EFL HIGHER EDUCATION STUDENTS' PERCEPTION OF THE EFFECTIVENESS OF ENGLISH DIGITAL COMICS TO FACILITATE READING FLUENCY

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor Education in English Language Education

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MOTTO

If you lost your motivation in life, just remember all the good songs that you'll listen when you still exist. –or just remember mie ayam.

Me, probably.

ABSTRACT

EFL Higher Education Students' Perception of The Effectiveness of English Digital Comics To Facilitate Reading Fluency
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This study explores the perceptions of EFL (English as a Foreign Language) higher education students regarding the effectiveness of English digital comics in enhancing reading fluency. With the growing integration of digital media in language learning, digital comics have emerged as a visually engaging and context-rich tool to support language acquisition. Using a quantitative method and descriptive design, data were collected through questionnaires distributed to 28 EFL students from various universities across Indonesia, all of whom regularly read English digital comics. The results indicate that the majority of students perceive digital comics as an effective, enjoyable, and accessible medium for improving reading fluency. Key features such as visual storytelling, natural dialogue, and genre variety were found to enhance motivation, vocabulary acquisition, and reading comprehension. However, some limitations were also noted, including difficulties with unfamiliar slang, small text formatting, and limited support for pronunciation or academic vocabulary. Overall, the findings suggest that digital comics can serve as a valuable supplementary tool in EFL reading instruction. When used alongside traditional materials, they offer a balanced and engaging approach to developing English literacy skills, particularly in fostering motivation and improving fluency.

Keywords: digital comics, EFL learners, language learning media, reading fluency, student perception.

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DEDICATION

This thesis would not have been possible without the unwavering support, encouragement, and love of those closest to me.

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CHAPTER I: INTRODUCTION

In this section, the researcher examines the thesis introduction, which is divided into four parts: the background of the study, the research question, the research objectives, and the significance of the study.

1. BACKGROUND OF THE RESEARCH

Students can get many advantages of reading by being aware that reading habits can develop reading speed, fluency, vocabulary, general knowledge and academic achievement (Chettri, 2013). It is important to develop EFL students' English reading habits to make English reading habits a sustainable pattern of behavior in EFL students' daily basis. English as a Foreign Language (EFL) learners frequently perceive classroom instruction as insufficient and often seek additional resources independently. Consequently, it is essential for EFL learners to access supplementary materials beyond their formal education. The majority of individuals engage with the internet on a daily basis, and a lot of free and accessible resources are available for those who are motivated to seek them out. Digital comics represent one such resource, offering a diverse array of types, genres, and artistic styles for readers to enjoy anytime and anywhere. Numerous applications and websites feature digital comics from across

the globe, some even offering multilingual options within a single platform. Many learners have improved their English skills through well-translated comics, and the researcher is among them.

The use of digital comics as a medium for enhancing English reading fluency has gained traction in educational research, particularly in the context of language acquisition. Digital comics, characterized by their combination of visual storytelling and textual dialogue, offer unique advantages that can significantly influence students' engagement and comprehension skills. One of the primary benefits of digital comics is their ability to attract and maintain student interest. As noted by Radeswandri, comics are inherently appealing to children, making them an effective alternative learning medium that can be accessed anytime and anywhere (Radeswandri et al., 2021). This accessibility is crucial in a digital age where students are increasingly accustomed to interactive and visually stimulating content.

Rizki Ananda Efendi stated that English learners are able to develop their vocabulary by reading digital comics (webtoon) and they have good perceptions regarding digital comic as a tool in English vocabulary mastery. They gained many new vocabularies and experienced a fun time while

reading Webtoon and it made them start developing reading habits. (Efendi, 2019)

Based on Elza Aqilla and Suprayogi, stated that webtoon in improving English vocabularies can hold 3 potentials. Webtoon is Generation Z friendly since it can be accessed easily from both smartphone and laptop or computer. It also offers interesting learning activities for students that can be enjoyed during free time like doing their hobbies. Webtoon also provides new vocabularies and visualisation. (Novanti & Suprayogi, 2021)

There are also a lot of teacher used digital comics as media in teaching English. According to Ai Setialis, Diah Wulansari and Vegayanto (2017), the use of LINE Webtoon contributes to the teachers' creativity in providing authentic media and material and also creating fun learning activities. Their findings also indicated that the use of LINE Webtoon creates good and active classroom atmosphere and the students' responses are mostly positive where they become more motivated and interested in learning English as they have fun accessing it. Finanty and Dias Tiara (2020) also stated that digital comic may give a positive feedback in English language teaching and learning activities. (Setialis et al., 2018) (Ahsanah & Utomo, 2020)

Furthermore, the integration of simple language and relatable narratives in digital comics can enhance comprehension, particularly for English as Foreign Language (EFL) learners (Rais et al., 2022). The visual elements of comics serve to contextualize language, thereby facilitating better understanding and retention of vocabulary and grammar structures. Research indicates that digital comics can lead to significant improvements in literacy skills. Sari et al. found that the use of digital comics in thematic learning resulted in marked enhancements in students' literature skills, as evidenced by pretest and posttest comparisons (Kartika Sari et al., 2022) (Sari et al., 2024). This aligns with findings from other studies that highlight the motivational aspects of comics, which can stimulate enthusiasm for reading and learning (Susanti & Wibawa, 2022).

The multimodal nature of comics—combining images, text, and sometimes audio—provides a rich context for language learning, catering to various learning styles and preferences (Pratiwi, 2021). This multimodality not only aids in comprehension but also encourages students to engage more deeply with the material, fostering a more interactive learning environment (Muyassaroh et al., 2019). Moreover, the effectiveness of digital comics in promoting reading fluency is supported by their ability to present complex

concepts in a simplified manner. Digital comics can break down abstract ideas into more digestible visual narratives, making them particularly useful for younger learners or those struggling with traditional text formats. This simplification is essential in language learning, where the cognitive load can often hinder progress. As noted by Putri, the structured format of digital comics—with frames, speech balloons, and sequential storytelling—guides readers through the narrative, enhancing their understanding of language and context (Putri et al., 2023).

In addition to improving reading skills, digital comics also encourage collaborative learning and social interaction among students. The interactive nature of digital comics can promote discussions and group activities, which are vital for language acquisition (Rais et al., 2022). This social aspect is particularly beneficial in EFL contexts, where peer interaction can enhance language practice and fluency (İlhan et al., 2021). Furthermore, the positive reception of digital comics among students suggests that they can serve as a bridge to more traditional forms of reading, gradually building confidence and fluency in English (Wicaksono et al., 2022). In conclusion, the literature supports the notion that digital comics are a valuable tool for enhancing English reading fluency. Their engaging nature, combined with their ability to

present language in a visually rich and accessible format, makes them an effective medium for fostering literacy skills among students. As educational practices continue to evolve in the digital age, the integration of digital comics into language learning curricula presents a promising avenue for improving student outcomes in reading fluency.

In this case, the researcher is interested in how digital comics can be a media to acquire English reading fluency for EFL learners. Comics are one of the various sources to learn English. Using English comics to learn English can be very fun and interesting. By using English comics, EFL learners will be more interested and active in learning English of their own. They will feel something new and different from what they are used to in class. The researcher hopes that with the use of English digital comics they can learn various vocabularies in a fun way and improve their English reading fluency.

Digital comics as a media for EFL learners is like a complete package to learn passive English skills such as reading fluency, since they provide various genres to choose, a lot of dialogue with different grammar structure, beautiful art style that can enhance the understanding of the story, and can be read daily. The researcher can see the how EFL learners engage with digital comics, as a simple gateway to a

text-based literacy and improve their English reading fluency from it.

The researcher wants to see how using digital comics can make EFL learners' easy to understand English language. The use of digital comics is one way to overcome the problem of EFL learners' English skills. For this assumption, the researcher is interested to do research with title "EFL Higher Education Students' Perception of the Effectiveness of English Digital Comics to facilitate Reading Fluency".

2. RESEARCH QUESTION

The study will address the following research questions:

1. How do EFL higher education students perceive the effectiveness of English digital comics in improving their reading fluency?
2. What specific features of digital comics do students find most helpful in enhancing their reading fluency?
3. What challenges or limitations do students encounter when using digital comics for reading practice?

3. RESEARCH OBJECTIVE

The main objectives of this research are:

1. To explore EFL higher education students' perceptions regarding the effectiveness of English digital comics in improving reading fluency.
2. To identify the key features of digital comics that students believe contribute to their reading fluency.
3. To examine any difficulties or limitations students experience while using digital comics for reading purposes.

4. SIGNIFICANCE OF THE STUDY

This research is expected to give some significance as follow:

1. Theoretically, for EFL learners, to let them know on how digital comics can affect their English learning process, especially in reading fluency.
2. Practically
    a. To give information to the teacher, that there are source other than school to learn English for EFL learners of their own, and teachers also can adapt and use this source for them to improvised and used in school.

b. For researcher, to know on how digital comics affect student's reading fluency, as the researcher also used this source to learn English herself.

CHAPTER II: REVIEW OF THE RELATED LITERATURE

This section discusses Previous Research and the Review of Related Literature. Looking at past studies helps the researcher see what has already been done and where there are still gaps or weaknesses. By understanding these limitations, the researcher can improve and build on earlier work to make the current study more useful and relevant. The goal is to contribute something meaningful that can help move the field of education forward.

A. PREVIOUS RESEARCH

The first study is Comic strip: a media to teach English by Rizky Vita Losi, Sri Wahyuni, Sisi Rosida, and Putri Zahra (2023). This study go into detail about the use of comic strip as a learning medium, its advantages, and the effect to English learning at class. This literature review used George's (2008) model, library research methodology, as the research method. The information was gathered from research articles about the use of comic strips in learning languages that were published. According to the review, prior research has shown that using comic strips in language learning can benefit students with their vocabulary, writing, and reading skills (Rizky Vita Losi et al., 2023).

The next study is a journal titled 'Digital comic Media on Smartphones to Improve Communication Skills' by Abd. Ghofur (2022). This study aims to develop digital comic media and their influence on improving communication skills. This research used a method with the gradual development of ADDIE: analysis, design, development, implementation, and evaluation. After being validated by media experts and material experts, the development results show that digital comic meets the criteria as media. In addition, the results of testing the application of digital comic media in learning English found that the communication skills were better by the increase in the ability to guess, arrange arguments, formulate definitions, and generalize. Applying digital comic media to improve communication skills can be a reference in learning English. (Ghofur, 2022).

