

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

Undergraduate Thesis

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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.

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LANGUAGE LEARNING**

**By :
Farhan Ramadhan**

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**In
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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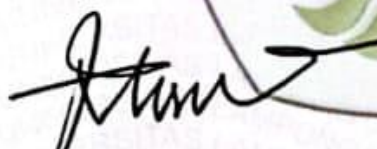
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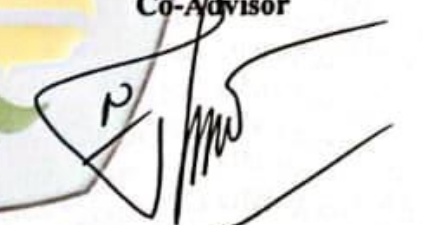
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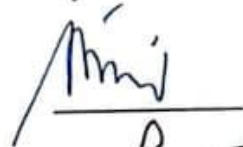
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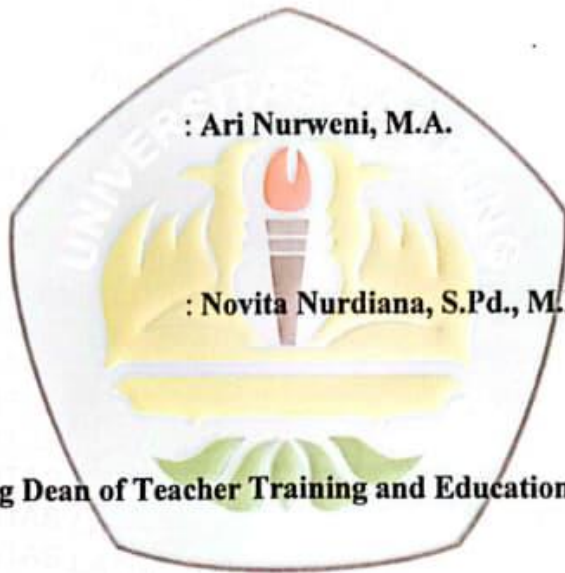
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Farhan Ramadhan was born in Bandar Lampung on November 7th, 2003. He is the second child out of two siblings born to a married couple, Andi Hendrawan, S.H. and Efianty, S.E. He began his formal education at SDN 1 Sawah Lama from 2009 and completed his elementary school education in 2015. Afterward, he enrolled at SMP Negeri 5 Bandar Lampung and studied there from 2015 to 2018. During his junior high school years, he developed an interest in teamwork and creative activities.

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In addition, he participated in the KKN (Kuliah Kerja Nyata) community service program in Sinar Rejeki, a village located in Jati Agung District. During this time, He collaborated with the local community to support educational and social development programs. Later, he completed his teaching practicum (PLP) at SDN 1 Sinar Rejeki, also in Sinar Rezeki. This experience provided him with valuable insights into the dynamics of real classroom teaching and student engagement.

With his strong background in education, leadership, and communication, Farhan continues to develop himself as a prospective English educator who is passionate about fostering students' confidence, creativity, and critical thinking through English language learning.

MOTTO

“Maka Sesungguhnya bersama kesulitan itu ada kemudahan. Sesungguhnya
bersama kesulitan ada kemudahan”

(Q.S Al-Insyirah: 5-6)

DEDICATION

In the name of Allah Subhanahu Wa Ta'ala, the Most Gracious, the Most Merciful, with deep humility and sincere gratitude, the writer wishes to wholeheartedly and proudly dedicate this humble work to those who have played a vital role throughout his journey. First and foremost, to his dearest parents, Andi Hendrawan, S.H. and Efianty, S.E., and his beloved siblings, whose prayers, unwavering support, and unconditional love have been the writer's greatest sources of strength, motivation, and perseverance.

He extends heartfelt thanks to all his lecturers at the University of Lampung, whose knowledge, patience, and guidance have helped shape his academic path and personal growth. Gratitude is also given to his friends and fellow students, who have stood beside him through both accomplishments and challenges, offering encouragement and meaningful companionship.

Lastly, a special and profound appreciation is devoted to his prestigious alma mater, the University of Lampung, a place where he grew not only intellectually but also personally. He is also deeply honored to be part of the English Education Department, whose commitment to cultivating future educators has left a lasting impact on his academic and career direction. May this small contribution reflect the support of all those who have walked with him, and may it be a sincere offering to the vast and noble pursuit of knowledge.

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in ways that surpass every expectation.

