

THE PERCEPTION OF EFL STUDENTS ON THE DEVELOPMENT OF STUDENTS' READING HABIT THROUGH DIGITAL MANGA

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Abstract: This study aims to investigate students' perception on their development of reading habit through English-translated digital *manga*. This study used a survey research design to 60 students and an additional interview to 5 students. The data collection is collected through questionnaire. Around 83% of students out of 60 students believe that reading digital *manga* develops their reading habit. From the result of this study, most of the participants believe that English-translated digital *manga* is able to develop their reading habits for it helps them to allocate a certain time to have a reading activity, and also helps them spare their leisure time to have a reading activity that they like. The digital *manga* is also inexpensive and provides gorgeous pictures and artstyles that motivate the students to read more. Thus, this study implies that English-translated digital *manga* indeed contribute to the development of reading habit for EFL students.

Keywords: *Digital manga, students' perception, reading habit*

This study investigates students' perception on the use of English-translated digital *manga*, one of the types of digital comics, in developing students' reading habit. Digital comic itself has expanded their popularity worldwide as modern era goes by. Digital comics are known as comics that are published electronically through several comic webs and online shops (Aggleton, 2018). This kind of comics can also fall under the category of webcomics or e-comics. With comics that are released digitally, the readers are able to read it through mobile phone, PC, and any other gadgets. Even if the readers do not live near a local comic shop, they can still read comic books by ordering them online.

There are many comics originated from different countries with different markets. Japan is one of the most popular comics creators in the world. Japanese comics are commonly known as *manga*, which also have been released digitally. According to Mahaseth (2018), over the past few decades, Japanese pop culture has increasingly attracted the public, one of which is in the form of comic books made with typical Japanese drawing elements called *manga*. *Manga* is highly appreciated due to its entertainment value and also its sophistication in the art style and storytelling. With a wide variety of theme ranges and depths, *manga* caters to every type of audience, which is not only limited to certain people. This present research explores students' perceptions on how reading English-translated digital *manga* is essential in improving their reading habits.

In the context of English learning activity, an important factor in improving English competence is by developing students' reading habit. Reading habit is a behaviour which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo, 1999, p. 3). Reading habit itself also has a concept, which is explained as how often, how many, and what kind of reading materials the students like to read (Shen, 2006). There are many ways to develop students' reading habit. Schools often promote textbooks that are physically available in bookstores for the students to read. However, with the vast popularity of multimodality, which refers to the use of image plus language in increasingly complex ways (Brown, 2006) among students alike, and online activity that students spent, there is a high possibility that students are also familiar with digital *manga* and more intrigued by digital *manga*. As it is described that multimodal text can strengthen students' love for reading (Jamil & Aziz, 2021). According to some research that have been conducted, books that contain pictures or images may be able to help students in gaining a better understanding of the world around them (Murphy, 2009), and connect to the material being studied in a meaningful way (Taliaferro, 2009; Villano, 2005).

In tertiary-level education or university, *manga* is not considered as formal reading, for many parents and teachers believe reading *manga* is too easy and may have adverse effects (Allen & Ingulsrud, 2003). It can be considered as an optional reading material. In university, there is one of the reading classes where the lecturers give the students several reading material recommendations for the students to read optionally, which is called extensive reading. The theoretical significance of extensive reading itself is obtained from implicit learning. According to Ellis (2008), the acquisition of knowledge without conscious awareness is what implicit learning here means. Implicit learning is essential in developing reading processes that contribute to automatic lexical and syntactic processing and fluency in reading (Grabe, 2009). The concept of extensive reading itself

is reading for general information and is often associated with the enjoyment that one derives from reading (Renandya, 2017). This is also a challenge for EFL students for the reason that they need to read their reading materials regularly and abundantly as their habit in order to obtain the benefit, which is to become fluent in reading English texts without needing a vocabulary. According to Renandya (2017), the reading materials for extensive reading are generally less demanding, so that students are able to read with sufficient speed and enjoy what they are reading. The reading materials in extensive reading also tend to be longer, such as a whole storybook or abridged novel for example (Renandya, 2017). It is a bit rare for lecturers to recommend digital *manga* as one of it, because in EFL learning the use of *manga* so far has not been focused on the developing students' reading habits (Ananth, 2017; Gyogi & Lee, 2022; Lin & Cheung, 2014; Muyassaroh et al., 2019; Yasuta, 2018; Yasuta, 2023; Yasuta & Blake, 2021). Currently, there are just limited researches which focused on the perception of EFL students on developing reading habit through digital *manga*.

A study that has been conducted by Khusniyah (2021) stated that one of the most effective ways of learning in reading classes is by the use of online *manga*, whereas it can motivate students, so that the students become more engaged in reading. Another study in EFL (English as a Foreign Language) context was conducted by Saputri, Sunardi, and Mursadad (2021) about Digital Comics as A Media in EFL Reading Classrooms, by using high school students as the samples. The study provided insight that 92.9% of students agreed that digital comics were one of the innovative materials that could be combined with the reading class, due to their efficiency in improving the quality, motivation, and achievement of students in the classroom. Another relevant study was conducted by Budi (2020). He investigated the Influence of English-Translated *Manga* on Students' English Reading Comprehension. The result shows that English-translated *manga* has a slight influence towards students' reading comprehension in English text, specifically in terms of improving the enhancement of English vocabulary, understanding of context, understanding of English grammar, and understanding of reading itself. Still, the evidence of whether the students think that digital *manga* is essential in the context of developing students' reading habits is still lacking, considering the study only has 15 respondents.

