

ABSTRACT

This study explores students' perceptions of using digital comics as a tool for enhancing English vocabulary mastery. In the digital age, where traditional learning methods often fail to engage learners, digital comics offer a visually rich and contextually meaningful medium that blends entertainment and education. Using a qualitative descriptive approach, this research involved semi-structured interviews with four male students from the English Education Department at Jambi University who actively use digital comics as part of their learning routine. The findings reveal that students initially engaged with digital comics for entertainment purposes but gradually recognized their potential in enriching vocabulary. Themes emerging from the data include digital comics as an entertaining learning medium, accessibility and affordability, increased exposure to synonyms and vocabulary variation, as well as the effectiveness of visuals in supporting comprehension. Furthermore, students employed strategies such as contextual guessing, integrating vocabulary tracking through apps, and practicing new words in daily life. Genre-specific vocabulary acquisition and the freedom to learn at their own pace also emerged as key advantages. Overall, digital comics not only motivated students to read but also supported incidental vocabulary acquisition in a natural and enjoyable way, indicating their strong potential as an alternative learning resource for vocabulary development in EFL contexts.

Keywords: digital comics; EFL learners; vocabulary acquisition; incidental learning; student perception