The next study is a journal titled 'Cartoons as the Incidental Vocabulary Acquisition Tool for English Language Learners' by Nermeen Singer (2022), This paper critically analyzes the benefits of incidental learning, the evidence of its effective implementation in the classroom with English Language Learners, and the results of previous studies using cartoons as the method of incidental learning among students, including English Language Learners.

The documents explore the role of media tools, particularly cartoons and subtitles, in facilitating incidental vocabulary acquisition for English Language Learners (ELLs). They emphasize the shift from traditional immersion methods to more flexible, multilingual approaches that incorporate the use of L1 alongside L2 to enhance understanding, reduce anxiety, and support vocabulary development. Theoretical frameworks from informal learning and educational theorists underpin the effectiveness of media-based incidental learning, highlighting its potential to improve language retention outside formal classroom settings. Empirical evidence suggests that integrating cartoons with subtitles, tailored to learners' developmental stages and interests, can significantly boost vocabulary acquisition, making multimedia a valuable supplement to conventional language teaching strategies. However, teachers must pair this practice with intentional learning to retain the result (Singer, 2022).

The fourth study, ‘Comics as Educational Tools in Teaching English Grammar, Lexis and Communication Skills’ by Olga Sedliarova and Natalia Soloveva (2021). The authors aim at presenting an algorithm of teaching English and conversation skills by means of comics design teaching passing through the following stages: introducing the

communicative situation, learning cultural data (linguistic and extralinguistic) and a conversation pattern (social rules for opening, developing and closing a conversation), imitating the conversation, working with grammar patterns and speech clichés, reproducing the conversation following the pictures, and, finally, acting it out. Comics vividly demonstrate facial expressions and gestures of the characters that are crucial in communicating certain ideas in a multisemiotic way either accompanying speech or performing on their own. This articles examine the effectiveness of using comics as multimodal educational tools for teaching English to young learners, highlighting their ability to enhance motivation, comprehension, and active participation. They emphasize the importance of visual literacy and demonstrate that comics, with their combination of visual and textual elements, facilitate the acquisition of language, social, and communication skills. Research conducted with 9-10-year-old students in Russia confirms that comics improve memorization, pronunciation, and conversation skills, making language learning more engaging and effective compared to traditional methods (Sedliarova et al., 2021).

The fifth study is a research by Eva Solina Gultom, Adelle Frans, and Esperanza Cellay (2022) titled ‘Adapting the Graphic Novel to Improve Speaking Fluency for EFL

Learners', emphasizes the benefits of integrating graphic novels and literature into language learning, particularly for EFL students, to enhance reading comprehension, motivation, and cultural awareness. It highlights how discussing content aloud and visual elements in graphic novels foster higher-order thinking, vocabulary development, and visual literacy, making language learning more engaging and meaningful. The research also underscores the positive impact of using multimedia and interactive resources, such as graphic novels, in online and traditional classroom settings to improve speaking fluency, critical thinking, and learner confidence.

This study explores the effectiveness of literature in enhancing English speaking fluency among English as Foreign Language (EFL) learners, with a particular focus on graphic novels. As a form of literature, graphic novels serve as a valuable resource, offering learners engaging, inspiring, conceptual, and artistic experiences. A quantitative approach was employed, involving online class observations and survey analysis, to examine the influence of literature on EFL learners' speaking abilities, highlight the potential of graphic novels, improve speaking skills, and enhance fluency. Although graphic novels are not typically used in English-speaking classrooms, they have proven effective in supporting students' progress and encouraging sustained

interest in developing their spoken English. Through this learning method, EFL learners show enthusiasm for engaging with literary texts through visual storytelling and connecting these with spoken English discussions. Ultimately, this interaction helps learners build self-confidence and develop critical thinking skills (Gultom et al., 2022).

A study by Finaty Ahsanah and Dias Tiara Putri Utomo titled ‘The Use of Digital Comic in Developing Student’s English Competence’ (2020), examine the effectiveness of digital comics created with Pixton as a teaching tool to enhance students' English skills, particularly in areas like Structure and Written Expression, including subject-verb agreement, adjectives, and adverbs. The research involved students engaging with digital comics through multiple sessions, incorporating discussions, exercises, and assessments, which resulted in significant improvements in TOEFL scores. Both studies highlight positive student responses and recommend the integration of digital comics into language learning curricula, supported by previous research indicating their potential benefits in EFL classrooms.

According to some of the precious research above, the researcher aimed to know the research gap between the previous research and the research which will be conducted by the researcher. The first study focused on comic strip as

media to teach English in class, through library research methodology on articles. The second study focused on improving communication skills through digital comic, using ADDIE as method. The third study using cartoons to acquire incidental vocabulary for EFL students, combined with subtitles. Fourth study focused on English grammar, lexis, and communication skills. Fifth study focused on improving speaking fluency. And the sixth, focused on developing students' English competence, resulted in improvements in TOEFL scores. Meanwhile in this study, the researcher is exploring EFL student's perception on digital comics, through their experiences of reading them continuously, and the effect on their reading fluency.

B. LITERATURE REVIEW

1. Digital Comics

Digital comics represent a modern evolution of traditional comic books, integrating multimedia elements such as animations, sounds, and interactive features that enhance the reading experience. They are defined as images or symbols combined using computer technology and digitally published, making them accessible on various electronic devices, including smartphones and tablets (Rohmanurmeta & Dewi, 2020). This accessibility is

crucial in educational contexts, as it allows for a broader reach among students, particularly in environments where traditional resources may be limited. The appeal of digital comics lies not only in their visual storytelling but also in their ability to engage students through interactive elements that can stimulate interest and motivation (İlhan et al., 2021).

The transition from print to digital formats has been shown to have significant implications for educational practices. Digital comics can be read anytime and anywhere, making them a flexible learning tool that caters to the diverse needs of students (Radeswandri et al., 2021). Furthermore, they can present complex narratives in a simplified manner, which is particularly beneficial for young learners and those acquiring a new language. The combination of visual and textual elements in digital comics aids in comprehension and retention, as students can visualize the story while simultaneously engaging with the text (Putri, 2023).

2. Digital Comics as a Learning Medium

The use of digital comics as a learning medium has gained traction in various educational settings, particularly in teaching English as a Foreign Language

(EFL). Research indicates that digital comics can significantly enhance students' motivation to learn and improve their reading skills (Ramadhani, 2022; Saputri et al., 2021). For instance, studies have shown that the integration of digital comics into the curriculum can lead to increased student engagement and interest in reading (Iswadi, 2021). This is particularly important in EFL contexts, where learners often face challenges related to vocabulary acquisition and comprehension.

Digital comics serve as an interactive learning medium that not only entertains but also educates. They provide clear directions regarding the learning process, making it easier for students to follow along and understand the material (Suri et al., 2021). The visual nature of comics can help demystify complex concepts, allowing learners to grasp difficult ideas more readily. Additionally, the incorporation of humor and relatable characters in digital comics can create a more enjoyable learning experience, which is essential for maintaining student interest (Bashori, 2023).

Moreover, the effectiveness of digital comics in promoting literacy skills has been documented in various studies. For example, the use of digital comics has been linked to improvements in reading fluency, comprehension,

and overall literacy skills among students (Sari et al., 2022; Saputri et al., 2021). The interactive features of digital comics, such as clickable elements and animations, can further enhance engagement and facilitate a deeper understanding of the text (Bachri, 2023). This aligns with the findings that suggest digital comics can foster enthusiasm and enrich students' literacy skills, making them a valuable tool in EFL classrooms (Saputri et al., 2021).

3. Reading Fluency

Reading fluency, defined as the ability to read with speed, accuracy, and proper expression, is a critical component of literacy development. It is particularly important for EFL learners, as fluency can significantly impact their overall language proficiency and confidence in using the language (Ahsanah & Utomo, 2020). Research has shown that engaging with digital comics can enhance reading fluency by providing a context-rich environment where learners can practice their reading skills in an enjoyable and low-pressure setting (Wicaksono, 2023; Iswadi, 2021).

The visual context provided by digital comics allows learners to make connections between the text and

images, which can aid in comprehension and retention (Rohmanurmeta & Dewi, 2020). This multimodal approach to reading encourages students to engage with the material actively, thereby improving their fluency over time. Studies have indicated that students who utilize digital comics in their reading practice demonstrate higher levels of engagement and motivation, which are essential factors in developing reading fluency (Ramadhani, 2022; Saputri et al., 2021).

Furthermore, the interactive nature of digital comics can facilitate repeated exposure to vocabulary and sentence structures, which is crucial for EFL learners. By encountering words and phrases in various contexts, students can enhance their understanding and usage of the language, leading to improved fluency (Iswadi, 2021; Bachri, 2023). The ability to revisit and interact with the material at their own pace allows learners to build confidence and competence in their reading abilities.

4. Digital Comics in Enhancing Reading Fluency in EFL Classrooms

EFL learners often face unique challenges in acquiring reading fluency, including limited exposure to the target language and varying levels of motivation. Digital comics can serve as an effective solution to these

challenges by providing engaging and accessible content that resonates with learners (Fernando & Aminatun, 2021; Ahsanah & Utomo, 2020). The integration of digital comics into EFL instruction has been shown to increase students' interest in reading and improve their overall language skills (Ramadhani, 2022; Wicaksono, 2023).

Research indicates that EFL learners who engage with digital comics demonstrate significant improvements in their reading comprehension and vocabulary acquisition (Iswadi, 2021; Bachri, 2023). The combination of visual storytelling and textual elements allows students to contextualize their learning, making it easier to grasp new concepts and vocabulary. Additionally, the entertaining nature of digital comics can motivate reluctant readers to engage with the material, thereby fostering a positive attitude towards reading in English (Saputri et al., 2021; Fernando & Aminatun, 2021).

Moreover, the use of digital comics can support differentiated instruction in EFL classrooms. Teachers can select comics that align with their students' interests and proficiency levels, allowing for a more personalized learning experience. This adaptability is particularly beneficial in diverse classrooms where students may have varying levels of language proficiency and motivation

(Wahyudi & Haryati, 2023). By catering to individual needs, digital comics can enhance the overall effectiveness of EFL instruction.