The researcher has taken steps to address the limitations of this study and has implemented improvements to strengthen its validity and contribution. The researcher invites critiques and recommendations regarding this work and anticipates it will be beneficial to all. The researcher recognized that this study possesses deficiencies and limitations that could be further enhanced. The researcher welcomes any critiques and recommendations for this study and hopes it will prove advantageous to all.

Bandar Lampung, 24 July 2025

The Researcher

Farhan Ramadhan

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I. INTRODUCTION

This chapter presents the formulations of the problem that underlie the research, including the research question, study objectives, study uses, study scope, and definitions of terms. Each aspect of the chapter was presented separately as follows:

1.1 Background

English is considered a foreign language in Indonesia and has become part of the curriculum and an important subject at most levels of education (Agustin, 2021). English education in Indonesia aims to develop students' English skills so that they can speak, read, write, and understand English effectively. In addition, English education in Indonesia also aims to improve students' ability to use English as a means of communication in business, technology, science, and art fields in formal education. English is carried out based on a structured curriculum. This covers language components and language skills.

Regarding the complicated language components and language skills which need to be carried out the teacher should be careful in selecting teaching materials, teaching techniques, and teaching media. Teaching materials are the most important source of material for teachers. Varied teaching materials can increase student activity. Besides that, there is research that states that teaching materials can improve students' critical thinking skills. However, teaching materials also require a complement, namely teaching technique. Choosing the right teaching technique will result in achieving teaching and learning objectives more effectively and efficiently. These two things will be more complete when the selection of the right teaching media. Good teaching media is the media that is able to foster students' interest in the teaching and learning process. Therefore, teachers need media in new learning to increase student motivation so that students are interested in learning English.

The current learning media is very varied, one of which is digital comics. Many studies have shown that classroom activities using visual teaching media used in the learning process produce better results in the context of increasing student interest and participation (Topkaya & Yilar, 2015).

Digital comics are a series of images arranged according to the goals and philosophy of creation and there are words to convey the message of the story. Digital comics also have various design elements such as space, images, text, dots and dots, lines, shapes, sounds and values, colors, patterns, and texture (Spamyta et al.,)

In recent years, the use of visual-based learning media has gained attention for its potential to improve comprehension and engagement. Among various forms of visual media, digital comics combine text and images to present narratives that are both appealing and contextually rich. Prior studies have shown that comics can support vocabulary acquisition, reading fluency, and learner motivation by providing comprehensible input alongside visual cues.

Learning digital comics are digital comics that convey learning messages through words and pictures that are arranged consistently to illustrate stories (Eka et al., 2021). It can be said that digital comics are an organized collection of images that contain stories that aim to convey messages and digital comics have their characteristics from other readings.

Several studies reveal that the use of digital comics has a very good effect on the results of interest and value in learning English. The first study said that learning vocabulary using digital comics can be a good motivation. Students are encouraged to expand their vocabulary. In addition, there are also research results that show that students are more interested and motivated to improve their reading comprehension using Webtoons (Erya & Pustika, 2021).

Research on the use of digital comic media was also carried out (Juliana, 2021), that learning vocabulary using digital comics can be a good motivation. Students are encouraged to expand their vocabulary. This makes them more enthusiastic and does not make them sleepy in class. Classes can also be more active. This is evidenced by the lower pretest scores compared to posttest scores. Therefore, it can be concluded that students can well accept the use of digital comics as a medium for learning English to improve student competence (Ahsanah & Utomo, 2020). It can be concluded that the use of digital comic media in classroom learning has a good impact. All of these studies stated that the scores obtained by students experienced a significant increase. In addition, the use of digital comics for learning media can increase student motivation in learning and make the class more active.

Therefore, the use of digital comics as a learning medium can be said to be successful and suitable for increasing students' motivation to learn English. This research is limited to exploring students' perceptions of the use of digital comics in learning English.

In previous research, most said that research only focused on the effectiveness of digital comics in increasing students' reading scores and interest, but did not discuss students' when using digital comic media as a learning medium. Therefore, this study provides insight into students' views when using digital comics as a medium for learning English. Where there are students who say that they cannot read comics and understand the stories in them. So that students only see the pictures contained in the digital comic.

