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DIGITAL LITERACY BOOST: INTEGRATING ONLINE MAGAZINES FOR SENIOR HIGH SCHOOL IN INDONESIA

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Abstract

The advancement of technology has transformed education by providing numerous online media and resources. This mixed-method research explored the impact of integrating online magazines into the teaching of reading report texts in English for eleventh-grade students at a senior high school in Indonesia. The study assessed how online magazines affect students' reading skills, engagement, and digital literacy. Online magazines were used to address common challenges in reading, such as lack of interest and motivation. Quantitative data were collected from 100 students through a structured questionnaire designed to capture their perceptions and experiences. The findings indicated that online magazines significantly enhanced student engagement and interest. Many students reported feeling more enthusiastic about learning and found online magazines to be enjoyable media. Most students did not find online magazines tedious, and a majority noted that these resources made them more active during learning sessions. Furthermore, a substantial number of students observed improvements in their reading skills and unanimously agreed that online magazines increased their vocabulary. Qualitative data from interviews with ten teachers revealed an increase in students' willingness to participate in reading activities and an improvement in their comprehension skills. The data suggest that online magazines effectively address reading difficulties by making the learning process more engaging and relevant to students' digital experiences. These findings highlight the potential of online magazines as a valuable educational tool, enhancing reading instruction and fostering positive student responses toward this innovative approach.

Keywords: ICT integration; online magazine; teaching EFL reading; students' engagement; senior high school

INTRODUCTION

In the digital era, the integration of technology in education has opened new avenues for enhancing language learning experiences. Among various digital tools, online magazines have gained prominence as a valuable resource, offering multimedia content that can significantly improve reading skills and boost student interest. Improving reading skills is critical for academic success, encompassing comprehension, critical thinking, and the ability to analyse texts (Li & Liu, 2021). However, studies show that developing reading skills can

often seem daunting for English as a Foreign Language (EFL) students (Chowdhury & Ara, 2021). Therefore, fostering student interest in reading is essential for maintaining motivation and encouraging lifelong learning habits (Kim et al., 2022).

Studies indicate that the use of online magazines in educational settings can effectively address both these needs. For example, research by Park and Kim (2020) demonstrates that the interactive features of online magazines—such as embedded videos, hyperlinks, and interactive graphics—can enhance students' reading comprehension by providing contextual information and making content more engaging. Similarly, Kuo et al. (2021) found that online magazines can significantly increase students' motivation to read, as they often include current, relatable topics that appeal to students' interests. Furthermore, online magazines offer a dynamic and flexible platform for incorporating various reading strategies, which can cater to diverse learning styles and improve overall literacy skills (Chen & Tsai, 2023).

This introduction establishes the foundation for understanding how online magazines can revolutionize traditional reading practices and create a more engaging and effective learning environment. The study aims to explore the potential of integrating online magazines to enhance reading skills and boost engagement among eleventh-grade students at a senior high school in Indonesia, where English is taught as a foreign language (Adipramono, 2011).

METHOD

This study utilized a mixed-methods research design to explore how teaching reading through online magazines affects eleventh-grade students' reading skills and engagement. Responses to a survey questionnaire from 100 randomly selected eleventh-grade students from a Senior High School (SHS) in Indonesia provided quantitative data. In the Indonesian educational system, students enter SHS, a three-year program for students aged 16 to 18, after completing their Junior Secondary School (JSS) level of education. In addition, brief comments by ten purposively selected teachers served as qualitative data for the study. All the responding teachers have one to three years' experience of integrating online magazines into their teaching of reading.

The survey questionnaire included close-ended questions for the students to capture detailed feedback regarding their experiences and perceptions (Appendix 1). It was designed to assess various aspects of using online magazines, such as ease of use, engagement, enjoyment, and impact on reading skills and habits. Specifically, the questions addressed the following areas:

- a) Ease of Use: Whether students found online magazines difficult to use for learning.
- b) Engagement and Motivation: Whether online magazines made students enthusiastic and active during learning.
- c) Enjoyment: Whether students found online magazines pleasant and not tedious.
- d) Impact on Learning: Whether online magazines improved students' reading skills and vocabulary, and whether they provided opportunities for group or individual study.