In conclusion, the integration of digital comics into EFL education presents a promising avenue for enhancing reading fluency among learners. The engaging and interactive nature of digital comics not only motivates students but also provides a rich context for language acquisition. As educators continue to explore innovative teaching methods, digital comics stand out as a valuable resource for fostering literacy skills and promoting a love for reading in English.

CHAPTER III: RESEARCH METHODOLOGY

This chapter describes the research methodology used in this study. It outlines the research design, participants, data collection methods, and data analysis procedures. The purpose of this chapter is to explain how the research was conducted in a systematic and organized way to ensure the validity and reliability of the findings. By providing a clear explanation of the methods used, this chapter allows others to understand the research process and how the results were obtained.

A. RESEARCH DESIGN

The researcher used quantitative method on this research. As defined by Aliaga and Gunderson in Apuke (2017), quantitative research involves explaining phenomena by gathering numerical data, which is then analyzed using mathematical methods, particularly statistics (Apuke, 2017). In essence, the goal of quantitative research is to collect numerical data to explain a specific phenomenon. This method was chosen for the study because the researchers aim to obtain precise data based on observable and measurable phenomena.

Design used in this study is descriptive quantitative design. Creswell & Creswell (2018, Chap. 8) define descriptive quantitative designs—such as survey studies—as methods focused on “specifying the form of data collection,”

including population, sampling, instrumentation, and analysis (Stadtländer, 2009).

B. RESEARCH PARTICIPANT

According to Creswell, research participants refer to the subjects who are believed to have a potential to give the researcher reach information related to research questions (Mackiewicz, 2018). There were a lot of EFL Higher Education Students who use digital comics on daily basis, to facilitate them on passively learning English. In this research, the researcher gave the questionnaire to 28 EFL Higher Education students with diverse background, across universities in Indonesia, with different major they are in, by using simple random sampling as participants. The sample is EFL Higher Education Students who read digital comics with various length of time. This research participants gained by sharing the questionnaire to the internet where the digital comic user communities already exist, and gained 28 female EFL Higher Education Students responses in total, on June 2025.

In collecting data for this research, the researcher used quantitative technique. The data were gained by using questionnaire. Here is the explanation:

According to Brown, questionnaires are any written instruments that present respondents with a series of questions or statement to which they are to react either by writing out their answers or selecting them among existing answer (Lander & Brown, 1995). In this research, researcher provided close-ended and open-ended questionnaire which consist of 23 questions. The questionnaire was distributed to EFL Higher Education Students who read digital comics through digital comic communities on internet. The researcher provided options for some question, and had been filled by the participants based on their perspective and experience.

C. RESEARCH PROCEDURE

The researcher used multiple questionnaire of data collection from EFL Higher Education Students through digital comic communities. The instruments of data collecting in this study is the questionnaire, that is made up of (23) mixed questions which is categorized into 4 sections. Question (1) to (6) or Section A are about demographic information. Question (7) to (9) which is Section B is about EFL Higher Education Students' experience with digital comics. Question (10) to (19), Section C, is about their perception of effectiveness. And question (20) to (23), which is Section D, consists of the open ended questions. The type of questions is varies, the close-ended questions consist of yes/no questions, multiple choices,

and rating scales or called as Likert scale. The question with multiple choiches use the percentage system. Next, the result will be concluded in accordance with the EFL Higher Education Students' perceptions toward the Effectiveness of English Digital Comics to facilitate Reading Fluency.

D. METHOD OF DATA ANALYSIS

In this study, quantitative data were gathered using both closed-ended and open-ended questions. The data were analyzed using descriptive statistical methods, including frequencies, percentages, and mean values.

Descriptive statistical analysis is concerned with numerical description of a particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only (Kumar Singh, 2006). According to Kumar, one of the commonly used statistical data analysis methods is calculating frequency distributions, typically in percentages, for the items being studied. Therefore, the researcher applied Kumar's analytical approach to present the data.

CHAPTER IV: FINDING AND DISCUSSION

The findings and the discussion are covered in this Chapter. The section provides an answer to the research question that was formulated.

A. FINDINGS

To collect all the data, the researcher used questionnaire. The questionnaire used to know EFL Higher Education Student's perception of using digital comics, to facilitate them and its effectiveness on reading fluency. This section will be divided on several parts. Section A on demographic information, section B about students' experiences, section C about perception of effectiveness, and section D is the open-ended questions.

1. Section A: Demographic Information

Table 1

Variables		Frequency	Percentage%
2. Gender	Male	0	0%
	Female	28	100%
	Others	0	0%
	Total	28	100%
3. Age	18-20	4	14,3%
	21-23	14	50%
	24-26	3	10,7%
	27+	7	25%
	Total	28	100%
4. Current	First year	4	14,3%

year of study	Second year	1	3,57%
	Third year	2	7,14%
	Fourth year	9	32,14%
	Postgraduate	12	42,85%
	Total	28	100%
6. Length of learning English	< 1 year	1	3.57%
	1-3 years	4	14.3%
	4-6 years	3	10.71%
	6+ years	20	71.42%
	Total	28	100%

Table 1 presents the demographic information of the respondents. As previously mentioned, there are 28 participants in total. The table indicates that all respondents are female, representing 100% of the sample. This outcome is due to the fact that the communities where the researcher distributed the questionnaire mostly consist of female members. The age of the participants varies, all of them being a Higher Education Students. Based on the table, the age mostly of 21-23 year old, with exactly 50%, takes half of the data. The next majority is of 27+ year old, which is 25%. And the rest, consist of 14,3% 18-20 year olds, and 10,7% of 24-26 year olds.

With the variety of respondents' age, the classmen of their study also varies. Based on table 1, we can see that most of the respondents are postgraduate students, with take 42,85% of the data. And then 32,14% of them are on fourth year, 14,3% are on first year, 7,14%

are third year, and the minority, which takes 3,57% of the data, are second year.

The last item on the table is showing how long are the respondents been learning English. And the result, shows that most of them been earning English relatively for a long time, more than 6 years, and it takes more than half of the data, exactly 71,42%. And the other are still varies, with 14,3% are learning for about 1-3 years, 10,71% respondent are learning for about 4-6 years, and lastly 3,57% of the data have been learning for about less than a year.

Table 2.

Variables		Frequency	Percentage%
5. Major	Civil Engineering	2	7,13
	English Literature	5	18,0
	Sharia Economic Law	1	3,57
	Science of Communication	3	10,28
	Economic and Bussiness	1	3,6
	English Education	4	14,28
	Agrotechnology	2	7,14
	Radiology	1	3,6
	Biology	1	3,6
	Finance	1	3,6
	Pharmacy	1	3,6
	Indonesian Literature	1	3,6
	Math Education	1	3,6

	Management	1	3,6
	Information and Multimedia	1	3,6
	Geological Engineering	1	3,6
	Unknown/No answer	1	3,6
	Total	28	100%

In the table 2, show how diverse the questionnaire has been shared, and it reach 16 major that is spread across different Universities in Indonesia, and most of them are not related, only connected with the digital comic communities.

2. Section B: Experience with Digital Comics

Table 3.

Variables		Frequency	Percentage%
7. Experience	Yes	28	100%
	No	0	0%
	Total	28	100%
8. Frequency	Daily	8	28,57%
	Weekly	12	42,6%
	Monthly	1	3,57%
	Rarely	7	25%
	Total	28	100%
9. Apps used	Pixton/Canva	0	0%
	ReadWorks/ ComiXology	0	0%
	Manga/ Manhwa apps	28	100%
	Others	0	0%

	Total	28	100%

Based on the table above, the questions focus on respondents' experiences using digital comics, with varying responses. The first item ensures that all participants have indeed used digital comics for this purpose, with a confirmed result of 100%. The following item explores how frequently they engage with digital comics. The data shows that the largest group, 42.6%, reads them on a weekly basis. Additionally, 28.57% of respondents read digital comics daily, while 25% do so only occasionally. A small proportion, 3.57%, reported reading them on a monthly basis. And then the platforms the respondents' used are 100% using manga/manhwa Apps, which provide them with digital comics that ready to read on daily basis, like Webtoon, Kakao Webtoon, Manta, Tapas, etc.

3. Section C: Perception of effectiveness

Table 4.

10. I found reading digital comics enjoyable.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	1	3,57	3,57	3,57
4	6	21,43	21,43	25
5	21	75	75	100
Total	28	100	100	

11. Digital comics helped me understand unfamiliar vocabulary better.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	1	3,57	3,57	3,57
4	14	50	50	53,57
5	13	46,43	46,43	100
Total	28	100	100	

Table 4 presents the results for questions 10 and 11. According to the data, all respondents expressed enjoyment in reading digital comics. Specifically, 75% stated that they find reading comics very enjoyable, 21.43% considered it enjoyable, and only 3.57% remained neutral. The next item examined whether digital

comics help to understand unfamiliar vocabulary. The responses indicate that 46.43% found them very helpful, 50% found them helpful, and just 3.57% were neutral on the matter.

Table 5.

12. The images in digital comics made it easier for me to follow the story.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	2	7,14	7,14	7,14
4	7	25	25	32,14
5	19	67,86	67,86	100
Total	28	100	100	

13. Reading digital comics improved my reading speed.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	12	42,86	42,86	42,86
5	16	57,14	57,14	100
Total	28	100	100	

Table 5 presents the findings for questions 12 and 13. The first question explored whether digital comics made it easier for respondents to follow the storyline. The results show that a majority—67.86%—found them very

helpful, while 32.14% considered them helpful. Only 7.14% remained neutral. The following question examined whether digital comics contributed to improved reading speed. The responses were positive, with 57.14% indicating they were very helpful and 42.86% stating they were helpful.

Table 6

14. Digital comics motivated me to read more in English.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	6	21,43	21,43	21,43
4	5	17,86	17,86	39,29
5	17	60,71	60,71	100
Total	28	100	100	

15. Digital Comics helped me to read more fluently.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	4	14,3	14,3	14,3
4	12	42,85	42,85	57,15
5	12	42,85	42,85	100
Total	28	100	100	

Table 6 presents the responses to questions 14 and 15. The first question asked whether digital comics

motivated respondents to read more in English. The results were largely positive, with 60.71% indicating they felt very motivated, 17.86% stating they were motivated, and 21.43% remaining neutral. The second question focused on whether digital comics helped improve reading fluency. According to the data, 42.85% of respondents found them very helpful, another 42.85% considered them helpful, and the remaining 14.3% were neutral.

