

ABSTRACT

STUDENTS' PERCEPTION OF THE USE OF DIGITAL COMIC FOR ENGLISH LANGUAGE LEARNING

By

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This study explores students' perceptions of using digital comics in English language learning. Using a qualitative case study approach, data were collected through open-ended questionnaires from 20 second-year students at SMAN 1 Natar. Data were analyzed using Miles and Huberman's (1994) model: data reduction, data display, and conclusion drawing. Findings were categorized into six themes: level of difficulty, stress, confidence, interest, motivation, and learning outcomes. Most students (65%) found digital comics easy to use due to visual support; 70% felt relaxed during learning, and 75% reported increased confidence. Furthermore, 65% showed strong interest, 70% felt motivated, and 80% believed their vocabulary and reading skills improved. However, some students (35%) reported difficulty due to unfamiliar vocabulary, complex dialogues, and abstract storylines, which made comprehension harder. About 30% felt stressed because of dense texts, confusing plots, and academic pressure. In terms of confidence, 25% lacked self-assurance since they struggled to follow the storyline and connect visuals with the English text. A total of 46% of students expressed low interest, explaining that the comics were less engaging compared to other media such as videos, and sometimes too difficult to access. Similarly, 30% were unmotivated because they did not perceive significant progress, preferred traditional media, or felt disconnected from the content. Finally, 20% believed there were no learning outcomes since they experienced little to no improvement in vocabulary or comprehension, finding the material not structured enough to enhance their skills. These challenges were mainly linked to limited vocabulary mastery, unfamiliar slang or idiomatic expressions, technical difficulties in accessing digital comics, and individual media preferences. Despite these obstacles, students tried to overcome difficulties by using dictionaries, translation tools, and peer discussions. In conclusion, digital comics promote engagement and independent learning, but their effectiveness depends on content design, accessibility, and students' readiness. They offer cognitive and affective benefits and are recommended for integration into English instruction with careful adaptation.

Keywords: digital comic, students' perceptions, English language learning, digital learning.