REFERENCES

- Al-Nafisah, K., & Al-Shorman, R. A. (2011). Saudi EFL students' reading interests. *Journal of King Saud University - Languages and Translation*, 23(1), 1–9. https://doi.org/10.1016/j.jksult.2009.07.001
- Azizah, & Hasanah, U. (2021). The Relationship Between Reading Interest With Learning Outcomes Elementary School Students. *Tadulako Social Science and Humaniora Journal*, 2(1), 16–22. https://doi.org/10.22487/sochum.v2i1.15559
- Braun, V., Clarke, V., & Weate, P. (2016). Using thematic analysis in sport and exercise research. In *Routledge Handbook of Qualitative Research in Sport and Exercise* (Routledge, p. 15).
- Bryman, A. (2003). *Research Methods and Organization Studies* (1st ed.). Routledge. https://doi.org/10.4324/9780203359648
- Budi, W. (2020). The Influence of English Translated Manga to Students' English Reading Comprehension. *Journal of Research in Business, Economics, and Education*, 2(5), 1085–1097.
- Carrell, P. L., & Carson, J. G. (1997). Extensive and intensive reading in an EAP setting. *English for Specific Purposes*, *16*(1), 47–60. https://doi.org/10.1016/S0889-4906(96)00031-2
- Clarke, V., & Braun, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
- Clarke, V., & Braun, V. (2013). Teaching Thematic Analysis: Overcoming Challenges and Developing Strategies for Effective Learning. *The Psychologist*, 26(2), 120–123.
- Day, R., & Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading. *Reading in a Foreign Language*, 14(2), 136–141.
- Devi, M. S. K., Fathima, S., & Baskaran, R. (2020). CBCS Comic Book Cover Synopsis: Generating Synopsis of a Comic Book with Unsupervised Abstractive Dialogue. *Procedia Computer Science*, 172, 701–708. https://doi.org/10.1016/j.procs.2020.05.100
- Egelström, C. (2018). Comic Books Images, Words and Language Acquisition: Using

- comic books as an alternative material for teaching the English language. Halmstad University.
- Giovanna, N., & Darma, G. S. (2019). Scanlated vs. Physical Japanese Comic "Manga." *International Journal of Innovative Science and Research Technology*, 4(1).
- Iwabuchi, K. (2002). *Recentering Globalization: Popular Culture and Japanese Transnationalism* (3rd ed.). Duke University Press. https://doi.org/10.2307/j.ctv11vc8ft
- Kato, J., Iwata, M., & Kise, K. (2021). *Manga Vocabulometer, A New Support System* for Extensive Reading with Japanese Manga Translated into English (pp. 223–235). https://doi.org/10.1007/978-3-030-68780-9_20
- Khusniyah, N. L. (2021). The Practical Use of Online Comic Manga: Facilitating Students' English Reading Engagement. *AL-ISHLAH: Jurnal Pendidikan*, *13*(3), 2223–2230. https://doi.org/10.35445/alishlah.v13i3.1265
- Kohnke, L. (2021). L2 Learners' Perceptions of a Comic Strip in an ESP Classroom. *Asian ESP Journal*, *17*(5), 44–64.
- Krismayanti, Y. (2020). Correlation Between Students' Reading Interest and Their Reading Comprehension in English Department of IAIN Kediri. STATE ISLAMIC INSTITUTE (IAIN) KEDIRI.
- Louise Barriball, K., & While, A. (1994). Collecting data using a semi-structured interview: a discussion paper. *Journal of Advanced Nursing*, *19*(2), 328–335. https://doi.org/10.1111/j.1365-2648.1994.tb01088.x
- Rachmawati, U. (2018). READING INTEREST OF SENIOR HIGH SCHOOL STUDENTS: A CASE STUDY. *Journal of Languages and Language Teaching*, 6(1), 17. https://doi.org/10.33394/jollt.v6i1.809
- Sarada, P. A. (2016). Comics As a Powerful Tool to Enhance English Language Usage. *The IUP Journal of English Studies*, *11*(1), 60–65.
- Schwartz, A., & Rubinstein-Ávila, E. (2006). Understanding the Manga Hype:

 Uncovering the Multimodality of Comic-Book Literacies. *Journal of Adolescent*& *Adult Literacy*, 50(1), 40–49. https://doi.org/10.1598/jaal.50.1.5
- Seidman, I. (2005). Interviewing as Qualitative Research: A Guide for Researchers in

Education and the Social Sciences. In *Contemporary Psychology: A Journal of Reviews* (3rd ed.). Teachers College Press.