Table 7.

16. I could focus better when reading digital comics compare to traditional texts.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3,57	3,57	3,57
2	6	21,43	21,43	25
3	6	21,43	21,43	46,43
4	7	25	25	71,43
5	8	28,57	28,57	100
Total	28	100	100	

17. I felt less anxious reading English through digital comics.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	7,14	7,14	7,14
2	4	14,28	14,28	21,42
3	8	28,57	28,57	49,99
4	11	39,3	39,3	89,29

5	3	10,71	10,71	100
Total	28	100	100	

Table 7 presents the results for questions 16 and 17. The first item asked whether respondents were able to focus better when reading digital comics compared to traditional text formats. The responses varied according to individual experiences: 28.57% strongly agreed, 25% agreed, 21.43% were neutral, another 21.43% disagreed, and a small portion—3.57%—strongly disagreed. The second item explored whether reading English through digital comics made respondents feel less anxious. According to the data, 39.3% agreed, 28.57% were neutral, 14.28% disagreed, 10.71% strongly agreed, and the remaining 7.14% strongly disagreed.

Table 8.

18. I would prefer to use digital comics more often in my English classes.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3,57	3,57	3,57
2	4	14,29	14,29	17,86
3	8	28,57	28,57	46,43
4	8	28,57	28,57	75
5	7	25	25	100
Total	28	100	100	

19. Digital Comics should be included regularly in English language courses.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	3	10,71	10,71	10,71
3	6	21,43	21,43	32,14
4	13	46,43	46,43	78,57
5	6	21,43	21,43	100
Total	28	100	100	

The table above presents the results for questions 18 and 19. The first item asked whether respondents would prefer to use digital comics more frequently in their English classes. According to the data, 28.57% agreed, another 28.57% remained neutral, 25% strongly agreed, 14.29% disagreed, and a small percentage—3.57%—strongly disagreed. The second item explored whether digital comics should be regularly incorporated into English language courses. The responses show that 46.43% agreed, 21.43% strongly agreed, another 21.43% were neutral, and 10.71% disagreed.

4. **Section D: Open-Ended Question**

Question 20: What did you like most about using digital comics for reading practice?

Responses:

1.	I liked that digital comics made reading more fun and easier to understand.
2.	Make me know more about vocabulary
3.	Digital comics can be accessed anywhere, anytime, on various devices.
4.	Bacaannya ringan dan mudah dimengerti
5.	Saya sangat menyukai penggunaan komik digital untuk berlatih membaca karena isinya menarik dan disertai gambar yang membantu saya lebih mudah memahami cerita.
6.	The images can lead the conversation into the 'context', and it made me understand better. It also shows emotion, atmosphere, and even tone of the dialogues.
7.	support my reading ability
8.	learning while practicing and not boring because when reading digital comics I think and try to practice
9.	I find it interesting to learn new vocabularies everyday from the digital comics that I read
10.	When I can understand the plot without opening the translation
11.	digital comics often provide features like dictionaries or translation tools, which really help me learn new vocabulary and improve my reading skills.
12.	what i like the most about digital comics for reading practice is the dialogue in comic use short dialogues and natural conversation, which

	helped me to see how the language is used in real life and now how to use idiom and slang.
13.	What i like the most when using digital comics is bcus its easier to me to read anywhere and anytime i want
14.	the plotting when i dont really understand any kind of situation after i read the novel ones.
15.	Rich vocabulary due to their various genre also the comment section is a nice place to learning English as well
16.	Komik digital menggambarkan ekspresi dan ambience di sekitar karakter, biasanya juga disertai dengan sfx dari pergerakan yg ada di halaman sehingga tidak sulit memahami alur dan percakapannya
17.	Because it cheaper (i didn't have to spend my money) And i can read it anywhere & anytime when i have some spare time
18.	Story line and art
19.	The story plot and images make it more interesting
20.	Suka kalau kata-katanya langsung bisa paham semua
21.	Aksesnya mudah, terutama untuk komik yg asal bahasanya selain b inggris dan b indo. Banyak kata yg familiar, sehingga mudah memahami cerita. Jika ada kata yg baru diketahui, bisa menambah kosa kata.
22.	I found new vocabulary
23.	Sometimes came across never-seen/heard before vocab because comic have so many genre. With digital comics, you can just scroll at your own pace so its easy to pause to write down or search vocab also since its written you will have less typo in the future

24.	Easy to get a mutual understanding for the meaning of story
25.	I like using digital comics because the pictures make it easier to understand what the characters are saying. It also doesn't feel boring, even when I read for a long time.
26.	We can choose which genre or stories we prefer to read. Some like romance, others action, fantasy, etc.
27.	What I like the most is that the visuals make me more interested in reading.
28.	Because it has nice arts so i can relax my eyes while reading.

The respondents expressed a wide range of positive experiences regarding using digital comics for reading practice. Their feedback can be categorized into several key areas:

a. Increased Motivation and Enjoyment

Many respondents shared that digital comics make reading more enjoyable and less intimidating. The combination of visuals and storytelling made the experience feel engaging and entertaining, even during extended reading sessions. This enjoyment fostered greater motivation to read regularly in English.

"I like using digital comics because the pictures make it easier to understand what the characters are saying. It also doesn't feel boring, even when I read for a long time."

b. Improved Comprehension Through Visual Support

The visual elements in digital comics, such as illustrations, facial expressions, and sound effects (SFX), helped respondents understand the story more easily. These visuals provided context for dialogues, emotions, and tone, which supported comprehension even without translation.

"The images can lead the conversation into the 'context', and it made me understand better. It also shows emotion, atmosphere, and even tone of the dialogues."
"Komik digital menggambarkan ekspresi dan ambience di sekitar karakter... sehingga tidak sulit memahami alur dan percakapannya."

c. Vocabulary Building

A major benefit noted by respondents was vocabulary acquisition. Digital comics exposed them to new words in context, including idioms and slang. Many appreciated the presence of built-in tools like dictionaries or the ability to pause and look up unfamiliar words.

"I find it interesting to learn new vocabularies every day from the digital comics that I read."
"Digital comics often provide features like dictionaries or translation tools, which really help me learn new vocabulary."

d. Accessibility and Convenience

Respondents highlighted the convenience of being able to access digital comics anytime and anywhere using various devices. This flexibility allowed them to integrate English reading into their daily routines more easily.

"Digital comics can be accessed anywhere, anytime, on various devices."
"Because it's cheaper (I didn't have to spend my money) and I can read it anywhere & anytime when I have some spare time."

e. Authentic Language Use

Respondents appreciated that digital comics use natural, conversational language. The dialogue often reflects real-life English, which helped them better understand how the language is used in everyday situations.

"What I like the most about digital comics is the dialogue—short and natural conversations that show how to use idioms and slang in real life."

f. Genre Variety and Personal Choice

Several participants mentioned that having access to different genres made reading more

appealing. They could select topics that matched their interests, which further motivated them to read.

"We can choose which genre or stories we prefer to read. Some like romance, others action, fantasy, etc."

g. Enhanced Reading Fluency and Focus

Some respondents shared that digital comics helped them stay focused and improved their reading fluency. The clear storyline, supported by visuals, allowed them to follow the plot more easily compared to traditional texts.

"I can understand the plot without opening the translation."
"Easy to get a mutual understanding for the meaning of story."

Question 21: What did you find difficult or challenging when reading digital comics?

Response:

1.	Sometimes the words were too small or hard to read, and i got distracted by the pictures.
2.	When there is a slank word that i don't know the meaning
3.	Small screens may make text or images hard to read.
4.	Bahasa slank yang susah dimengerti
5.	Urutan panel atau balon percakapan membingungkan, sehingga saya perlu lebih teliti

	agar tidak salah memahami jalan cerita, jika komiknya menggunakan bahasa asing atau istilah yang tidak familiar, itu juga menjadi tantangan tersendiri.
6.	Slang.
7.	Unfamiliar vocabulary
8.	Sometimes there are unfamiliar words
9.	How to pronounce the vocab i just learned
10.	When i see new vocabulary or new synonyms
11.	Sometimes, the text size is too small or the font is hard to read on certain devices, which makes it challenging to fully enjoy the story.
12.	The reading layout could be confusing when speech bubbles overlapped.
13.	What i find difficult or challenging when reading digital comics is when i didn't know the words, but it's make me want to learn and open google translate to search the meaning of the word bcus i really want to know about the story
14.	Unfamilliar vocabulary of american-english word (for real).
15.	I think it's not difficult at all because i've been exposing english for long time, especially in academic fields. So reading digital comic in english is fun and make me found many communication ways using english such as how to express, words placement, etc.
16.	Terlalu monoton jika penggambaran komiknya nggak sesuai dengan emosi atau nuansa yg digambarkan dalam alur
17.	When the comics have a.... Classic english(?), old english(?) (i'm sorry, i didn't know the name), like "my husband changes every night", "miss pendleton" and "beneath the trees where nobody

	sees" (you can read all of it on webtoon eng)
18.	Memikirkan terjemahan jika saya baca komik digital dengan bahasa inggris tanpa melihat google.
19.	When there's some slang or uncommon expression that the character used
20.	I found vocabularies that rarely used daily because that was formal conversations. Then sometimes i search for the translation
21.	Ketika topiknya khusus atau berat, seperti militer atau politik karena ada istilah2 tertentu.
22.	New vocabulary that i find difficult to understand
23.	None
24.	Grammar or idiom
25.	Sometimes it's hard to understand slang or jokes in the story. When the panels are too full, it can be a little confusing too.
26.	When the author includes local dialects or (in the case of fantasy stories), when they use normal words as a special term
27.	I don't think it's that difficult because i'm trying to figure out vocabulary that i'm not familiar with.
28.	It's got me dizzy, since i need to look at the screen for hours.

Respondents reported several challenges when engaging with digital comics, particularly related to language, format, and readability. Their feedback can be grouped into the following key areas:

a. Language Barriers and Vocabulary Challenges

Many respondents found unfamiliar vocabulary, especially slang, idioms, or formal expressions, to be a significant obstacle. Some also mentioned difficulty with understanding local dialects or old/classical English used in certain comics.