Together, the review of the literature shows that much less is known about whether digital *manga* can develop students' reading habits itself on students' daily life outside of the class activity based on the students' perception. Thus, this present study aims to investigate EFL students' opinions on the contribution of English-translated digital *manga* to the development of their reading habits in extensive reading classes. Hence, the research question of the study is: How do digital *mangas* contribute to the development of EFL students' reading habits?

METHOD

To fulfil the aims of this study, survey research is chosen to collect information from a sample of individuals through their responses to questions (Check & Schutt, 2011). Meanwhile, interview is chosen, because it is useful in revealing the story behind a participant's experiences (Doody & Noonan, 2013). The respondents' perception and personal facts were collected as the data and then were analysed as the prove of the investigation of the students' experience in their reading activities and their perception towards reading digital *manga* in developing reading habits.

The first instrument to collect the quantitative data is an online questionnaire through google form. The questionnaire design for this survey is adapted from Iftanti (2012) in "A Survey of the English Reading Habits of EFL Students in Indonesia" and Priajana (2015) in "Student Teachers' Reading Habits and Preferences", both of which have been validated by experts. Both of these surveys have done similar topic to this current study, investigating EFL students' perception regarding reading habits in Indonesia. The type of question used for the questionnaire is in a form of scaled question, which requires the respondents to give their perception or feedbacks in terms of numerical value. The scale used for the scaled question is 4 Likert scale. Below is a table which shows about 4-point Likert scale.

Table 1. Scale Interpretation Table

Point Score	Descriptive Rating
4	Strongly agree
3	Agree
2	Disagree
1	Strongly disagree

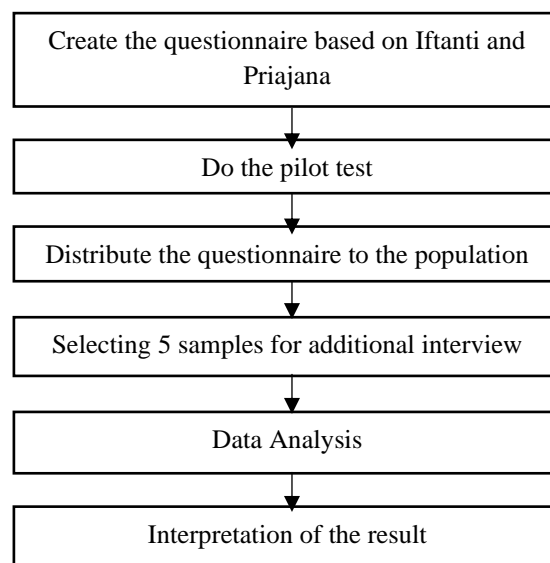
According to Roopa and Rani (2017), Likert scale is a psychometric scale commonly involved in research that employs questionnaires to measure social attitudes. For example: Do you think reading digital *manga* is efficient in developing your reading habit? The answer would be: strongly disagree, disagree, agree, strongly agree. Each answer of the descriptive rating has a score to measure the result of the questionnaire. Pilot test was conducted prior to the data collection to check the clarity of the wordings of the questionnaire and the instructions (Dornyei & Csizer, 2012). The sample size was decided 10% of the sample size as suggested by Connelly (2008). Hence, the pilot test was conducted by distributing the questionnaire to 6 students from 2018 English Language Education from one of the state universities in Malang.

The second instrument is an interview to collect the qualitative data. The interview was created to gain detailed insights about how digital *manga* develops students' reading habit and to support the questionnaire's answers from the students. The interview used in this present study is a semi-structured interview, which employs a blend of closed- and open-ended questions, often accompanied by follow-up questions such as why questions to subjectively analyse how the respondents would respond in a series of scenarios (Adams, 2015). The questions are created in accordance to the questionnaire itself, as the interview result will be used to prove the students' questionnaire answers.

The population are chosen based on the preliminary survey that determines how many students have read English-translated digital *manga*. The result showed that around 60 students have read *manga*. Hence, 60 students were given the online questionnaire. This present study used purposive sampling, which means that to learn or understand the essential phenomenon, a researcher selects individuals and sites intentionally (Creswell, 2012). Purposive sampling is also used to pick 5 participants to join a direct and online interview.

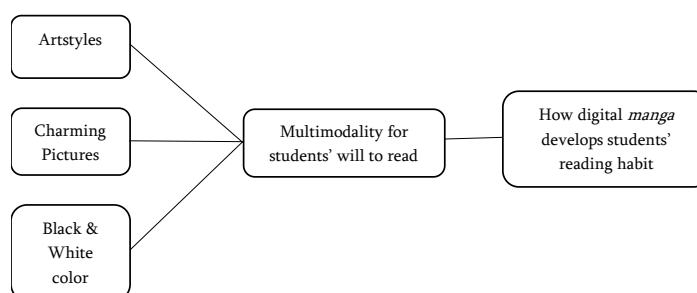
In order to execute this present study systematically, there are some procedures that need to be done. There are 6 procedures in total as listed in the picture below.

Figure 1. Research Procedure



This present study used the steps that include identifying units of meaning, which include sentences representing an idea that have been condensed from the interview. Next is coding, which means labeling equivalent with a code from the interview (see Figure 2). The code here is a short words label that describes the units of meaning from the interview. Then, the codes can be categorized into several categories (see Figure 2).