Despite these benefits, the integration of digital comics in English language learning is still limited in many Indonesian schools, including SMA Negeri 1 Natar. Preliminary discussions with the English teacher revealed that although some students have been introduced to digital comics, their perceptions regarding its effectiveness as a learning medium remain unexplored. Understanding these perceptions is important for determining whether digital comics can serve as a sustainable and engaging medium for English instruction.

This study, therefore, aims to explore the perceptions of second-year students at SMA Negeri 1 Natar regarding the use of digital comics in learning English. By investigating both the positive aspects and the challenges they experience, the findings are expected to provide insights into how digital comics can be effectively integrated into classroom practice.

1.2 Research Question

In line with the background stated earlier, the researcher formulates the following research question:

What is the students' perception of the use of digital comic for learning English?

1.3 Objective of the research

Based on the research question above, the objective of this research is formulated as follow:

To find out the students' perception of the use of digital comic as for learning English.

1.4 Use of the research

The findings of the study were expected to be beneficial for both, theoretically and practically:

1. Theoretically, it can answer and support the theoretical assumption, as well as a reference for related research.
2. Practically, it might be beneficial for English teachers to use digital comic as additional strategies in the learning activities.

1.5 Scope of the research

This study focuses on exploring the perceptions of second-year students at SMA Negeri 1 Natar regarding the use of digital comics as a medium for learning English. Specifically, the research investigated students' views on how digital comics influence various aspects of English language learning, including motivation, interest, stress levels, confidence, difficulty, and learning outcomes. The scope of the study was limited to qualitative data collected through open-ended questionnaires from 20 students who have prior experience using digital comics in

their English lessons. The purpose was not to measure the effectiveness of digital comics quantitatively but to gain an in-depth understanding of students' subjective experiences and opinions related to this media in the context of language acquisition.

1.6 Definition of key terms

There some terms were used by the researcher to give the basic of the understanding related to the concept, the researcher defines as follows:

1. Digital Comic

Digital comics are a unique medium that combines text and images in a creative way. According to Scott McCloud (2005), in his book *Understanding Comics*, digital comics are media that can attract the attention of people of all ages because they have the advantage of being easily understood. Simple pictures plus words in an everyday language make digital comics readable by all people.

2. Perception

According to (Sudarsono, 2016) Perception is the ability to respond, understand, observe, perceive, and other processes to remember and identify something by using one's ability to organize observations captured by the senses.

3. Learning.

According to Driscoll (2014), learning is a persisting change in human performance or performance potential.

4. Learning English

Richards (2015), learning English means essential for today's generation to adapt to global communication, literature, media, and work in the present and future. Pointedly, learning English is learned very seriously by many people, and realizing that English is important many people want to study because English it is easy to communicate with other people in the world.

5. Media

According to Gagne (1985) Media are various types of components in the learner's environment which support the learning process.

II. LITERATURE REVIEW

This chapter discusses several points related to the implementation of this research and theories about using digital comic to support the study.

2.1 Digital Comic

Digital comics have emerged as a transformative medium in storytelling and education, leveraging digital technology to create immersive and interactive narratives. This section explores the multifaceted dimensions of digital comics, including their definition, types, forms, functions in education, and the nuanced advantages and disadvantages they present.

2.1.1 Definition of Digital Comic

The term 'digital' in comics refers to a wide range of production and consumption methods. Many classic print comics are now made with computer tools, while others are published as e-books or appear on platforms such as Webtoon, which provide a digitally mediated reading experience. Some comics are created exclusively for digital platforms from the start ('digital-born'), whereas others begin in print and are later modified for digital viewing. Additionally, print comics are available on digital platforms.

Each of these traits helps to designate a comic as 'digital'. However, comics that are 'digital-born' may be more closely related to a broader definition of digital comics, which includes those created with software tools. This variegated environment emphasizes the dynamic nature of comics in the digital age, accommodating various production techniques and reader experiences.

The British Library emphasizes that a comic's digital nature is closely connected to how it is published and collected. When a comic is available in digital format, it is broadly classified as a digital comic to encompass a wide range of digital publications.

However, distinctions become necessary when a comic is distributed through both print and digital channels. It is important to differentiate between these modalities due to the differences in distribution methods and the nature of the content itself.

Print copies of comics are often preferred for their accessibility and durability compared to digital formats, which can be more susceptible to data loss or technical issues (Firstova et al., 2022). Having multiple copies across print and digital platforms enriches the availability and longevity of these works, making them more accessible to different audiences and preserving them for future use.