"Sometimes there are unfamiliar words."
"Bahasa slank yang susah dimengerti."
"When there's some slang or uncommon expression that the character used."
"New vocabulary that I find difficult to understand."
"Unfamiliar vocabulary of American-English word (for real)."
"I found vocabularies that are rarely used daily because they were formal conversations."

b. Reading Layout and Panel Organization

Some respondents found the layout of digital comics confusing. Overlapping speech bubbles or unclear panel order made it difficult to follow the story accurately.

"Urutan panel atau balon percakapan membingungkan... saya perlu lebih teliti agar tidak salah memahami jalan cerita."
"The reading layout could be confusing when speech bubbles overlapped."
"Sometimes it's hard to understand when the panels are too full."

c. **Text Readability and Screen Issues**

Several readers mentioned problems with text size, font style, or screen dimensions, especially when reading on smaller devices.

"Sometimes the words were too small or hard to read."
"Small screens may make text or images hard to read."
"The text size is too small or the font is hard to read on certain devices."
"It's got me dizzy, since I need to look at the screen for hours."

d. **Comprehension Without Translation Support**

Some respondents felt challenged when they couldn't rely on translation tools, especially when encountering difficult topics or unfamiliar terms.

"Memikirkan terjemahan jika saya baca komik digital dengan bahasa Inggris tanpa melihat Google."
"When I didn't know the words, I wanted to open Google Translate to understand the story."

e. **Cultural or Genre-Specific Difficulties**

Comics that used classic English, military or political terminology, or genre-specific jargon (like fantasy terms) were seen as more difficult to understand.

"When the comics have... classic English, like 'my husband changes every night' (*comic title)."*
"Ketika topiknya khusus atau berat, seperti militer atau politik karena ada istilah-istilah tertentu."
"When the author includes local dialects or fantasy terms that are used in a special way."

f. **Pronunciation and Grammar Concerns**

A few respondents noted that while reading helped with vocabulary, they still struggled with pronunciation and grammar rules, especially in idiomatic expressions.

"How to pronounce the vocab I just learned."
"Grammar or idiom."

g. **Others Found No Major Difficulty**

Despite the challenges, a few respondents indicated that they did not find digital comics difficult, attributing this to their previous exposure to English or their interest in learning.

"I don't think it's that difficult because I'm trying to figure out vocabulary that I'm not familiar with."
"I think it's not difficult at all because I've been exposed to English for a long time."
"None."

Question 22: Do you think digital comics are more effective than traditional text-based materials in helping you improve reading fluency? Why or why not?

Responses:

1.	Yeah, I think digital comics can be more effective in some ways. The visuals help with context, so even if I don't know every word, I can still follow the story. It keeps me engaged way longer than a wall of text ever could. But on the flip side, it might not build deep vocabulary or grammar awareness like traditional reading does. So, kinda depends on your goal--if it's fluency and motivation, comics win. If it's academic reading, maybe not.
2.	Yes, because we can read itu everywhere without bring so many books
3.	Ultimately, a combination of both digital comics and traditional text-based materials can be most effective for improving reading fluency.
4.	Sangat membantu untuk meningkatkan kemampuan reading
5.	Menurut saya, komik digital bisa lebih efektif daripada materi teks tradisional dalam meningkatkan kelancaran membaca, karena tampilannya lebih menarik dan mudah dipahami. Gambar-gambar dalam komik membantu saya menghubungkan teks dengan konteks cerita, sehingga lebih cepat memahami isi bacaan.
6.	Yes. Because its accessible, easy to read everywhere, and there's not too much narration that sometimes too difficult to follow.
7.	Digital comics are not boring with their presentation of images compared to long texts containing narratives.

8.	yes, because now digital is very developed, especially the younger generation will understand it better if it is depicted visually.
9.	I think it's equal, it's not like digital comics is super effective than traditional text based one, but for me it's surely more effective because I don't easily get bored when I read digital comics cuz we can see the visual to help us improve our reading.
10.	Yes, because we can more often to reading, and also can learn a new language
11.	personally, I prefer traditional text-based materials because they allow me to freely imagine the scenes, characters, and emotions based on the descriptions in the text. without visual images, my mind can create its own version of the story, which makes the reading experience more personal and creative. That helps me stay engaged and practice my reading fluency in a deeper way.
12.	it depends on the learner's goals. digital comic can be effective because for improving reading because the dialogue is usually short, informal and engaging. the traditional text based material are better for developing academic reading skill.
13.	Yes, i think digital comics are more effective than traditional text-based materials to help me improve my reading fluency. Because with comics and drawing i suddenly understand what the story about and what are they do. If the comics interesting to me i have motivation to read all of it and learn English
14.	not really, because i preferency to using traditional text-based because it is hard to find good story as i want.
15.	In my opinion, comparing with digital comics, reading digital novels in webtoon-reading apps is more helpfull to learn English than reading digital comics. Because the text is more complex than

	speech ballons on digital comics. But, for someone who loves "learning with fun", reading digital comics could be more effective to improve reading fluency. Because you could read while see those characters visual, also you can put emotion easily on the words you read, so you able to memorize them better. (Emotion improves memory, btw)
16.	Dapat dikatakan efektif karena komik digital biasanya hanya berisi dengan dialog dan juga bagaimana mereka berbicara dapat berbeda sesuai dengan situasinya seperti formal atau informal. Selain itu, narasi cerita juga terkadang memiliki cara masing-masing untuk si tokoh bercerita sehingga menjadi pengalaman terbaru untuk belajar
17.	Yup, it helped me a lot. Because its art helped me to understand the dialogue/situation better than traditional text-based materials.
18.	Ya, karena untuk sekarang orang—bahkan saya—lebih mudah dan cepat menyerap informasi melalui handphone atau media digital sehingga baca menjadi cepat masuk otak dan lancar.
19.	Yes, the combi of pictures and words helped me to understand the context better
20.	Yes. For me that's so fun, also there are wonderful arts and storylines. It'll make more exciting
21.	Ya, karena aksesnya mudah dan tampilannya menarik. Namun, di satu sisi juga perlu text-based karena komik biasanya berisi daily or common conversation aja.
22.	Yes. Because there are pictures so it is easier to understand
23.	I think it helps to build and understand the nuance of how vocab being used or how the flow of conversation went.

24.	Yes, because through comics, illustrations and text can trigger our brains to understand the plot more easily.
25.	Yes, I think it's more effective because comics have pictures, so it's easier to understand the meaning. Also, I feel more interested in learning to read through comics than reading long texts.
26.	While text-based materials may improve one's imagination, digital comics help in a way that the authors can tell stories exactly like they want to be, with the help of illustrations.
27.	I think they are quite effective because digital comics are less boring to read because they are presented with visuals.
28.	Yes. Since we can read whatever story we like based our preferenced genre it would be more fun and we got motivated to read more to know what happened in the next chapter. So because of that, the time we spend for reading will increase as for the reading fluency.

Respondents provided a range of thoughtful perspectives on the effectiveness of digital comics compared to traditional text-based materials. Their answers can be categorized into key themes:

a. Visual Support Enhances Comprehension and Fluency

A large number of respondents found digital comics more effective due to the combination of visuals and text, which helps them better understand

the context and follow the storyline—even when unfamiliar vocabulary is present.

"The visuals help with context, so even if I don't know every word, I can still follow the story."
"Because its art helped me to understand the dialogue/situation better than traditional text-based materials."
"Illustrations and text can trigger our brains to understand the plot more easily."
"The combination of pictures and words helps me understand the context better."

b. Increased Engagement and Motivation to Read

Many respondents mentioned that digital comics are more engaging and less boring than traditional texts, which encourages them to read more frequently and for longer periods—contributing to improved fluency.

"It keeps me engaged way longer than a wall of text ever could."
"Reading digital comics is fun, with wonderful art and storylines—it makes reading more exciting."
"We can read whatever story we like based on our preferred genre... so we get motivated to read more."

c. Accessibility and Convenience

Respondents highlighted the ease of access and the portability of digital comics. Being able to read anytime and anywhere—without carrying heavy books—was a significant advantage.

"Yes, because we can read it everywhere without bringing so many books."
"Easier to access on mobile phones or digital platforms, so reading becomes faster and more convenient."

d. Natural Language and Conversational Exposure

Digital comics often feature short, informal dialogue that reflects real-life conversations, which can help learners develop more natural fluency in everyday English.

"Digital comics are usually filled with dialogues that reflect how people actually speak, either formally or informally."
"It helps me build and understand how vocabulary is used in conversation."

e. Balanced View: Depends on Learning Goals

Some respondents emphasized that while digital comics are great for improving fluency and motivation, traditional text-based materials are still essential for academic vocabulary, grammar development, and imagination.

"It kind of depends on your goal—if it's fluency and motivation, comics win. If it's academic reading, maybe not."
"Traditional materials help me imagine and deepen my understanding through longer, descriptive texts."
"Digital comics are good for casual reading, but text-based materials are better for building deep language skills."

f. Preference for Text-Based Materials (Minority View)

A few respondents preferred traditional texts, citing more complex language and a richer reading experience that requires active imagination and attention to structure.

"Personally, I prefer traditional texts because they let me imagine the scenes and make reading feel more personal."
"It's hard to find good comic stories that suit my interests, so I still prefer traditional reading."

Question 23: Any additional comments or suggestions regarding the use of digital comics in English learning?

Response:

1.	Digital comics are a fun way to learn English. They help you understand the story with pictures and make reading less boring. It would be nice if there were built in dictionaries or quizzes. Just don't use comics only--mix them with other materials too.