Figure 2. Example of Categorizing and Giving Theme



Finally, the related categories are described with a theme. As this interview was supposed to gain deeper information to support the questionnaire in answering the research questions, the themes that emerged during the interview sessions were in accordance with questionnaire. In addition, to check the degree of homogeneity between the ideas extracted to this present study and the respondents' original opinions, a portion of the text along with the initial coding was also shown to the respondent

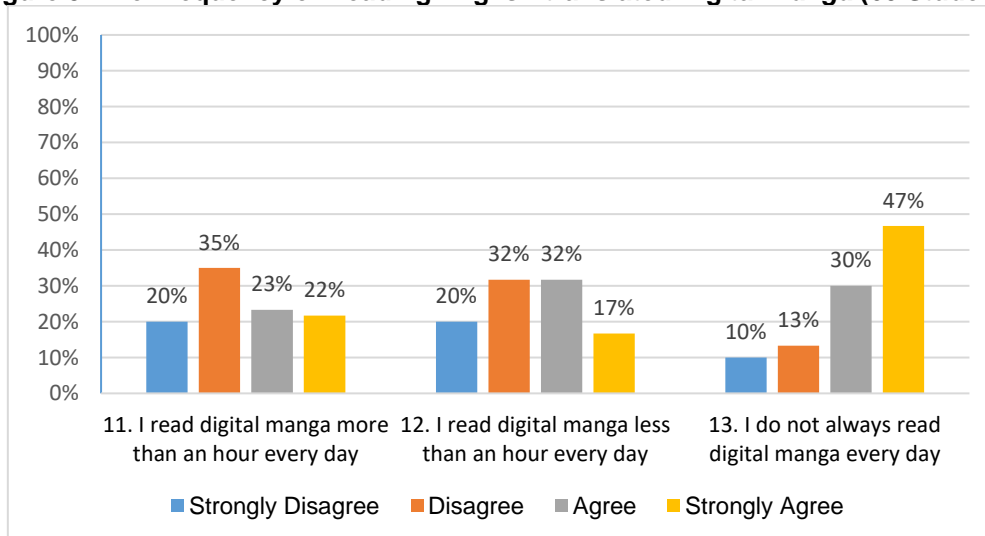
FINDINGS AND DISCUSSION

The key findings of this present study are based on the research question that is presented in this study. The question asked about what the students think about the contribution of English-translated digital *manga* to the development of their reading habit in extensive reading classes. From the data, it can be seen that the key findings shows that digital *manga* indeed contributes to the development of students' reading habit by making them allocate a certain time to have a reading habit, by helping the students spent their spare time with a reading activity, by providing an easy-access reading material, and also various gorgeous pictures and artstyles that motivate the students to read. The main findings of this current study are presented as follows.

English-Translated Digital *Mangas*' Contribution to the Development of Reading Habit for EFL Students

The key findings of this present study show that English-translated digital *mangas* indeed contributes to EFL students reading habits. Based on the results of the questionnaire, there are four important aspects that contribute to the development of reading habit. Those aspects cover the students' frequency of reading, the purpose when they read digital *manga*, the attitude of reading digital *manga*, and finally the benefit of reading English-translated digital *manga*. The first aspect of this finding shows the contribution of English-translated digital *manga* to the students' reading habit, which are reflected in the amount of times they often read the book. From the data that have been collected, regarding the number of times they read English-translated digital *manga*, it shows that majority of students do not actually read the digital *manga* every day. It can be seen that majority of students, 47% out of 60 students, chose to strongly agree that they do not read English-translated digital *manga* every day. In addition to that, 30% out of 60 students also agreed that they do not read the digital *manga* everyday (see Figure 3).

Figure 3. The Frequency of Reading English-translated Digital *Manga* (60 Students)



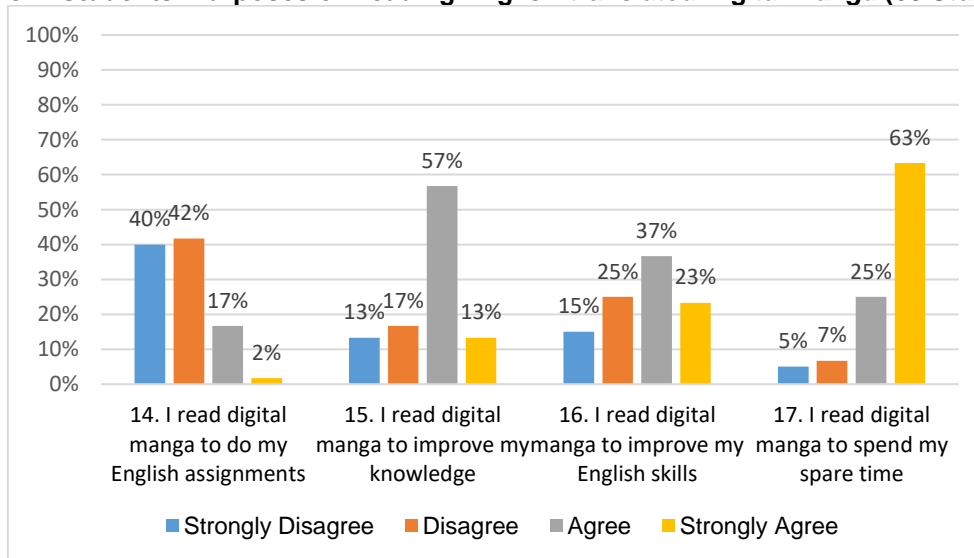
Adding the result from the open-ended question and interview, it was suggested that English-translated digital *manga* actually contributes to their reading habit differently for each student. Even though the students do not read every day, the digital *manga* helps them develop a certain time allocation in having a reading activity (see Table 2). This resulted in a habit for the students.