Therefore, establishing clear distinctions between digital comics and their print counterparts is crucial for understanding their publishing modalities, collecting practices, and ensuring the preservation and accessibility of comic content across different formats.

2.1.2 Types of Digital Comic

There are many kinds of digital comics, such as webtoon, manga, manhwa, manhua and many others.

A. Webtoon

Webtoon is one of the digital comics that originated in South Korea. According to (Jin in Chung 2017: 4), Webtoons is the internet comics which can be viewed using digital media technology such as tablet computers and Smartphones.

In the global, Webtoon is one of the digital publishing platforms that can be accessed both via web and mobile online (in the network). This application is very popular in various circles, especially among students; its easy access and attractive appearance can attract readers' attention to this application as a medium.

B. Manga

This literary work, called Manga, is a form of prose.literary work that belongs to the type of prose, which according to Kosasih (2008:51) defines it as a literary work that is organized in the form of a story or narrative. Manga belongs to a type of prose that is fictional, which is an imaginative, creative and aesthetic work whose content, according to Abrams (Nurgiyantoro, 2013: 2), does not suggest factual truth or something that really happened. This shows that fictional prose does not require proof of real data in the real world because the stories or narratives presented by fictional prose are fictional stories or stories made from the results of one's imagination and imagination. Susanto (2016:13) defines it as a fictional world whose reality or facts have been made in such a way by the author.

C. Manhwa

Manhwa refers to Korean comics or print cartoons that encompass a wide range of genres and artistic styles. Originating from Korea, manhwa can be serialized in magazines, published as stand-alone volumes, or distributed digitally. According to scholars, manhwa's evolution has been influenced by historical, cultural, and technological factors, contributing to its distinctive narrative and visual characteristics.

D. Manhua

Manhua refers to Chinese comics or graphic novels that encompass various themes, styles, and formats. Originating from China, manhua can be found in serialized form in magazines, published as standalone volumes, or distributed digitally. Scholars highlight the diversity of storytelling approaches and artistic techniques within manhua, influenced by Chinese history, culture, and societal changes.

2.1.3 Form of Digital Comic

The form of digital comics distinguishes them from their static print counterparts by their dynamic and interactive nature. Digital comics utilize multimedia features such as hyperlinks, animations, and interactive panels to engage readers actively (McCloud, 1993). Readers can navigate through panels, explore additional content through hyperlinks, or interact with characters and settings, thereby enhancing their immersion in the narrative. This interactivity not only captivates readers but also supports educational goals by promoting active learning and exploration of content. Moreover, digital comics are adaptable to various devices and platforms, utilizing responsive design principles to ensure accessibility and usability across different screen sizes and technologies (Lopes, 2012).

2.1.4 Function of Digital Comic

In educational contexts, digital comics serve as powerful tools for conveying complex information and fostering critical thinking skills. By combining textual information with visual elements such as illustrations, diagrams, and animations, digital comics provide learners with contextualized learning experiences that cater to diverse learning styles and preferences (Chun, 2010). Visual storytelling in digital comics makes abstract concepts more tangible and accessible, facilitating deeper comprehension and retention of educational content (Swan, 2017). Educators can strategically integrate digital comics into curricula to enhance engagement, stimulate discussion, and promote interdisciplinary learning experiences that extend beyond traditional classroom boundaries (Johnson, 2016).

2.1.5 Digital Comic in Education

The integration of digital comics into educational settings has garnered attention for their potential to enrich learning experiences across disciplines. In language learning, digital comics offer immersive environments for practicing vocabulary and language structures within authentic contexts (Ferreira, 2018). Visual cues and contextual clues embedded in digital comics aid language comprehension and retention, making language learning more engaging and effective (Swan, 2017). Furthermore, digital comics can address cultural competency by presenting diverse

perspectives and narratives, fostering empathy and understanding among students from different cultural backgrounds (Chun, 2015). Educators can leverage digital comics to promote digital literacy skills and critical media consumption habits, preparing students for active participation in a digitally interconnected world.