2.	I think reading is effective but if we reading it accompanied by english music it's also help
3.	Explore different genres and topics to broaden vocabulary and knowledge. Digital comics can be a fun and engaging way to learn English, especially when combined with other learning methods
4.	Penggunaan komik digital bisa membantu kemampuan baca seseorang
5.	Menurut saya, komik digital sangat membantu dalam pembelajaran bahasa Inggris karena membuat proses belajar menjadi lebih menyenangkan dan tidak membosankan.
6.	I still need to open dictionary here and there when i read the heavy one (genre). So the suggestion is just choose the comic you read based on your level of understanding, then level it up bit by bit.
7.	Digital comics are not boring with their presentation of images but must still be supported by longer readings
8.	No
9.	Many people don't know about how fun reading digital comics while we improving our English. I think people out there should be more aware that reading digital comics is so much fun. Aside from the fun, ofc we have the English learning as well
10.	No
11.	digital al comics are fun for learning, but I still enjoy reading plain texts more because they let me imagine freely. maybe a mix of both is the best.
12.	comic digitals in english can support learning new vocabulary
13.	I don't really have suggestions but if you really want to learn english fast, please started with comics you like or you interested with. Novel and fanfics in ao3 web is works too, if you find any

	story interesting you will started to learn english too
14.	if that makes you comfy to learn, then just do it. dont forget to read it in the legal site ones.
15.	Don't forget to visiting the comment section after reading your favorite digital comics. You can just read it, or leave your comment about the chapter you have read, or give your opinion, or you can also join a conversation if there's any, or you can show your support to the authors and the digital comics production team. Take note on every single new word you found, find the meaning, and use it to make a sentence or to practice read aloud, so you can improve your PRONUNCIATION as well
16.	Tidak ada
17.	-
18.	Akan lebih menarik lagi jika ada percakapan menggunakan idiom, langsung diberi notes penjelasannya agar pembaca juga tahu arti/maksud idiom tersebut.
19.	-
20.	Maybe, bisa dimasukin ke bab buku tentang digital comics ini (?) udah ada belum ya di buku sekolah? Lupa...
21.	Hanya perlu menyesuaikan jenis komik apa yang akan dibaca.
22.	No
23.	I think it can't be used as the only one way to learn but it should be used together with watching movies or listening to song so you can listen to the pronouncation too
24.	Maybe, the writer should include notes about the meaning of idiom?

25.	I think digital comics are a fun and useful way to learn English, especially for people who like to learn through visuals. It would be even better if there were automatic translations, so we can understand new vocabulary more easily.
26.	Learning new language is directly proportional to one's exposure about that language's medias. If you want to learn english, consume as many english medias as possible. Be it books, comics, movies, it helps.
27.	I don't think so.
28.	Trying to explore new genre so you will get new perspective and new vocabulary as well

Respondents provided a wide range of thoughtful suggestions on how to maximize the effectiveness of digital comics in English language learning. These suggestions can be categorized into the following key themes:

a. Combine Digital Comics with Other Learning Resources

Many respondents emphasized that while digital comics are useful and enjoyable, they should not be used in isolation. To ensure balanced language development, learners should supplement comics with other resources such as music, movies, novels, fan fiction, and traditional reading materials.

"Just don't use comics only—mix them with other materials too."

"Reading is effective, but if we read while listening to English music, it also helps."
"I think it can't be the only way to learn—watching movies and listening to songs are also necessary."
"If you really want to learn English fast, start with comics you like... but novels and fanfics work too."

b. Choose Content Based on Proficiency and Interest

Learners advised selecting digital comics according to their English proficiency level and personal interests. Starting with accessible content can build confidence and comprehension, while gradually moving to more challenging genres helps expand vocabulary and grammar awareness.

"Choose the comic you read based on your level of understanding, then level it up bit by bit."
"You just need to adjust what kind of comics you want to read."
"Try to explore new genres—you'll get new perspectives and vocabulary."

c. Use Built-In Tools and Features to Support Learning

Several respondents suggested the integration of learning tools within digital comic platforms to enhance vocabulary acquisition and comprehension. Common recommendations included built-in dictionaries, quizzes, and language support features.

"It would be nice if there were built-in dictionaries or quizzes."
"Add automatic translations to help us understand new vocabulary more easily."
"It would be more interesting if idioms had notes or explanations included."
"Maybe the writer should include notes about the meaning of idioms."

d. Actively Practice Vocabulary and Pronunciation

Respondents recommended active engagement strategies such as noting unfamiliar vocabulary, using it in sentences, and reading aloud. These practices were seen as effective ways to internalize language learned through comics.

"Take note of every new word you find—then use it in a sentence or practice with it."
"Read aloud to improve your pronunciation as well."

e. Engage with the Comic's Community and Comment Sections

Learners highlighted the potential of engaging with online communities through comment sections on digital comic platforms. This provides an opportunity for informal writing practice and interaction with others in English.

"Don't forget to visit the comment section after reading—leave your opinion or join the conversation."
"You can support the author and practice writing English at the same time."

f. Encourage Ethical and Legal Reading Habits

Some respondents reminded learners to use legal and official comic platforms to ensure ethical access and support for creators. This also ensures better quality content and language accuracy.

"Don't forget to read from legal sites."
"If that makes you comfy to learn, then just do it—but make sure to support the authors."

g. Integration into Educational Curricula

A few respondents suggested that digital comics could be officially integrated into school curricula or textbooks, allowing them to be used systematically in formal education.

"Maybe it could be included in textbook chapters—has it already been added to school books?"
"It would help if schools used more digital comics in reading classes."

B. DISCUSSION

1. Students' Perception of Digital Comics in Enhancing Reading Fluency

The findings from this study reveal overwhelmingly positive perceptions among EFL higher education students toward the use of English digital comics as a medium to enhance reading fluency. Respondents consistently reported that digital comics are enjoyable, accessible, and effective in facilitating English reading practice. Most students found that the visual support offered by digital comics—such as illustrations, panel sequences, and expressive characters—helped them better understand storylines, vocabulary, and contextual meaning without becoming overwhelmed by dense text.

Quantitative data indicated that a majority of participants agreed or strongly agreed that reading digital comics helped improve their reading speed, comprehension, and motivation to engage in English texts. Specifically, 75% of respondents found digital comics highly enjoyable (Table 4), and over 85% believed they supported vocabulary understanding and reading fluency (Tables 5 and 6). These results align with the open-ended responses, where students emphasized how digital comics reduce the pressure of reading and enhance engagement through a more relaxed and visually supported reading environment.

Moreover, many respondents expressed that digital comics motivated them to read more frequently in English. The informal and conversational language used in comics contributed to students feeling less anxious and

more confident while reading. Several students also commented that they found the daily or weekly habit of reading comics particularly helpful in developing reading fluency naturally and consistently.

2. Key Features That Support Fluency Development

A variety of features were identified as particularly helpful by the respondents:

Visual Aids and Multimodal Content: The images, sound effects, and facial expressions in digital comics provided meaningful context clues that supported comprehension. This aligns with the idea that multimodal learning environments reduce cognitive load and aid language processing (Pratiwi, 2021).

Conversational and Real-Life Language: Students appreciated that digital comics often use natural dialogue, idioms, and slang, which helped them understand how English is used in authentic contexts. This reflects previous studies (Novanti & Suprayogi, 2021) that emphasize the effectiveness of comics in presenting language in a realistic and relatable format.

Genre Variety and Personalization: The ability to choose genres based on personal interests (e.g., romance, fantasy, thriller) increased intrinsic motivation and sustained reading habits—key components in building fluency.

Ease of Access and Flexibility: Students emphasized the convenience of accessing comics from smartphones and tablets anytime and anywhere, making language learning more seamless and integrated into their daily routines.

Mixed Learning Tools: Some respondents noted that many digital comic platforms offer built-in dictionaries, translation aids, or annotations that help them quickly resolve language difficulties and strengthen vocabulary learning.

3. Limitations and Challenges

Despite the overall positive reception, students also encountered several challenges that may limit the effectiveness of digital comics for some learners:

Unfamiliar Vocabulary and Slang: Many participants struggled with understanding slang, idioms, or culturally specific terms that were not explained within the comic. This challenge was more pronounced in fantasy or historical genres, where unusual terminology or older English forms appeared frequently.

Text Readability and Screen Problem: Several respondents mentioned difficulties reading small fonts or navigating cluttered layouts on smaller screens. Overlapping speech bubbles and unclear panel sequencing sometimes disrupted their reading flow.

Lack of Pronunciation Practice: Some students highlighted that while digital comics support vocabulary recognition and comprehension, they do not inherently improve pronunciation unless paired with speaking or listening activities.

Limited Depth for Academic Reading: A few participants pointed out that digital comics might not sufficiently develop academic or formal English skills needed for university-level reading or writing. Thus, they

recommended combining comics with more traditional reading materials for a balanced approach.

These findings suggest that while digital comics are a highly engaging tool for supporting informal reading fluency, they are most effective when used in conjunction with other media and strategies that address higher-level literacy skills and language production.

4. Suggestion on Pedagogical Implications

This study indicates several implications for EFL educators and curriculum designers:

Combining Comics into Curriculum: Teachers can integrate digital comics into reading activities or assign them as supplementary materials to encourage out-of-class exposure to English in an engaging way.

Scaffolded Use: Comics can be paired with vocabulary-building tasks, comprehension questions, or pronunciation exercises to extend their educational value.

Selection Based on Learner Level: Instructors should select comics that match the learners' proficiency level and gradually introduce more complex genres or language structures as students' progress.

Use of Support Tools: Encouraging the use of built-in dictionaries, annotation tools, and glossaries can help learners manage unfamiliar language more independently and effectively.

5. Conclusion

Overall, the data confirms that digital comics are perceived as an effective, enjoyable, and motivating tool for enhancing English reading fluency among EFL higher education students. The unique combination of visual and textual elements not only supports comprehension but also fosters consistent reading habits. While there are limitations—particularly regarding vocabulary complexity and academic depth—the benefits outweigh the challenges for most learners. Thus, digital comics can be considered a valuable supplementary resource in modern EFL education, especially when implemented thoughtfully and in balance with other instructional materials.

CHAPTER V: CONCLUSION AND SUGGESTION

A. CONCLUSION

This research aimed to explore EFL higher education students' perceptions of the effectiveness of English digital comics in facilitating reading fluency. Based on the data collected from 28 female students across various majors and universities in Indonesia, the findings provide valuable insights into how digital comics are perceived and utilized in the context of English language learning.

The study concludes that digital comics are generally perceived as an effective, engaging, and accessible tool for improving reading fluency among EFL learners. Participants reported several benefits, including increased motivation to read, improved vocabulary acquisition, better comprehension through visual context, and enhanced reading speed. The multimodal format of digital comics—combining images and text—proved especially helpful for learners who often struggle with dense academic texts. Furthermore, the majority of respondents agreed that digital comics encouraged more frequent reading in English, especially due to their relatable dialogue, story-driven content, and flexibility in being accessed anytime via mobile devices. These findings support the idea that digital comics can promote independent learning and foster positive reading habits.