Table 2. Interview Result

Theme	Categories	Code	Meaning units
English-translated Digital <i>manga</i> contributes to students' reading habit	Different time allocation in reading English-translated digital <i>manga</i>	4 times a week	I do not read every day. I read English-translated digital <i>manga</i> 4 times in a week and I just read it in my spare time.
		1 title in 3 days 50-100 chapters	I read 1 title in a span of 3 days, I think. I read <i>manga</i> that consists of 50-100 chapters of <i>manga</i> that is completed and has an ending already.
		1 title every day Many chapters	I can read 1 title in a day every day. Sometimes, <i>manga</i> has many chapters in it, so I need time to finish it.

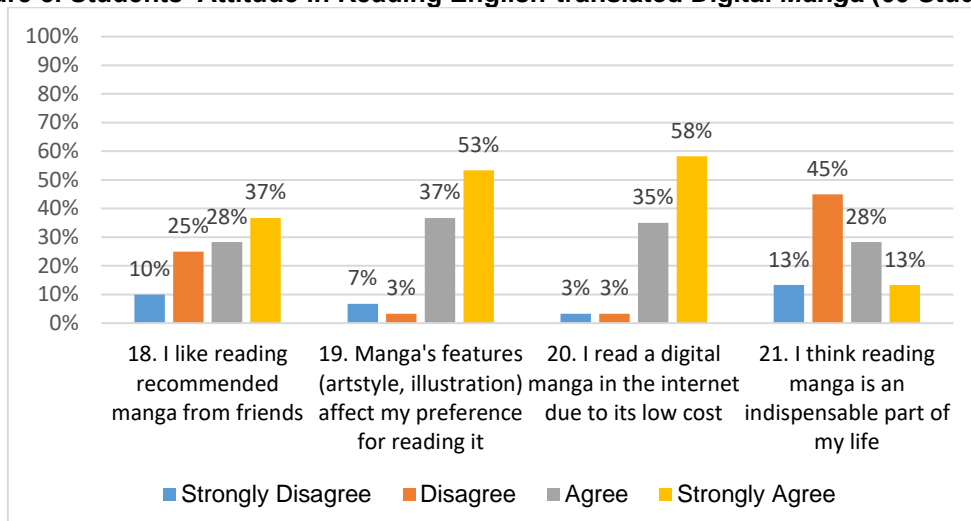
The second aspect shows what purpose the students have when they read English-translated digital *manga* itself, which is also important to see whether this purpose can contribute to the development of reading habit. From the data, it shows that majority of students' purpose in reading English-translated digital *manga* is to spend their spare time. As it can be seen from Figure 4, the most significant purpose to read digital *manga*, is to spend their spare time. The majority of students, 63% out of 60 students, strongly agreed that they read English-translated digital *manga* to spend their spare time, with an addition of 25% out of 60 students also agreed to the statement. This shows that English-translated digital *manga* actually helps the students to spend their spare time by adding more reading activity for them, which may contribute to their reading habit.

Figure 4. Students' Purposes of Reading English-translated Digital Manga (60 Students)



The third aspect asked the students regarding their attitude in reading English-translated digital *manga*, which shows what makes the students like reading the digital *manga* and feel motivated to read it (see figure 5). First, we can see the fact that English-translated digital *manga* can be found easily on the internet affects the students' attitude in reading significantly. The students, 58% and 35% out of 60 students, respectively chose to strongly agree and agree that they are willing to read English-translated digital *manga* on the internet due to its low cost, which makes it easy to access for the students. Another interesting finding of this aspect is that English-translated digital *manga*'s thickness, artstyles, and illustrations are indeed the things that affected students' will to read it. As shown in Figure 5, the percentage of students who chose strongly agree (53%), and agree (37%) to the statement are also high.

Figure 5. Students' Attitude in Reading English-translated Digital Manga (60 Students)

