

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study aimed to explore students' perceptions of using digital comics in learning vocabulary and to explain how digital comics are used by students in their vocabulary learning process. Based on the analysis of interview data from four EFL learners, several conclusions can be drawn in line with the research objectives.

Regarding the first objective, the findings revealed that students initially used digital comics for entertainment purposes. However, over time, they realized that these comics also supported vocabulary development, leading to a shift in perception from casual reading to purposeful learning. Students appreciated the flexibility and accessibility of digital comics, which allowed them to read anytime and anywhere through mobile devices, making vocabulary learning more integrated into their daily lives. Furthermore, they valued digital comics as a cost-effective alternative to printed materials, as most comics are available online for free. The participants also demonstrated a positive attitude toward using digital comics in vocabulary learning. They found the content enjoyable, the visuals helpful in understanding meanings, and the learning process more engaging. Notably, students reported frequent exposure to synonyms and lexical variations within the comics, which helped broaden their vocabulary knowledge and enhanced their ability to choose words appropriately in various contexts.

As for the second objective, the study found that students employed several strategies while using digital comics to learn vocabulary. They commonly relied on visual elements and contextual clues to infer the meanings of unfamiliar words

before referring to dictionaries or translation tools. In addition, participants often used digital tools such as screenshot functions or note-taking apps to record new vocabulary, showing a conscious effort to retain and review the words they encountered. The comics also exposed students to informal and conversational language, including idioms and slang, which are typically absent from textbooks. Moreover, the learners reported applying new vocabulary in real-life situations, such as daily conversations or social media interactions, indicating the practical benefits of their learning. Comic genres further influenced vocabulary acquisition, as specific genres provided access to thematically relevant terms (e.g., romance, action, mystery). Lastly, students valued the self-paced nature of digital comics, which allowed them to reread content and review vocabulary at their own convenience, fostering autonomy and deeper understanding.

In summary, the use of digital comics was perceived positively by EFL learners as both an enjoyable and effective medium for vocabulary acquisition. Their use not only enriched students' vocabulary knowledge but also promoted independent learning through accessible, visual, and engaging content.

5.2 Suggestions

Based on the results and conclusions of this research, several suggestions are proposed for students, educators, and future researchers to maximize the benefits of using digital comics in vocabulary learning. For students, it is recommended that they use digital comics not only for entertainment but also as a consistent tool for expanding their vocabulary. Students are encouraged to actively engage with the comics by identifying unfamiliar words, using contextual clues to infer meanings, and taking notes for later review. Additionally, students should

make efforts to apply new vocabulary in real-life contexts such as speaking, writing, or posting on social media. Exploring different genres is also advisable, as it can expose learners to a broader range of thematic vocabulary based on their interests.

For educators, this study suggests incorporating digital comics as a supplementary resource in teaching vocabulary. Given that students responded positively to the visual and narrative aspects of comics, teachers can utilize them to introduce new vocabulary in a more engaging and contextualized manner. Comics can also be used to develop classroom activities such as vocabulary identification, context guessing, synonym matching, or even creative tasks like having students write their own comic strips. Teachers may also guide students in selecting English-language comics that align with their proficiency level and encourage them to use digital tools to support vocabulary retention.

For future researchers, this study was limited in scope due to the small number of participants and single institutional setting. Therefore, further research is encouraged to involve larger and more diverse participant groups to increase the generalizability of findings. Future studies could also examine the long-term impact of digital comic use on vocabulary retention or explore the effectiveness of digital comics in comparison with other digital media tools such as videos, mobile applications, or games. Additionally, using a quantitative or mixed-methods approach may provide further insights into how digital comics influence vocabulary growth, motivation, and learner autonomy.