However, some limitations were also identified. Students noted challenges such as unfamiliar slang or idioms, difficulties understanding culturally specific content, and issues with reading layouts or font sizes on smaller

screens. While digital comics support fluency and comprehension, they may not be sufficient alone for developing formal academic vocabulary or improving pronunciation.

B. SUGGESTION

Based on the results of this research, a few suggestions are offered with the hope that they might be useful for learners, educators, and future researchers who are interested in the use of digital comics in English language learning:

1. For EFL Learners

   If you enjoy reading digital comics, consider using them not only for entertainment but also as a way to improve your English skills. Try choosing stories that match your interests and language level. It might also help to take note of new vocabulary, especially idioms or expressions, and try reading aloud to strengthen pronunciation. These small habits can make a difference over time.

2. For Teachers and Educators

   Teachers might find it helpful to explore digital comics as an alternative or complementary reading material in their classrooms. Since comics are often more engaging for students, they could be a good way to encourage more frequent English reading. If possible, combining comics with discussions, vocabulary tasks, or reflection activities could further support students' learning. Of course, every class is different, so teachers

are encouraged to adapt this idea in ways that suit their students best.

3. For Content Developers and Comic Platforms

   It could be beneficial if digital comic platforms included optional learning features—such as built-in dictionaries, notes for idioms, or pronunciation tips. These additions may not only support English learners but also make the comics more inclusive for a wider audience. Of course, keeping the balance between learning and enjoyment is important.

4. For Future Researchers

   There is still much to explore in this area. Future studies might look at larger or more varied groups of learners, or focus on different aspects of language learning—such as how digital comics influence speaking or writing skills. Comparing comics with other digital tools might also offer useful insights. Hopefully, this study can serve as a small starting point for further exploration.

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APPENDICES

1. Questionnaire

QUESTIONNAIRE

Section A: Demographic Information

1. Name:
2. What is your gender?

   Male

   Female

   Other / Prefer not to say

3. What is your age?
   a. 18–20
   b. 21–23
   c. 24–26
   d. 27+
4. What is your current year of study?
   a. First Year
   b. Second Year
   c. Third Year
   d. Fourth Year
   e. Postgraduate
5. What is your major? _____
6. How long have you been learning English?
   a. Less than 1 year

b. 1–3 years
c. 4–6 years
d. More than 6 years

Section B: Experience with Digital Comics

7. Have you ever used digital comics to learn or practice English before?
   a. Yes
   b. No
8. If yes, how often do you use digital comics for English learning?
   a. Daily
   b. Weekly
   c. Monthly
   d. Rarely
9. Which platforms or apps have you used to access digital comics? (You may select more than one)
   a. Comic making Apps like Pixton/Canva
   b. Basic comic learning site like ReadWorks or ComiXology
   c. Manga/Manhwa apps like Webtoon, Kakao Webtoon, Manta, etc.
   d. Other: _____

Section C: Perception of Effectiveness

Please rate the following statements according to how much you agree or disagree with them using the scale bellow:

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Statement

	Statement	Scale				
10.	I found reading digital comics enjoyable.					
11.	Digital comics helped me understand unfamiliar vocabulary better.					
12.	The images in digital comics made it easier for me to follow the story.					
13.	Reading digital comics improved my reading speed.					
14.	Digital comics motivated me to read more in English.					
15.	Digital comics helped me read more fluently.					
16.	I could focus better when reading digital comics compare to traditional					

	texts.					
17.	I felt less anxious reading English through digital comics.					
18.	I would prefer to use digital comics more often in my English classes.					
19.	Digital comics should be included regularly in English language courses.					

Section D: Open-Ended Questions

20. What did you like most about using digital comics for reading practice?
21. What did you find difficult or challenging when reading digital comics?
22. Do you think digital comics are more effective than traditional text-based materials in helping you improve reading fluency? Why or why not?
23. Any additional comments or suggestions regarding the use of digital comics in English learning?

2. List of answer

Section A

Variables		Frequency	Percentage%
Gender	Male	0	0%
	Female	28	100%
	Others	0	0%
	Total	28	100%
Age	18-20	4	14,3%
	21-23	14	50%
	24-26	3	10,7%
	27+	7	25%
	Total	28	100%
Current year of study	First year	4	14,3%
	Second year	1	3,57%
	Third year	2	7,14%
	Fourth year	9	32,14%
	Postgraduate	12	42,85%
	Total	28	100%
Length of learning English	< 1 year	1	3.57%
	1-3 years	4	14.3%
	4-6 years	3	10.71%
	6+ years	20	71.42%
	Total	28	100%

Section B

Variables		Frequency	Percentage%
Experience	Yes	28	100%
	No	0	0%
	Total	28	100%
Frequency	Daily	8	28,57%
	Weekly	12	42,6%
	Monthly	1	3,57%

	Rarely	7	25%
	Total	28	100%
4. Apps used	Pixton/Canva	0	0%
	ReadWorks/ ComiXology	0	0%
	Manga/Manhwa apps	28	100%
	Others	0	0%
	Total	28	100%

Variables		Frequency	Percentage%
3. Major	Civil Engineering	2	7,13
	English Literature	5	18,0
	Sharia Economic Law	1	3,57
	Science of Communication	3	10,28
	Economic and Bussiness	1	3,6
	English Education	4	14,28
	Agrotechnology	2	7,14
	Radiology	1	3,6
	Biology	1	3,6
	Finance	1	3,6
	Pharmacy	1	3,6
	Indonesian Literature	1	3,6
	Math Education	1	3,6
	Management	1	3,6
	Information and Multimedia	1	3,6
	Geological Engineering	1	3,6
	Unknown/No answer	1	3,6
	Total	28	100%

Section C

10. I found reading digital comics enjoyable.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	1	3,57	3,57	3,57
4	6	21,43	21,43	25
5	21	75	75	100
Total	28	100	100	
11. Digital comics helped me understand unfamiliar vocabulary better.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0		0
2	0	0		0
3	1	3,57		3,57
4	14	50		53,57
5	13	46,43		100
Total	28	100		
12. The images in digital comics made it easier for me to follow the story.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0		
2	0	0		
3	2	7,14		7,14
4	7	25		32,14
5	19	67,86		100
Total	28	100		
13. Reading digital comics improved my reading speed.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0		
2	0	0		

3	0	0		
4	12	42,86		42,86
5	16	57,14		100
Total	28	100		
14. Digital comics motivated me to read more in English.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0		
2	0	0		
3	6	21,43		21,43
4	5	17,86		39,29
5	17	60,71		100
Total	28	100		
15. Digital Comics helped me to read more fluently.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0		
2	0	0		
3	4	14,3		14,3
4	12	42,85		57,15
5	12	42,85		100
Total	28	100		
16. I could focus better when reading digital comics compare to traditional texts.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3,57		3,57
2	6	21,43		25
3	6	21,43		46,43
4	7	25		71,43
5	8	28,57		100
Total	28	100		
17. I felt less anxious reading English through digital comics.				
Scale	Frequency	Percent	Valid Percent	Cumulative Percent

1	2	7,14		7,14
2	4	14,28		21,42
3	8	28,57		49,99
4	11	39,3		89,29
5	3	10,71		100
Total	28	100		

18. I would prefer to use digital comics more often in my English classes.

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3,57		3,57
2	4	14,29		17,86
3	8	28,57		46,43
4	8	28,57		75
5	7	25		100
Total	28	100		

19. Digital Comics should be included regularly in English language courses.

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0		
2	3	10,71		10,71
3	6	21,43		32,14
4	13	46,43		78,57
5	6	21,43		100
Total	28	100		

Section D

Question 20: What did you like most about using digital comics for reading practice?
Response:

1.	I liked that digital comics made reading more fun and easier to understand.
2.	Make me know more about vocabulary
3.	Digital comics can be accessed anywhere, anytime, on various devices.
4.	Bacaannya ringan dan mudah dimengerti
5.	Saya sangat menyukai penggunaan komik digital untuk berlatih membaca karena isinya menarik dan disertai gambar yang membantu saya lebih mudah memahami cerita.
6.	The images can lead the conversation into the 'context', and it made me understand better. It also shows emotion, atmosphere, and even tone of the dialogues.
7.	support my reading ability
8.	learning while practicing and not boring because when reading digital comics I think and try to practice
9.	I find it interesting to learn new vocabularies everyday from the digital comics that I read
10.	When I can understand the plot without opening the translation
11.	digital comics often provide features like dictionaries or translation tools, which really help me learn new vocabulary and improve my reading skills.
12.	what i like the most about digital comics for reading practice is the dialogue in comic use short dialogues and natural conversation, which helped me to see how the language is used in real life and now how to use idiom and slang.
13.	What i like the most when using digital comics is bcus

	its easier to me to read anywhere and anytime i want
14.	the plotting when i dont really understand any kind of situation after i read the novel ones.
15.	Rich vocabulary due to their various genre also the comment section is a nice place to learning English as well
16.	Komik digital menggambarkan ekspresi dan ambience di sekitar karakter, biasanya juga disertai dengan sfx dari pergerakan yg ada di halaman sehingga tidak sulit memahami alur dan percakapannya
17.	Because it cheaper (i didn't have to spend my money) And i can read it anywhere & anytime when i have some spare time
18.	Story line and art
19.	The story plot and images make it more interesting
20.	Suka kalau kata-katanya langsung bisa paham semua
21.	Aksesnya mudah, terutama untuk komik yg asal bahasanya selain b inggris dan b indo. Banyak kata yg familiar, sehingga mudah memahami cerita. Jika ada kata yg baru diketahui, bisa menambah kosa kata.
22.	I found new vocabulary
23.	Sometimes came across never-seen/heard before vocab because comic have so many genre. With digital comics, you can just scroll at your own pace so its easy to pause to write down or search vocab also since its written you will have less typo in the future
24.	Easy to get a mutual understanding for the meaning of story
25.	I like using digital comics because the pictures make it easier to understand what the characters are saying. It also doesn’t feel boring, even when I read for a long time.
26.	We can choose which genre or stories we prefer to read. Some like romance, others action, fantasy, etc.

27.	What I like the most is that the visuals make me more interested in reading.
28.	Because it has nice arts so i can relax my eyes while reading.

Question 21: What did you find difficult or challenging when reading digital comics?