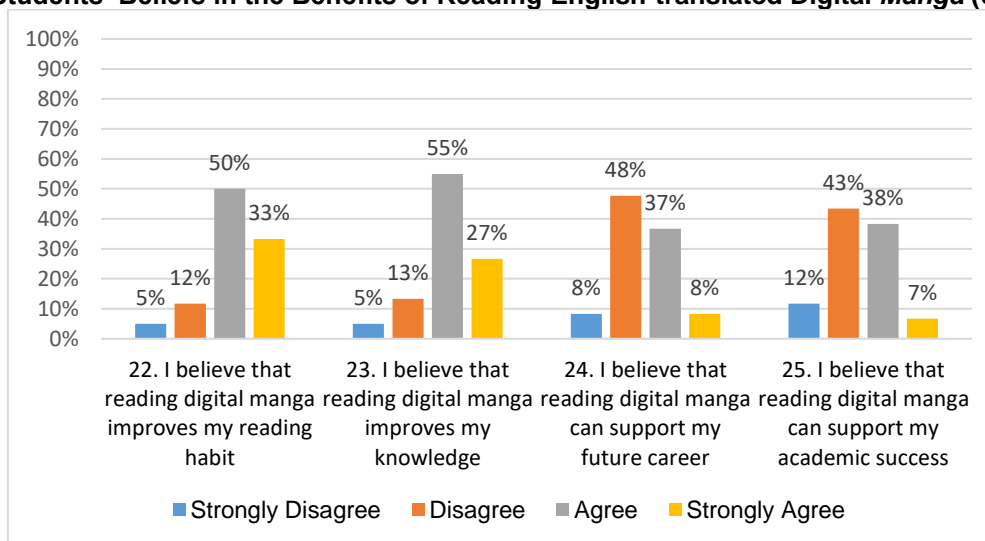


Combined with the majority of the interviewees, they also believe that the artstyles and pictures affect them the most in their preference to read English-translated digital *manga* (see Table 3). The students from the interviewee constantly think about digital *manga's* features, especially the pictures when they are asked about what makes them addicted to read English-translated digital *manga*, which also makes them develop their reading habit as they continuously read it. It was suggested from the interview that there are various artstyles to choose from different *mangakas* or writers to explore and read. The pictures are also charming and the black and white colours are comfortable to look at while reading, which make them feel motivated to develop their reading habit.

Table 3. Interview Result

Theme	Categories	Code	Meaning units
English-translated digital <i>manga</i> contributes to students' reading habit	Multimodality for students' motivation to read	Various artstyles	<i>Manga</i> has different artstyle that each artist has, which makes me want to explore more, which affects me positively.
		Charming pictures	Reading lots of words give me headache, and with <i>manga</i> there are pictures there, so I do not have to imagine a thing, so that is the <i>manga</i> charm for me.
		Black and white	I am more accustomed to the black and white style in digital <i>manga</i> , so if I read something that is too colorful, I do not feel too comfortable.

In the final part of the survey, students were asked about the aspect regarding the benefits of English-translated digital *manga*. The result shows what the students think about what benefit them the most while reading English-translated digital *manga*. From the data shown in Figure 6, it can be seen that reading English-translated digital *manga* indeed benefits them the most in their reading habit. The majority of students, 50% and 33% out of 60 students, chose to agree and strongly agree respectively, which makes it 83% in total of students who believe that reading English-translated digital *manga* indeed improves their reading habit. The students also mentioned the examples of titles of the *manga* that help them develop their reading habit, such as *Doraemon*, *Jujutsu Kaisen*, and also *My Hero Academia*.

Figure 6. Students' Beliefs in the Benefits of Reading English-translated Digital Manga (60 Students)

To sum it up, these data have gathered the findings for the objective of discovering English-translated digital *manga*'s contribution to EFL students' reading habit. First of all, English-translated digital *manga* contributes to the different kind of habit that student have regarding the amount of time they read. English-translated digital *manga* also makes the students spend their spare time by having a reading activity that they can enjoy. Finally, the most important finding, is that students feel motivated to read English-translated digital *manga* mostly due to digital *manga*'s low cost, and its features, especially the artstyles and pictures, which resulted in their development of reading habit.

The current discussion presents that from the findings above, digital *manga* indeed contributes to the time allocation of the students' reading activities, which becomes their reading habit. From the findings, it is true that most students do not actually read English-translated digital *manga* every day. Instead, they have developed a certain habit in reading the digital *manga* that differs from each student. There are many digital *mangas* that have many chapters in it, which requires some times to finish it. Hence, the students might read it for several days in a week just to finish that *manga* title and then continue on the next week with a new title to read. Thus, this resulted in a cycle that becomes a habit for the students.

The current study also found that the students mostly read digital *manga* to spend their spare time. Doing an activity in their spare time means to do activities where they can relax, have fun, or develop themselves according to their preferences (Havitz & Mannel, 2013; Latip, Newaz, & Ramasamy, 2020), which in this case means that the students do enjoy reading digital *manga*. This means reading to spend their spare time contributes to the development of students' reading habit, for this indicates that the students have the will to do a reading activity by reading English-translated digital *manga* whenever they have a spare time. Thus, it may also become their habit to read in their spare time. This may also increase the reading activity that the students have, for they are engaged to reading activity even outside of formal learning when they read in their spare time. This finding also implied that *manga* is not indispensable and does not support academic success. Most students read digital *manga* to enjoy reading activities instead of studying, and not all students used digital *manga* for academical purposes.

With respect to the research question, it was also found that the students' attitude in reading digital *manga* is affected by the access that digital *manga* has. In the current study, it showed that most of the students are usually willing to read digital *manga* due to how easy it is to access digital *manga* on the internet with a low cost. This finding is consistent with that of Saputri, Sunardi, Mursadad (2021) who stated that comics that can easily be found online indeed improves students' motivation in reading. The fact that inexpensive digital *manga* can be found easily on the internet may result in developing students' reading habit. A possible explanation for this might be that with digital *manga*, the students are able to have a reading activity wherever and whenever they want to without having trouble finding the reading material. For example, an easy online reading activity can be implemented in home or outside of the class (Park & Kim, 2017), which may develop students' reading habit.