2.1.6 Advantages and Disadvantages of Digital Comic

The advantages and disadvantages of using digital comic in education cannot be divorced from its advantages and disadvantages.

a. Advantages

- **Enhanced Student Engagement:** Digital comics offer a more interactive and visually engaging learning experience with their dynamic combination of images and text, enhancing student engagement in learning English.
- **Visualization of Abstract Concepts:** Digital comics can help students better understand complex or abstract English language concepts through clear visual representations.
- **Accessibility and Flexibility:** Digital comics can be accessed from various electronic devices and online platforms, providing flexibility in time and place for students to learn.
- **Motivation and Positive Learning Environment:** The use of digital comics can increase students' motivation to learn English in a more enjoyable and challenging way.

b. Disadvantages

- **Technological Access:** Not all students have equal access to the technology or internet connectivity needed to access digital comics, limiting its effectiveness as a universal learning tool.
- **Variability in Content Quality:** The quality of digital comics in terms of linguistic accuracy and educational value can vary, requiring careful selection of content to ensure relevance and effectiveness in teaching English.

- **Technical Disruptions and Dependency on Digital Infrastructure:** Digital comics are susceptible to technical disruptions or issues with digital infrastructure, which can disrupt the continuity of learning.
- **Dependency on Digital Media:** Over-reliance on digital media, including digital comics, can reduce direct interaction between students and teachers, as well as healthy social interaction within the classroom.

2.2 Learning English

Learning English as a foreign language is a complex process that involves not only mastering vocabulary and grammar but also understanding meaning through context, emotion, and interaction. One influential theory in the field of second language acquisition is Krashen's Input Hypothesis (1985), which states that language is best acquired when learners are exposed to comprehensible input that is slightly beyond their current proficiency level ($i + 1$). Digital comics, which combine visuals with accessible dialogue, offer such input in an engaging format. These comics help learners grasp meaning from both linguistic and visual cues, which enhances comprehension and retention.

In addition, Krashen's Affective Filter Hypothesis explains that emotional factors such as motivation, anxiety, and self-confidence greatly influence the effectiveness of language learning. Media like digital comics, which are fun and low-pressure, can lower students' affective filters and thus make them more open and receptive to learning English. This is especially important for students who may feel anxious or unmotivated in traditional classroom settings.

Moreover, Vygotsky's Sociocultural Theory (1978) emphasizes the role of social interaction in learning. He introduced the concept of the Zone of Proximal Development (ZPD), which highlights the importance of guided learning. When students engage with digital comics in class discussions or peer collaborations, these materials act as scaffolding tools that help them move from passive understanding to active language use.

Educational media theories also support the use of digital comics as effective learning tools. Heinich et al. (1996) define media as tools that transmit information and support the teaching-learning process. Arsyad (2002) adds that learning media are anything that can channel messages to stimulate students' thoughts, feelings, attention, and interest in learning. With their vivid illustrations and contextual language, digital comics fulfill these roles by creating a more dynamic and student-centered learning experience.

Therefore, learning English can be significantly enriched through the use of digital comics, which provide accessible input, lower emotional barriers, foster social interaction, and act as meaningful instructional media. These theoretical foundations are essential for understanding how students perceive the role of digital comics in their English language development

2.3 Perception

According to Robinson (1995), Perception is the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.

According to Febriani et al. (2018), Perception can be understood in two main ways: narrowly and broadly. In its narrow sense, Perception pertains to how someone visually perceives an object.

In its broader sense, Perception encompasses a person's overall viewpoint or understanding of something, influencing their attitudes and responses towards it. Thus, an individual's Perception plays a pivotal role in defining their distinct perspective, which in turn guides their behaviors and decisions in various aspects of life.

Perception is fundamentally the cognitive process through which an individual comprehends and interacts with their surroundings and environment using their senses—seeing, hearing, touching, tasting, and smelling. This process is shaped by

personal experiences, influencing how individuals interpret and react to what they observe. As Joseph Reitz explains, Perception involves receiving information about the environment through sensory inputs, which are influenced by three main factors: the objects or events being perceived, the environment in which Perception takes place, and the characteristics of the individual perceiving.

In essence, Perception involves organizing and interpreting information from one's environment, which in turn guides an individual's actions and behaviors towards various objects or situations. This understanding underscores the dynamic interplay between sensory inputs, personal experiences, and environmental contexts in shaping human Perception and subsequent behavior.

2.3.1 Types of Perception

Perception refers to how sensory information is organized and interpreted to interact with the environment. According to Sunaryo (2004), perception is divided into two: External Perception and Self Perception

1. External Perception, namely the perception that occurs because of the arrival stimulation from outside the individual.
2. Self-Perception, namely the perception that occurs because of the arrival of stimuli from within the individual. In this case, the object is itself.

