CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section describes the research conclusion. The second section describes the research suggestions.

5.1 Conclusion

This study explored the experiences of EFL students at Jambi University in using digital comics as an extensive reading material to enhance their reading comprehension, focusing on their engagement patterns and the strategies they employed. The findings revealed that students demonstrate active engagement across three dimensions of engagement. There are behavioral, emotional, and cognitive.

Behavioral engagement is indicated by students' active involvement in reading digital comics, which is reflected through their consistent reading habits, high and regular reading duration, selection of materials based on personal genre preferences, and access to digital comics through both official and unofficial platforms. Emotional engagement is evident in students' interest and motivation to read, which enhances their digital comics reading activity. This is driven by their attraction to illustrations, engaging storylines, and contextually appropriate language. Emotional engagement is not always positive; students also experienced emotional challenges such as overly complex plots, unappealing illustrations, and unnatural or inappropriate language use.

From a cognitive perspective, students demonstrated engagement by actively trying to comprehend the story, employing various strategies to overcome difficulties, and perceiving benefits from reading digital comics in their language

learning. These benefits include vocabulary improvement, enhanced grammar understanding, and increased imagination skills.

Furthermore, the findings identified that students used several theoretical reading strategies, such as making inferences, visualizing, predicting, and comprehension monitoring. In addition, students applied various problem-solving and support strategies to aid their comprehension, including re-reading, using translation tools, note-taking, external information seeking, and social sharing.

In conclusion, digital comics, as a form of extensive reading, promote students' active reading engagement. Students' ability to combine entertainment with learning makes digital comics an effective reading material that supports reading comprehension in language learning. Digital comics motivate students to read regularly, proving their potential to enhance language acquisition by providing enjoyable and accessible reading content.

5.2 Suggestion

Based on the conclusion, the researcher has some suggestions for students, educators, and future research.

5.2.1 For Students

To improve their reading skills, students can utilize digital comics as a tool for enjoyable independent learning. By selecting comics that match their interests and language proficiency, they can develop regular reading habits. Digital comics offer benefits for vocabulary development as well as critical thinking skills. Therefore, by applying various reading strategies, students are expected to use digital comics effectively to enhance their language proficiency independently.

5.2.2 For Educators

Educators can consider incorporating digital comics into the classroom as alternative reading materials that are engaging and accessible. Besides that, they can recommend and guide students to use digital comics effectively for enjoyable independent language learning. Educators can also encourage students to apply reading strategies through proper guidance. With appropriate support, students can enhance their motivation to read and improve their reading comprehension skills.

5.2.3 For Future Research

Future research could investigate the effectiveness of digital comics in enhancing reading comprehension by employing different methodologies, such as experimental or mixed-method approaches, to provide more robust empirical evidence. Studies could also examine the influence of specific comic genres or platforms on learning outcomes. Furthermore, expanding the participant pool to include learners from various educational levels or cultural backgrounds may offer broader insights into how digital comics can be optimized for EFL students. Such research would further validate the pedagogical value of digital comics and their potential as language learning tools.