Response:

1.	Sometimes the words were too small or hard to read, and i got distracted by the pictures.
2.	When there is a slank word that i don't know the meaning
3.	Small screens may make text or images hard to read.
4.	Bahasa slank yang susah dimengerti
5.	Urutan panel atau balon percakapan membingungkan, sehingga saya perlu lebih teliti agar tidak salah memahami jalan cerita, jika komiknya menggunakan bahasa asing atau istilah yang tidak familiar, itu juga menjadi tantangan tersendiri.
6.	Slang.
7.	Unfamiliar vocabulary
8.	Sometimes there are unfamiliar words
9.	How to pronounce the vocab i just learned
10.	When i see new vocabulary or new synonyms
11.	Sometimes, the text size is too small or the font is hard to read on certain devices, which makes it challenging to fully enjoy the story.
12.	The reading layout could be confusing when speech bubbles overlapped.
13.	What i find difficult or challenging when reading digital comics is when i didn't know the words, but it's make me want to learn and open google translate to

	search the meaning of the word bcus i really want to know about the story
14.	Unfamilliar vocabulary of american-english word (for real).
15.	I think it's not difficult at all because i've been exposing english for long time, especially in academic fields. So reading digital comic in english is fun and make me found many communication ways using english such as how to express, words placement, etc.
16.	Terlalu monoton jika penggambaran komiknya nggak sesuai dengan emosi atau nuansa yg digambarkan dalam alur
17.	When the comics have a.... Classic english(?), old english(?) (i'm sorry, i didn't know the name), like "my husband changes every night", "miss pendleton" and "beneath the trees where nobody sees" (you can read all of it on webtoon eng)
18.	Memikirkan terjemahan jika saya baca komik digital dengan bahasa inggris tanpa melihat google.
19.	When there's some slang or uncommon expression that the character used
20.	I found vocabularies that rarely used daily because that was formal conversations. Then sometimes i search for the translation
21.	Ketika topiknya khusus atau berat, seperti militer atau politik karena ada istilah2 tertentu.
22.	New vocabulary that i find difficult to understand
23.	None
24.	Grammar or idiom
25.	Sometimes it's hard to understand slang or jokes in the story. When the panels are too full, it can be a little confusing too.
26.	When the author includes local dialects or (in the case of fantasy stories), when they use normal words as a special term

27.	I don't think it's that difficult because i'm trying to figure out vocabulary that i'm not familiar with.
28.	It's got me dizzy, since i need to look at the screen for hours.

Question 22: Do you think digital comics are more effective than traditional text-based materials in helping you improve reading fluency? Why or why not?

Responses:

1.	Yeah, I think digital comics can be more effective in some ways. The visuals help with context, so even if I don't know every word, I can still follow the story. It keeps me engaged way longer than a wall of text ever could. But on the flip side, it might not build deep vocabulary or grammar awareness like traditional reading does. So, kinda depends on your goal--if it's fluency and motivation, comics win. If it's academic reading, maybe not.
2.	Yes, because we can read itu everywhere without bring so many books
3.	Ultimately, a combination of both digital comics and traditional text-based materials can be most effective for improving reading fluency.
4.	Sangat membantu untuk meningkatkan kemampuan reading
5.	Menurut saya, komik digital bisa lebih efektif daripada materi teks tradisional dalam meningkatkan kelancaran membaca, karena tampilannya lebih menarik dan mudah dipahami. Gambar-gambar dalam komik membantu saya menghubungkan teks dengan konteks cerita, sehingga lebih cepat memahami isi bacaan.
6.	Yes. Because its accessible, easy to read everywhere, and there's not too much narration that sometimes too difficult to follow.
7.	Digital comics are not boring with their presentation of images compared to long texts containing narratives.

8.	yes, because now digital is very developed, especially the younger generation will understand it better if it is depicted visually.
9.	I think it's equal, it's not like digital comics is super effective than traditional text based one, but for me it's surely more effective because I don't easily get bored when I read digital comics cuz we can see the visual to help us improve our reading.
10.	Yes, because we can more often to reading, and also can learn a new language
11.	personally, I prefer traditional text-based materials because they allow me to freely imagine the scenes, characters, and emotions based on the descriptions in the text. without visual images, my mind can create its own version of the story, which makes the reading experience more personal and creative. That helps me stay engaged and practice my reading fluency in a deeper way.
12.	it depends on the learner's goals. digital comic can be effective because for improving reading because the dialogue is usually short, informal and engaging. the traditional text based material are better for developing academic reading skill.
13.	Yes, i think digital comics are more effective than traditional text-based materials to help me improve my reading fluency. Because with comics and drawing i suddenly understand what the story about and what are they do. If the comics interesting to me i have motivation to read all of it and learn English
14.	not really, because i preferency to using traditional text-based because it is hard to find good story as i want.
15.	In my opinion, comparing with digital comics, reading digital novels in webtoon-reading apps is more helpfull to learn English than reading digital comics. Because the text is more complex than speech ballons on digital comics.

	But, for someone who loves "learning with fun", reading digital comics could be more effective to improve reading fluency. Because you could read while see those characters visual, also you can put emotion easily on the words you read, so you able to memorize them better. (Emotion improves memory, btw)
16.	Dapat dikatakan efektif karena komik digital biasanya hanya berisi dengan dialog dan juga bagaimana mereka berbicara dapat berbeda sesuai dengan situasinya seperti formal atau informal. Selain itu, narasi cerita juga terkadang memiliki cara masing-masing untuk si tokoh bercerita sehingga menjadi pengalaman terbaru untuk belajar
17.	Yup, it helped me a lot. Because its art helped me to understand the dialogue/situation better than traditional text-based materials.
18.	Ya, karena untuk sekarang orang—bahkan saya—lebih mudah dan cepat menyerap informasi melalui handphone atau media digital sehingga baca menjadi cepat masuk otak dan lancar.
19.	Yes, the combi of pictures and words helped me to understand the context better
20.	Yes. For me that's so fun, also there are wonderful arts and storylines. It'll make more exciting
21.	Ya, karena aksesnya mudah dan tampilannya menarik. Namun, di satu sisi juga perlu text-based karena komik biasanya berisi daily or common conversation aja.
22.	Yes. Because there are pictures so it is easier to understand
23.	I think it helps to build and understand the nuance of how vocab being used or how the flow of conversation went.
24.	Yes, because through comics, illustrations and text can trigger our brains to understand the plot more easily.
25.	Yes, I think it’s more effective because comics have pictures, so it’s easier to understand the meaning. Also,

	I feel more interested in learning to read through comics than reading long texts.
26.	While text-based materials may improve one's imagination, digital comics help in a way that the authors can tell stories exactly like they want to be, with the help of illustrations.
27.	I think they are quite effective because digital comics are less boring to read because they are presented with visuals.
28.	Yes. Since we can read whatever story we like based our preferenced genre it would be more fun and we got motivated to read more to know what happened in the next chapter. So because of that, the time we spend for reading will increase as for the reading fluency.

Question 23: Any additional comments or suggestions regarding the use of digital comics in English learning?
Response:

1.	Digital comics are a fun way to learn English. They help you understand the story with pictures and make reading less boring. It would be nice if there were built in dictionaries or quizzes. Just don't use comics only--mix them with other materials too.
2.	I think reading is effective but if we reading it accompanied by english music it's also help
3.	Explore different genres and topics to broaden vocabulary and knowledge. Digital comics can be a fun and engaging way to learn English, especially when combined with other learning methods
4.	Penggunaan komik digital bisa membantu kemampuan baca seseorang
5.	Menurut saya, komik digital sangat membantu dalam pembelajaran bahasa Inggris karena membuat proses belajar menjadi lebih menyenangkan dan tidak membosankan.
6.	I still need to open dictionary here and there when i

	read the heavy one (genre). So the suggestion is just choose the comic you read based on your level of understanding, then level it up bit by bit.
7.	Digital comics are not boring with their presentation of images but must still be supported by longer readings
8.	No
9.	Many people don't know about how fun reading digital comics while we improving our English. I think people out there should be more aware that reading digital comics is so much fun. Aside from the fun, ofc we have the English learning as well
10.	No
11.	digital al comics are fun for learning, but I still enjoy reading plain texts more because they let me imagine freely. maybe a mix of both is the best.
12.	comic digitals in english can support learning new vocabulary
13.	I don't really have suggestions but if you really want to learn english fast, please started with comics you like or you interested with. Novel and fanfics in ao3 web is works too, if you find any story interesting you will started to learn english too
14.	if that makes you comfy to learn, then just do it. dont forget to read it in the legal site ones.
15.	Don't forget to visiting the comment section after reading your favorite digital comics. You can just read it, or leave your comment about the chapter you have read, or give your opinion, or you can also join a conversation if there's any, or you can show your support to the authors and the digital comics production team. Take note on every single new word you found, find the meaning, and use it to make a sentence or to practice read aloud, so you can improve your PRONUNCIATION as well

16.	Tidak ada
17.	-
18.	Akan lebih menarik lagi jika ada percakapan menggunakan idiom, langsung diberi notes penjelasannya agar pembaca juga tahu arti/maksud idiom tersebut.
19.	-
20.	Maybe, bisa dimasukin ke bab buku tentang digital comics ini (?) udah ada belum ya di buku sekolah? Lupa...
21.	Hanya perlu menyesuaikan jenis komik apa yang akan dibaca.
22.	No
23.	I think it can't be used as the only one way to learn but it should be used together with watching movies or listening to song so you can listen to the pronouncation too
24.	Maybe, the writer should include notes about the meaning of idiom?
25.	I think digital comics are a fun and useful way to learn English, especially for people who like to learn through visuals. It would be even better if there were automatic translations, so we can understand new vocabulary more easily.
26.	Learning new language is directly proportional to one's exposure about that language's medias. If you want to learn english, consume as many english medias as possible. Be it books, comics, movies, it helps.
27.	I don't think so.
28.	Trying to explore new genre so you will get new perspective and new vocabulary as well

3. URL of the respondents
   Link Spreadsheet respondents:
   https://docs.google.com/spreadsheets/d/1HyUwSMLPzeHOSKfRosThQU_KZZtnOkxOHuL_eWteIcU/edit?resourcekey=&gid=1651631436#gid=1651631436

   Link of google form:
   https://docs.google.com/forms/d/1BxC7yu4DIPgblFHxLETne6CkeqhWoPfoh2Tmuoh9KgM/edit#responses

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