The semi-structured teachers' interviews included specific questions on their views regarding a) students' engagement and motivation to participate in reading activities, b) improvement in their comprehension skills, and c) general feedback (Appendix 2).

The findings were analyzed to understand both the responding students' and teachers' perceptions and to identify trends and patterns in their feedback. This analysis aimed to assess the effectiveness of online magazines as a teaching tool and to evaluate their potential for enhancing students' reading experiences.

RESULTS AND DISCUSSION

A. *Quantitative Data:*

The analysis of the students' survey responses indicates a strong positive reception toward using online magazines for EFL reading report texts. Most of the respondents expressed enthusiasm for this approach, highlighting its effectiveness as a language-learning tool that enhances reading skills and vocabulary acquisition.

A significant majority of students (81%) found online magazines easy to use, reflecting their accessibility and user-friendliness. Additionally, 81% of students reported increased enthusiasm for language learning when using online magazines, suggesting these resources positively influence motivation. Nearly all students (88%) enjoyed the experience of learning with online magazines, contributing to a more engaging and pleasant learning environment.

The data also shows that 93% of students did not find online magazines tedious, underscoring their engaging nature. Over half of the students (71%) felt that online magazines promoted active participation in EFL sessions, while 86% did not feel passive during their use, indicating that these resources foster active learning.

Furthermore, 88% of students rated online magazines as effective media for language learning, reflecting a broadly positive perception. A high percentage (91%) reported improvement in their EFL reading skills due to online magazines, demonstrating their efficacy. Additionally, 79% of students felt that online magazines supported both group and individual study, encouraging collaborative and independent learning. Notably, all students (100%) agreed that online magazines were beneficial for vocabulary expansion.

Overall, the data illustrates that online magazines are a highly effective educational tool for Indonesian SHS-level EFL learners, particularly in enhancing reading skills and vocabulary. The overwhelmingly positive feedback suggests that integrating these digital resources makes the learning process more engaging, enjoyable, and effective.

B. *Qualitative Data:*

The interviews with ten English language teachers provided insightful perspectives on the impact of online magazines in the classroom, aligning closely with the positive quantitative data collected from students. Teachers observed that online magazines significantly enhance student engagement and motivation. They noted that the dynamic and visually appealing nature of online magazines captivates students' attention more effectively than traditional texts. Several teachers highlighted that students display increased enthusiasm and participation during lessons that incorporate online magazines, attributing this to the modern and interactive format of the materials.

In terms of students' reading skills and vocabulary, teachers reported noticeable improvements. They observed that students are more willing to tackle complex texts and demonstrate better comprehension and retention of new vocabulary when using online magazines. One teacher noted that students have become more adept at identifying and using

context clues to understand unfamiliar words, a skill sharpened by the varied and contextualized language found in online magazine articles.

When asked about the value of online magazines in their teaching practice, all teachers expressed strong support. They emphasized that online magazines are a valuable tool that complements their teaching methods and enhances the learning experience. Teachers appreciated the ability to incorporate current, real-world content into their lessons, which not only aligns with students' interests but also provides a more relevant and engaging context for language learning. The feedback from students further validated this perspective, with many reporting that online magazines make learning more enjoyable and meaningful.

Overall, the teachers' insights corroborate the quantitative findings, highlighting the positive impact of online magazines on student engagement, reading skills, and vocabulary acquisition. The teachers' enthusiastic endorsement underscores the effectiveness of these digital resources in creating an engaging and effective learning environment. Both the quantitative and qualitative data align with existing research on the advantages of incorporating Information and Communication Technology (ICT) in education, affirming the value of online magazines as a significant language-learning resource.