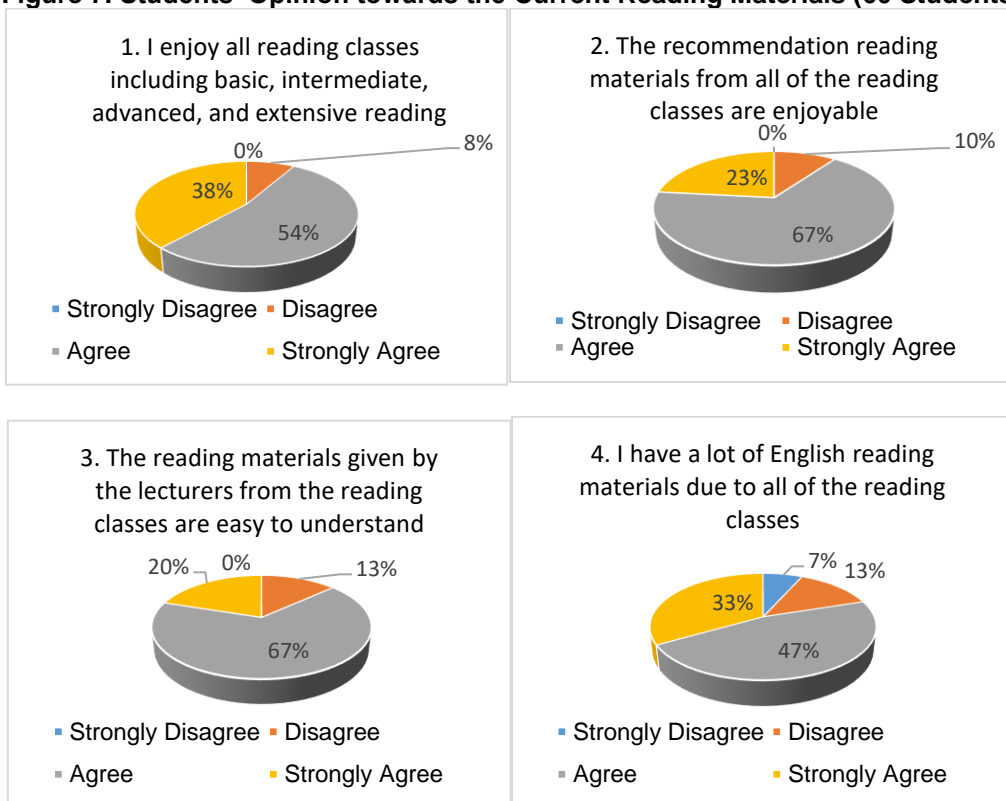
Another interesting finding is that digital *manga* contributes to the students' reading habit mostly by providing multimodal text for the readers, which in this case it contributes to the students' increasing motivation in reading digital *manga* from time to time. A possible explanation for this might be due to the fact that the pictures and artstyles that are present in digital *manga* are able to make the students visualize the scene that they read clearly and easily, which makes the reading activity more enjoyable for them. These findings are in line with the previous study from Khusniyah (2021), where it is stated that the features, such as the arts and pictures from digital *manga* provide a different atmosphere for students and they tend to motivate students to improve their reading.

The last part of the finding in the current study found that the students indeed have positive perception that digital *manga* is able to benefit them in the development of their reading habit. In addition, from the questionnaire and interview itself, the students also collectively stated that they are able to develop their reading habit from reading digital *manga* mostly because it is an interesting reading material that is fun to read. This is in line with all of the findings that have been explained above, as the students indeed are able to develop their reading habit by making the students allocate a certain time to have a reading activity, by helping the students spend their spare time to have a reading activity, and by motivating the students to read more often due to the variety of pictures and artstyles that digital *manga* has.

Students' Perception towards the Current Extensive Reading Materials in the Context of Tertiary English

Extensive reading is the one that relates to reading habit the most. Therefore, this section presents an additional finding about EFL students' perception towards the current reading materials from the reading classes especially extensive reading class. As shown in Figure 7, it can be interpreted that the students think the reading materials are enjoyable and easy to understand. The majority of the students, 67% out of 60 students, chose to agree with both statements saying that they the reading materials from the reading classes are enjoyable and easy to understand. In addition to that, 23% out of 60 students also agreed that the reading materials they got from reading classes are indeed enjoyable. Around 20% students also agreed that the reading materials are easy to understand.

