

ABSTRACT AND CONCLUSION

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Abstract

This study describes students' perceptions of using online comics as a learning medium in learning English. Digital media is a useful tool for supporting English as a Foreign Language (EFL) instruction because of the significance of technology in education. While earlier studies have examined the use of comics to enhance specific skills such as vocabulary and reading comprehension, most focused on secondary school students and did not fully explore the broader perspectives of university students. To close this gap, the current study examines how college students perceive the usefulness, accessibility, and educational value of online comics for learning English. The research was conducted through a qualitative descriptive approach, which aimed at elaborating how the students perceived the effectiveness, ease, and advantages of using online comics to improve their proficiency in English. Participants were 36 English learners from IKIP Siliwangi university in Cimahi. Data were collected by an online questionnaire with closed and open-ended questions, aiming to capture a picture of the students' habit, interest, and experience relating to the usage of online comics. Results indicated that more than 70% of the students expressed positive perceptions regarding online comics in terms of their storylines, visual attractiveness, and practicality in teaching the language. Most students agreed that online comics improved vocabulary, reading comprehension, and motivation effectively during the learning process. However, some students claimed the problems learning with internet access. Generally, findings showed that online comics can really provide better engagement, understanding, and enjoyment if properly utilized as a digital learning platform in learning English. Furthermore, to offer educational implications for educators, curriculum designers, and educational practitioners to improve creative English learning environments, this study gains our understanding of digital-based learning.

Keywords: Online comic, students' perception, English learning, digital media, EFL.

CONCLUSION

The results of this study indicate that, from the students' perspective, the use of online comics in learning English is highly recommended because it can help students be more motivated, more engaged, and easier to use. Of course, this is evident from the large number of students who like online comics, and they report that their English skills have improved through this medium. This research still limited to small number of participants, it is 36 students within one university. The findings may not fully represent larger context in EFL students. Future researcher may include

larger participants with various sample, applied mixed-method approaches, or analyze more language improvements.

The finding of this research suggested that online comic can be an effective medium in English language classroom, improve students engagement, autonomy, and contextual language exposure. Teacher are encouraged to integrated digital comic as learning media to create innovative, interactive, and student-centered learning experiences that align with students' interests. Furthermore, curriculum development and educational practitioners may consider incorporating online comic-based resources into digital literacy programs and English as Foreign Language (EFL) curriculum to enhance innovation in teaching.

For future research, it is recommended to examine the impact of online comic on specific or larger language skills such as speaking, writing, and grammar. The long-term impacts on students' motivation, comprehension, and language support across different educational settings are also recommended to explore.