Students" refer to the students' presence number; "students' perceptual scores" refer to the Likert calculation result, and "percentage" refers to the ratio of the students' perceptual score of Manga media implementation in teaching recount text.

Table 3. Overall Result of Manga Media Implementation in Teaching Recount Text Perceptual Scores

Students	Students' perceptual scores	Percentage
1	59	74
2	70	88
3	61	76
4	75	94
5	60	75
6	60	75
7	61	76
8	56	70
9	57	71
10	60	75
11	60	75
12	60	75
13	54	68
14	60	75
15	61	76
16	59	74
17	74	93
18	58	73
19	62	78
20	60	75
21	60	75
22	69	86
23	59	74
24	60	75
25	63	79
26	58	73
27	59	74
28	57	71

Students	Students' perceptual scores	Percentage
29	53	66
30	65	81

As shown in Table 3, the highest score of the students' perceptual of Manga media implementation in teaching recount text was seventy-five with ninety four percent and the lowest score was fifty-three with sixty six percent. This data indicates that most students liked the Manga media applied in their english classroom for writing recount texts (Likert,1932).

In the next step, the researchers categorized the scores and the percentage in the form of a table to make the readers easier to understand. The researchers, divided the category and the percentage in the table. C1 refers to "construct 1", C2 refers to "construct 2", and C3 refers to "construct 3". The constructs also include students' likert score percentages. Here is the table of students perceptual scores of Manga media based on the construct and the score percentages as stated below.

Table 4. Manga Media Implementation in Teaching Recount Text Perceptual Scores Based on Construct

Stud	C1	%	C2	%	C3	%
1	20	71	15	75	24	75
2	25	89	18	90	27	84
3	20	71	16	80	25	78
4	25	89	19	95	31	97
5	22	79	15	75	23	72
6	21	75	15	75	24	75
7	20	71	17	85	24	75
8	20	71	13	65	23	72
9	20	71	13	65	24	75
10	20	71	16	80	24	75
11	21	75	15	75	24	75
12	19	68	14	70	27	84
13	17	61%	15	75%	22	69%
14	21	75	17	85	22	69
15	21	75	15	75	25	78
16	20	71	15	75	24	75
17	25	89	19	95	30	94
18	20	71	13	65	25	78

Stud	C1	%	C2	%	C3	%
19	22	79	15	75	25	78
20	21	75	15	75	24	75
21	20	71	15	75	25	78
22	24	86	19	95	26	81
23	20	71	15	75	24	75
24	21	75	15	75	24	75
25	20	71	18	90	25	78
26	20	71	14	70	24	75
27	20	71	15	75	24	75
28	19	68	15	75	23	72
29	18	64	13	65	22	69
30	24	86	15	75	26	81

Table 4 shows highest score of the students' perceptual of Manga media implementation in teaching recount text in construct one is twenty-five with eighty nine percent and the lowest score is eighteen with sixty four percent. For the students perceptual score of Manga media implementation in teaching recount text in construct 2, the highest score is nineteen with ninety five percent, and the lowest score is thirteen with sixty five percent. Furthermore, the highest score of students perceptual score of Manga media implementation in teaching recount text in construct 3 is thirty-one with ninety seven percent, and the lowest score is twenty-two with sixty nine percent. This data indicates that most of students like the Manga media that was applied in their English classroom for writing recount texts (Likert,1932).

Finally, by applying Manga media in the recount text class, students had enhanced their recount text writing mastery. This improvement was evident in each cycle of this study. Manga media allows students to learn not only how recount texts are structured but also how they are used in context. According to Murakami and Bryce (2009) in "Manga as an Educational Medium", manga can significantly enhance students' engagement and understanding of complex topics. Similarly, Van der Sluis (2021) in "Manga, Graphic Novels, and Comics in Higher Education?" emphasizes the educational potential of manga in diversifying curricula and making learning more engaging. These findings

align with this current study, demonstrating that manga media can effectively support the teaching of recount texts by providing a visually engaging and contextually rich learning experience.

Regarding the perception of students based on the questionnaire results, most students liked the Manga media applied in their English classroom for learning recount texts. However, some students expressed concerns about the potential long-term use of Manga media, fearing it could blur the learning objectives if used continuously. This concern aligns with the findings of van der Sluis (2021) in "Manga, Graphic Novels, and Comics in Higher Education?", which noted that while Manga can enhance engagement, it must be integrated thoughtfully to maintain educational goals. In contrast, other students stated that the use of Manga media in their recount text writing classroom was different from the previous media used by their teacher, making them more eager to participate in class activities. This observation was supported by Kunai and Ryan (2007) in "Manga as a Teaching Tool: Comic Books Without Borders", who found that Manga can transform traditional learning experiences into more engaging and dynamic ones. The shift from merely reading and writing to incorporating Manga media has the potential to significantly improve education in Indonesia, as it introduces innovative methods that resonate with students' interests.

From the research findings, it is evident that the implementation of Manga media offers several advantages for improving classroom conditions when learning recount texts. According to van der Sluis (2021), manga can significantly enhance student engagement and make learning more dynamic. Similarly, Kunai and Ryan (2007) in "Manga as a Teaching Tool: Comic Books Without Borders" asserted that manga can transform traditional learning experiences by making them more interactive and enjoyable. Murakami and Bryce (2009) in "Manga as an Educational Medium" further argued that Manga provides a unique way for students to understand complex concepts through engaging narratives and visuals. These findings

align with this current study, demonstrating that Manga media not only helps students learn the structure of recount texts but also how to use them effectively in context.

Based on the above description, the researchers is convinced that the use of Manga media is appropriate for implementation in the recount text writing class to facilitate students in learning recount texts communicatively. According to Krashen (2004) in "The Power of Reading", pleasure reading, including manga, can significantly enhance language skills and student engagement. Cary (2004) in "Going Graphic: Comics at Work in the Multilingual Classroom" also assert that manga comics and graphic novels can transform traditional learning experiences by making them more interactive and enjoyable. Additionally, Schwarz (2006) in "Expanding Literacies Through Manga" emphasizes that manga provides a unique way for students to understand complex concepts through engaging recounts and visuals. These findings support this current study, demonstrating that Manga media can effectively aid in teaching recount texts by providing a visually engaging and contextually rich learning experience.

CONCLUSION

Clearly, based on the research findings, it revealed that the implementation of Manga media in teaching recount text was potentially useful for students to enhance their writing skill. It could be observed that the students were enthusiastic when Manga media was implemented in their class, so they could enjoy the learning process and produce a better writing. The improvements of the students' recount text writing mastery can be seen from the result of post-test in each cycle. The pre-test results show that the average score of their recount text writing mastery was 68, because most of students without the help of Manga media had problems in starting the prolog and ending the epilogue of their recount text. After cycle I had been conducted, their post test results reached 74 and in cycle II they became 81, because most of students had been able to create prolog and epilogue in their

recount text based on the Manga media they chose. Those findings describe that Manga media is suitable to use for improving the students' recount text writing mastery. Additionally, the questionnaire results revealed that students found Manga was engaging and effective in helping them understand recount texts. Many students highlighted that the visual and narrative elements of Manga make the learning process more enjoyable and less monotonous compared to traditional methods. They also expressed that Manga helped them visualize the sequence of events in a recount text, which is essential for improving their comprehension and writing skills.

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