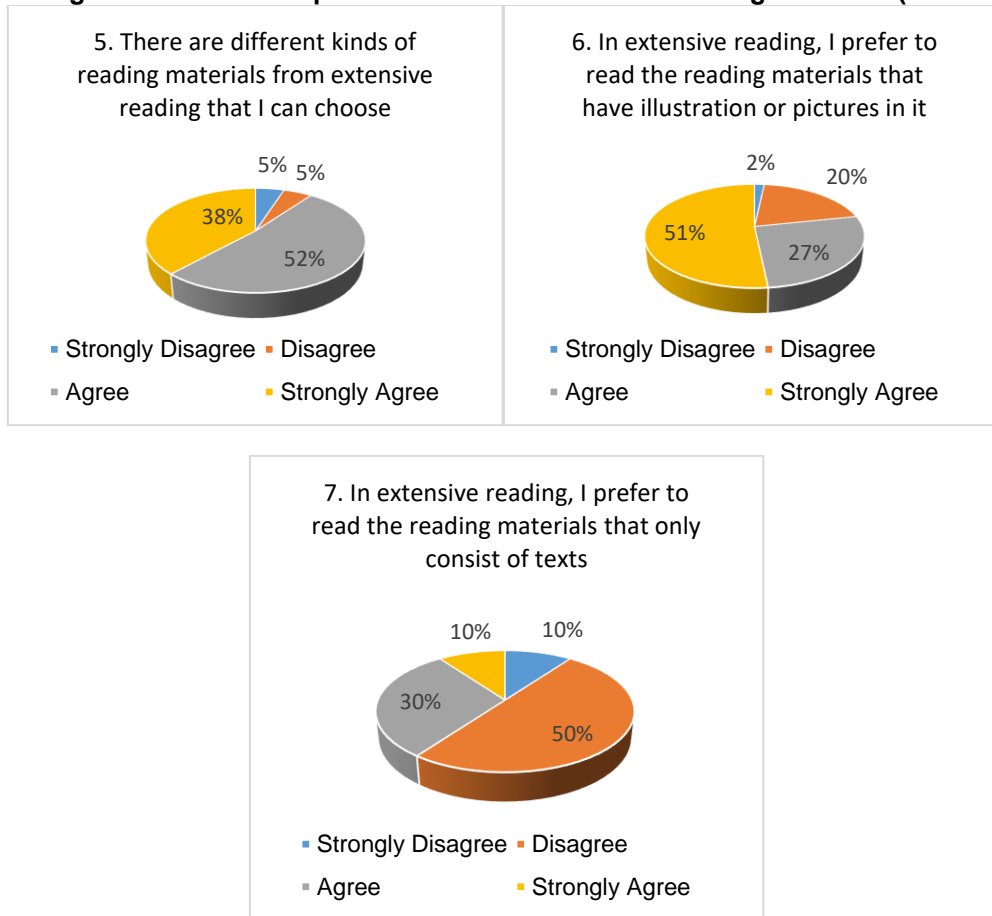
Figure 7. Students' Opinion towards the Current Reading Materials (60 Students)



The next finding, as it can be seen from Figure 8, the students also have their opinion regarding the preference in the type of the reading materials in extensive reading class. The result shows that the majority

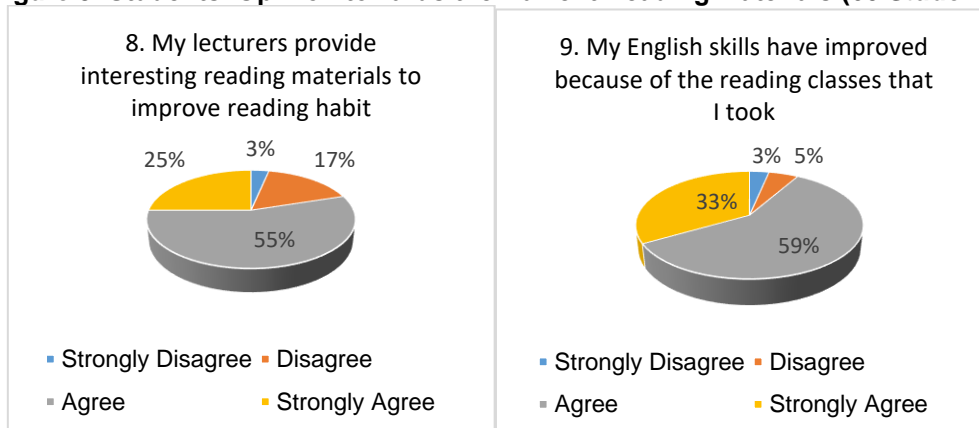
of students (51%) strongly agreed that they prefer to be given the reading materials that have pictures in it rather than text books especially in extensive reading class. Adding the students who agreed (27%) to the statement that they prefer the picture books rather than text books, it would be 78% out of 60 students who prefer picture books, which is more compared to the students who prefer text books.

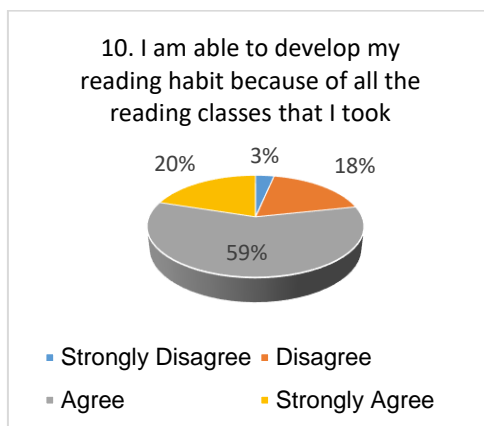
Figure 8. Students' Opinion towards the Current Reading Materials (60 Students)



Finally, another important result is found regarding the students' opinion whether the reading classes were able to help them develop their reading habit (see Figure 9). The majority of students, 55% out of 60 students, agreed that the reading materials are indeed beneficial for them, as the reading materials help them to develop their reading habit. In addition, 25% students also strongly agreed that the interesting reading materials are able to help them develop their reading habit. Thus, as expected, the majority of students, 59% and 33% out of 60 students, chose to strongly agree and agree respectively that all of these reading classes that they took are able to develop their reading habit.

Figure 9. Students' Opinion towards the Current Reading Materials (60 Students)





From the interview itself, the interviewees on the whole demonstrated that they would love to see more books with pictures like digital *manga* to be recommended as one of current reading materials, especially due to their preference in reading picture books (see Table 4). Students like to read variety of reading materials. They stated that they might get bored with text books in their current extensive reading class. Hence, they would love to see the lecturers utilize picture books like digital *manga* for their current reading class in tertiary English learning.