Based on the explanation above, it can be said that there are five types of Perception. They are classified according to the source of the Perception coming, where the stimulus comes to build up the Perception itself.

2.4 Previous Studies

The first research by Arief, Z. A., Mujahidin, E., & Hartono, R. H. (2022). *The Effect of Digital Comic Media on East Asian Students' English Language Learning Outcomes*. The purpose of this study was to measure how much influence the digital comic learning media had on Indonesian students' English language learning outcomes. The method used in this study was the experimental one with the control and experimental groups. The results of the data analysis showed that the difference

between the pre-test and the post-test of the experimental class was significant. It could be concluded that there was an increase in the students' English language learning outcomes in the experimental class. In fact, the increase in their English language learning outcomes is probably caused by digital comic media.

Then the research was conducted by Smith & Brown (2007) *Utilizing Digital Comics in Foreign Language Instruction Among University Students*. Smith and Brown's study delved into the integration of digital comics in foreign language instruction at the university level. They examined how digital comics can be used not only to teach language skills but also to foster cultural understanding among students. The study highlighted that digital comics engaged students in a multi-sensory learning experience, where visual narratives helped contextualize language learning within cultural contexts. By immersing students in visual storytelling, digital comics stimulated interest and motivation, thereby enhancing students' language acquisition process.

The findings underscored the potential of digital comics to transform traditional language education by making learning more interactive and culturally relevant.

Another research from Gomez & Johnson (2010) *Cognitive Benefits of Integrating Digital Comics into Language Learning Contexts*.

This research is focused on exploring the cognitive benefits of integrating digital comics into language learning contexts. Their study investigated how the combination of visual and textual elements in digital comics contributes to deeper engagement and better comprehension of language structures and vocabulary. They found that digital comics provided a scaffolded approach to language learning, where visual cues supported textual information, making abstract concepts more accessible to learners. This integration of visual literacy with linguistic skills not only enhanced students' comprehension but also boosted their overall motivation towards language learning. The study emphasized the role of digital comics in promoting both cognitive and affective aspects of language education.

2.5 Theoretical Assumption

Studies on the use of digital comic as a learning tool have been done by certain researchers. Numerous academics have discovered that digital comic has a great deal of potential for encouraging critical discussion participation and capturing peer input during the learning process. Digital comic provides opportunities to increase students' English language skills.

The students are more interested and happier to practice and to upgrade the quality of their English competencies. They devote more time to digital comic for academic purposes and have a greater desire to study. During the learning orientation stage, digital comic uses greatly improve the efficiency of the learning process.

Digital comic can be used as an educational tool to help students grow personally and learn English both inside and outside of the classroom. Due to its attractiveness, accessibility, and popularity among students, digital comic is readily available to users. The researcher can assume that the use of digital comic can influence the students' achievement based on their views when they learn English using digital comic.

III. METHODOLOGY

This chapter presents the research methodology, which cover the research methodology and design, place and time of the research, research subject, research instrument and data collection, credibility and the data analysis.

3.1 Research Methodology and Design

This study explores the students' perception of the use of comics for English language learning. A qualitative research design was employed to gain in-depth information about the participants' perspectives. The descriptive qualitative method was employed in this study. The descriptive qualitative technique was used because the goal of this research was to provide insight into the language learning situation at SMA Negeri 1 Natar, specifically students' impressions of digital comics as an incentive for learning English. In this study, the researcher used open-ended questionnaires as the instruments to provide and extract in-depth information from the participants. An open-ended questionnaire consisting of 18 questions was used to explore students' perspectives on using digital comics as a tool for learning English. Each question required students to provide both their answer and the reason behind it.

3.2 Place and Time of the Research

The research was carried out at SMA Negeri 1 Natar, which is located at Jl. Dahlia - V No.III, Natar, South Lampung, Indonesia.

3.3 Research Subject

The participants of this study comprised 20 second-grade students at SMA Negeri 1 Natar who had prior experience using digital comics for their learning. This information was obtained through preliminary consultation with the English teacher at the school before the research was conducted.

3.4 Instrument and Data Collection

To collect the data from the subjects, a research instrument was needed in this study. The method used in this study was a questionnaire. The questionnaire was one of the data collection tools that uses structured questions to elicit information from participants. A Google Form was utilized to develop an online questionnaire for this research, consisting of open-ended questions. The questionnaire was divided into two sections.