Discussion

The analysis of both the quantitative and qualitative data revealed overwhelmingly positive responses from both students and teachers regarding the use of online magazines for learning reading report texts. Both groups perceived online magazines as beneficial tools that improve reading skills and expand vocabulary, corroborating findings by Sekar et al. (2019). This aligns with research by Bansa (2023), which highlighted the effectiveness of Information and Communication Technology (ICT) in teaching ESL writing skills, enhancing learning environments, and enriching writing activities.

The integration of online magazines, a component of ICT, received favorable feedback from students, showcasing the potential of ICT in creating engaging and effective learning experiences. Throughout the teaching and learning process, students displayed increased enthusiasm for reading texts when introduced to new materials, indicating a positive impact on their engagement (Widiarto, 2015). Although students frequently read news online, they might not be fully aware of the numerous online magazines suitable for their educational needs (Mahendra et al., 2016).

The shift to online education has provided students with diverse learning opportunities through various online tools, fostering a more engaging and flexible learning experience (Rao, 2023). By leveraging a variety of online resources, educators can enhance students' exposure to different types of content and facilitate a more interactive and enriching learning process.

Research indicates that integrating online magazines in education positively impacts student engagement and motivation. Responses to educational online games and magazines have shown increased interest, motivation, and ease of learning, particularly in English language acquisition (Ganing et al., 2024). Overall, the use of online magazines has proven to be a valuable educational resource, enhancing student enthusiasm, interest, and learning outcomes across various subjects and disciplines.

These insights underline the potential of online magazines as powerful tools for improving educational outcomes. The favorable reception of online magazines among students

suggests that they can play a critical role in modernizing the educational process, making learning more relevant and engaging in the digital age.

CONCLUSION

The integration of online magazines into the teaching of reading report texts for eleventh-grade students in an Indonesian senior high school has demonstrated substantial positive impacts on students' engagement, reading skills, and vocabulary acquisition. Both quantitative and qualitative data from this study indicate that online magazines significantly enhance students' enthusiasm for learning, making the process more enjoyable and less tedious. A considerable majority of students reported increased interest, active participation, and improvements in their reading comprehension and vocabulary. Teachers also observed a heightened willingness among students to engage with reading materials and noted improvements in comprehension skills.

These findings align with existing research on the effectiveness of Information and Communication Technology (ICT) in education, particularly in enhancing learning environments and activities. The positive reception of online magazines highlights their potential as a powerful educational tool, capable of addressing common challenges in reading instruction by making learning more relevant to students' digital experiences.

In conclusion, online magazines represent a valuable resource for modernizing the educational process. They foster a more engaging, interactive, and flexible learning environment that resonates with students' interests and digital literacy. As such, educators are encouraged to incorporate online magazines into their teaching practices to enhance student engagement, motivation, and learning outcomes across various subjects and disciplines. This innovative approach to EFL reading instruction not only improves academic performance but also prepares students for the digital age, where proficiency in navigating online media is increasingly essential.

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Appendix 1: Student Survey Questionnaire

No	Statements	YES	NO
1.	Does using online magazines make learning English reading more challenging compared to using printed magazines?		
2.	Do online magazines make you more enthusiastic about reading English compared to printed magazines?		
3.	Is the online magazine an enjoyable medium for learning to read?		
4.	Do you find online magazines to be a tedious medium for learning English reading?		
5.	Does using an online magazine make you more engaged while reading in English?		
6.	Does using online magazines make you feel passive as an English reader?		
7.	Is an online magazine an effective medium for learning English reading skills?		
8.	Does using online magazines help improve your English reading skills?		
9.	Does using online magazines provide opportunities for practicing English reading both individually and in groups?		
10.	Does using online magazines help you expand your English vocabulary for reading?		

Appendix 2: Teacher's Interview Questions

1. As an EFL teacher, have you utilized online magazines to enhance the reading skills of Senior High School (SHS) students? If so, for how long have you been incorporating this resource into your teaching?
2. How have you observed online magazines impacting student engagement and motivation in your classroom? Please explain.
3. Have you noticed any changes in students' reading skills or vocabulary since using online magazines? Please explain.
4. Based on your observations and the feedback from students, do you believe online magazines are a valuable tool in your teaching practice? How?