Table 4. Interview Result

Theme	Categories	Code	Meaning units
Reading materials preference for the current reading classes	Teaching material	Prefer reading material with pictures	There are some students who might prefer reading material with pictures in it, so it is good to try to use picture books like digital <i>manga</i> . Picture books like digital <i>manga</i> is a good reading material for students to read in extensive reading or any other reading activities, because students will not feel bored by just novels and textbooks. It would be a good idea to use digital <i>manga</i> for reading classes, because books like <i>manga</i> has interesting pictures with different artstyles.
		Variety of reading material	
		Digital <i>manga</i> for reading classes	

This additional secondary finding is the basis that can strengthen the reason why English-translated digital *manga* is proper to be used as extensive reading material which will then be directly related to the main focus of this research. First of all, the most prominent finding is that the students consistently think that their reading material in the reading classes in university are enjoyable and easy to understand. Another interesting part from the result is that students have strong preference in reading materials that have pictures in it compared to text books. It is also supported from the interview, as students also stated that it would be good to add more picture books as most of them prefer picture books, such as digital *manga* to read.

Based on the second findings, the reading materials were found to be enjoyable and easy to understand for the EFL students in tertiary English. A possible explanation for this might be that the reading materials or course books in extensive reading classes have different levels that the students can read regarding what class they attend to. The reading materials usually start from the easiest to the hardest level. As in the context of tertiary English, the students are not only given the reading materials from basic reading class, intermediate reading class, but also extensive reading class, and finally advanced reading class. Hence, the reading materials are enjoyable and easy to understand, for they fit the students' level right from the beginning. In addition, as the purpose of extensive reading itself is to help the students engage in reading long texts for general understanding, with the intention of enjoying what they read (Stanley, 2017), the reading materials in extensive reading class also vary with different levels that the students can choose to read according to each of their capability and their enjoyment.

Another important finding from this present study was that the students prefer to read picture books compared textbooks for extensive reading. This result reflects those of Saputri, Sunardi, and Mursadad (2021) who also found that students prefer books that pictures in it, like digital comics for example. This result may

be explained by the fact that pictures and visuals can express the story more interactively and they also make the reading material not monotonous and boring for the students to read. The students from the interview also supported the statement that they prefer to read picture books rather than textbooks. Hence, they would love to see the utilization of picture books for reading classes especially in extensive reading class as they agreed that they would like to be given more picture books recommendation from the lecturers. However, the fact that students think that the current reading materials are also already enjoyable and easy to understand should not be undermined. Hence, the possible explanation in this important finding is that the lecturers can add picture books as one of the reading materials to be recommended for the students alongside the current reading materials that are already present, especially in extensive reading class where the reading materials are generally less demanding and aimed for students' enjoyment (Renandya, 2017). It can be thus suggested that for the current reading materials provided, students prefer to read more picture books rather than text books. This current finding supports the suitability of digital *manga* to be used as a material in extensive reading class as it has lots of pictures in it which are of particular interest for the students to read. By satisfying students' preferences for the reading material that has lots of pictures in it, it can develop students' reading habits as discussed earlier that digital *manga* is able to improve students' reading habits.

Finally, the current study also found that the students think that the reading classes including extensive reading class in tertiary English that they took so far indeed are able to help them develop their reading habit. The possible explanation to this finding is also related to the reading materials that the lecturers provide for the students. It is mentioned in the literature review that one of the concepts of reading habit is related to how many reading materials that the students read (Shen, 2006). It is possible that the students have gotten used to the constant reading materials recommendation that the lecturers give to them from time to time, which may increase the students' reading activity and engagement.

CONCLUSIONS AND SUGGESTIONS

The main goal of this present study was to examine the perception of EFL students towards the development of reading habit through digital *manga*. The study has shown that the majority of students who took part in this present study, indeed believe that digital *manga* develops their reading habit. The students are able to develop their reading habit through digital *manga* by creating a certain time allocation that has become a habit for the students and spending their spare by having a reading activity, which is reading digital *manga*. The study has also shown that the students are able to develop their reading habit due to the low cost that digital *manga* has, and the pictures and artstyles that are addicting and motivating to read. Overall, this present study strengthens the idea that digital *manga* is indeed a reading material that can contribute to EFL students' reading habit.

This present study has provided a deeper insight into EFL students' perception from one of the state universities in Malang about the development of reading habit through digital *manga*. For students, they can read more digital *manga* and recommend it to fellow EFL students to read to help each other in developing reading habit. For lecturers, they can see how the students develop their reading habit through digital *manga* by utilizing its potential and take advantage of digital *manga* by adding digital *manga* as a recommendation to students together with the current reading materials that are already exist. The scope of this study was limited in terms of its participants. The participants of this study are the EFL students from one of the state universities in Malang only. Then, this present study used a non-probability sampling, which is purposive sampling. Hence, the generalization from the result is limited to the population of interest. It might be hard to generalize the result to all EFL students. This present study was also limited by the absence of the students' gender as one of the measurements, which is a limitation, for students from each gender might have their own preference. Furthermore, this study has no relation in talking about students' achievement in reading habit whereas that kind of longitudinal studies will be useful to understand students' achievement in reading by applying digital *manga* in extensive reading. In spite of its limitations, this present study certainly adds more information regarding EFL students' perception on developing their reading habit through digital *manga*. Thus, future researchers might aim to gain an even deeper information and reproduce the findings by measuring each gender's opinion towards digital *manga* with larger samples and different method. Also, it is suggested for future researchers to investigate the relationship between students' reading habits towards extensive reading material especially digital *manga* and their reading achievement.

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