The first section required respondents to enter their personal information such as name, age, class, and WhatsApp number. In the second section, students were asked about their behaviors and perceptions related to the use of digital comics in English learning. To explore these perceptions comprehensively, the researcher employed six categories of open-ended questions, with three questions for each category, resulting in a total of 18 items. The questions were written in English and translated into Bahasa Indonesia to ensure clarity and avoid misunderstanding among the participants.

The items were adapted from Robinson (2003) because his instrument was designed to investigate students' learning experiences using media in language learning through open-ended questions. This makes it relevant and applicable to the current study, which also aims to explore students' perceptions qualitatively. Additionally, Mahpul's framework offers clear thematic organization that aligns with the six dimensions assessed in this research: level of difficulty, stress, confidence, interest, motivation, and learning outcomes. Therefore, his instrument served as a valid reference for adapting meaningful and contextually appropriate questions.

3.5 Data Analysis

The first step in the data analysis process involved transcribing all questionnaire responses word for word to accurately capture the students' perceptions. During this process, personal identifiers such as names and phone numbers were removed to maintain participant anonymity. These transcripts served as the foundation for deeper qualitative analysis. The researcher then read through the responses repeatedly to become familiar with the content and understand the nuances in student feedback. Following Miles and Huberman's (1994) framework, the data analysis was conducted through three concurrent steps: data reduction, data display, and conclusion drawing/verification, as described below.

3.5.1 Data Reduction

In this stage, the researcher began by organizing the 20 students' responses into a Microsoft Excel spreadsheet, with each row representing a different participant and each column aligned with one of the 18 open-ended questionnaire items. Each student's response was carefully read, and important phrases or keywords were extracted and coded using descriptive labels such as "visual support," "stressful vocabulary," "confidence building," "loss of interest," and "vocabulary improvement."

For example, one student wrote, "I enjoy reading digital comics because the pictures help me understand new words easily." This response was coded under "visual support" and "vocabulary development."

These codes were then clustered into broader categories, which eventually formed six major themes: Level of Difficulty, Degree of Stress, Confidence, Interest, Motivation, and Learning Outcomes. These six categories reflect both the structure of the questionnaire and the recurring ideas that emerged from the data.

To simplify lengthy responses, the researcher summarized key ideas while preserving the meaning. Memos were also written during the coding process to capture early insights and guide further interpretation.

3.5.2 Data Display

After reduction, the researcher displayed the coded data in the form of tables and visual aids (pie charts and bar graphs) to better understand the frequency and relationships between emerging themes. Each theme was visually mapped to show the percentage of students who expressed positive, negative, or mixed perceptions in each category. For example, a pie chart was created to show that 65% of students found digital comics not difficult, while 35% reported difficulties due to vocabulary or storyline complexity. These visual tools allowed the researcher to see patterns more clearly and supported the identification of dominant and minority views across participants.

3.5.3 Conclusion Drawing and Verification

In the final stage, the researcher interpreted the coded data to draw conclusions about students' perceptions. These interpretations were based on the dominant themes identified earlier. For example, the recurring mention of "fun stories", "easy to understand", and "pictures help learning" indicated a strong preference for the visual and narrative nature of digital comics. To ensure the conclusions were credible, the researcher cross-checked findings across multiple questionnaire items within the same category and compared related answers from different students. This triangulation process helped verify that the themes and interpretations were consistent and grounded in the actual data.

By combining structured coding, thematic categorization, and visual data display, this analysis approach ensured a thorough and transparent interpretation of students' perceptions toward the use of digital comics in learning English.

V CONCLUSION AND SUGGESTION

This last chapter discussed the conclusion of the results and the suggestions. The conclusion is built on the research results and analysis discussed in the previous chapter. The researcher also provided suggestions based on the data analysis of this study for future improvements or research.

5.1. Conclusion

This study explored the perceptions of 20 second-year students from SMA Negeri 1 Natar regarding the use of digital comics for learning English. The results revealed a generally positive perception, with varying responses across six thematic categories.

In terms of level of difficulty, 65% of the students stated that learning English through digital comics was not difficult. They highlighted that the visual elements and contextual storytelling made it easier to understand unfamiliar vocabulary. However, 35% of the students still faced challenges, particularly with complex words, idiomatic expressions, or fantasy-based content.

Regarding the degree of stress, 70% of the participants reported feeling relaxed while reading digital comics, as the activity felt more entertaining than academic. In contrast, 30% experienced stress, mainly due to long texts, limited vocabulary understanding, and unclear visual connections.

In the confidence category, 75% of the students expressed that digital comics increased their confidence in using English.

They felt more capable when they could understand the storyline independently. Meanwhile, 25% of the students reported reduced confidence, citing confusion with plot or sentence complexity.

For interest, 65% of the students found digital comics enjoyable and engaging, especially when the stories were relevant to their age or interests. However, 35% lacked interest due to the content being boring, hard to access, or overly text-heavy.

In terms of motivation, 70% stated that digital comics motivated them to learn English because they enjoyed the stories and visuals, which made learning feel less burdensome. The remaining 30% felt unmotivated, primarily due to slow progress or a preference for more traditional materials like textbooks.

Lastly, under learning outcomes, 80% of the students believed that digital comics helped improve their reading comprehension and vocabulary acquisition. The remaining 20% felt that the comics did not significantly enhance their English skills due to a lack of structured language input.

However, not all students experienced these benefits. Some reported difficulty understanding unfamiliar vocabulary and complex dialogues, limited interest, lack of motivation, or no noticeable improvement in their learning outcomes. In addition, poor internet access was a common barrier that hindered consistent use. Students employed several adaptive strategies to address these challenges, including using dictionaries, translation tools, and peer discussions. These strategies allowed them to continue engaging with the material despite the limitations. Overall, digital comics have the potential to support English language learning when thoughtfully integrated into the curriculum. Teachers are encouraged to select materials that align with students' proficiency levels and provide vocabulary support to minimize comprehension difficulties. Addressing technical barriers, such as internet access, will also enhance the effectiveness of digital comics as a learning media in the classroom.

5.2. Suggestions

5.2.1 English Teachers

Considering the problems found in this study, English teachers are encouraged to select digital comics that match students' proficiency levels to avoid difficulties with unfamiliar vocabulary and complex dialogues. To support comprehension, teachers can design pre-reading activities such as vocabulary introduction and follow-up tasks like discussions, summaries, or rewriting dialogues. Since some students felt stressed or lacked confidence, teachers should also promote peer learning through small group work to provide mutual support. Moreover, as limited internet access was identified as a challenge, preparing offline or printed versions of digital comics is recommended. These efforts will help maximize the potential of digital comics to improve students' motivation, confidence, and vocabulary learning outcomes.

5.2.2 Students

In line with the problems identified in this study, students are suggested to read digital comics regularly to strengthen their vocabulary and reading fluency. To overcome difficulties with unfamiliar words and idiomatic expressions, they can take notes, summarize the story, and make use of dictionaries or online tools while also discussing the content with peers or teachers. Since some students reported low interest and motivation, it is recommended that they choose comics based on personal interests and begin with simpler stories to build confidence. For those who face internet limitations, saving or printing comics for offline reading can ensure continuous learning and reduce frustration. By applying these strategies, students can maximize the benefits of digital comics in their English learning.

5.2.3 Schools

Since this study revealed that limited internet access and lack of supporting facilities became obstacles for some students, schools are encouraged to provide adequate infrastructure such as Wi-Fi, computer labs, and access to digital libraries. To address the issue of low interest among certain students, schools can also promote comic-based reading programs or establish English comic clubs to make the learning process more engaging. In addition, schools should create clear policies and conduct regular evaluations to ensure that the integration of digital comics is effective and contributes positively to students' English learning outcomes

5.2.4 Future Researchers

Considering the limitations of this study, future researchers are encouraged to explore the impact of digital comics on specific skills such as grammar, writing, or speaking, since this research mainly focused on vocabulary and reading. To obtain stronger evidence, experimental or longitudinal designs could be employed, as well as comparative studies that examine digital comics alongside other media like videos or games. It is also recommended to investigate the use of student-created comics or apply this medium to different learner groups to gain broader insights. Furthermore, the development of specific assessment tools is needed to measure learning outcomes more accurately when using digital comics.

5.2.5 Parents

In light of the problems found in this study, parents can play an important role in supporting their children's use of digital comics for learning English. Providing access to devices and internet, if possible, will help reduce technical barriers, while showing interest in the stories or new vocabulary learned can increase children's

motivation. To prevent stress and maintain balance, parents are advised to set a regular but manageable reading schedule, such as 20–30 minutes per day. They should also guide children in selecting comics that are suitable for their age and proficiency level, and give encouragement or praise to build confidence and sustain motivation in learning.

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