The Usefulness of Digital Media Implementation in ESL Learning among Bangladeshi Students

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Abstract

The study explains the difficulties of writing faced by Bangladeshi higher secondary students and gives the possible solution to overcome them. Several studies have been conducted to investigate the implementation of media like Facebook, YouTube, and mobile phone among Bangladeshi postgraduates and undergraduates' students to improve their academic writing. However, few studies have focused on the writing challenges that Bangladeshi High school students faced in their writing by using newspaper. This study also attempts to investigate the impact of using newspaper to secondary school students to enhance their communicative competence in writing. In particular, this study employs the explanatory sequential mixed methods design as a means of researching the reciprocity between newspaper use and its effects on the writing skill. Data was collected by using pretest, posttest, and a semi-structure interview. Collected data was analysed quantitatively using the Statistical Package for Social Sciences (SPSS) Version 27. The validity was checked depending on the pilot study and referees whereas the reliability was checked by using a pretest-posttest method with an interval time of four weeks. Findings have suggested that the reading of newspaper use habits exert significant impacts on the writing skills. Furthermore, it has recommended the implementation of newspaper can improve the communicative competence in writing at secondary school students of Bangladesh.

Keywords: ESL, writing, newspaper, mix- method

1. Introduction

Traditional methods of teaching English in Bangladesh, on the other hand, confined English language learning to mechanical memorization and failed miserably to create language competence among secondary school pupils (Ali et al., 2018). By limiting pupils to just passive recipients of words rather than active participants in the learning process, these categorization techniques and teaching materials make learning a tedious endeavour and develop disdain among them (Lima et al.,2018). Because students have limited opportunities to communicate in English and have little exposure to academic English, they are often unable to completely follow lectures or actively engage in class discussions. Teachers' practises, which include unmanageably large class sizes in schools, a lack of resources, unreliable Internet access, and a traditional methodological approach centred on rote learning and repetition, leave little room for student participation and cognitive development, resulting in an overall low level of English communication proficiency in Bangladesh (Ali et al., 2018).

Furthermore, teaching English in the native tongue of Bengali pupils is a severe hindrance to strengthening students' English abilities (Chowdhury & Kabir, 2014). One of the four language skills that needs extra attention is writing. It is an important talent in language production since it is responsible for conveying messages precisely and effectively, and its mastery is crucial for communication (Fareed, Ashraf, and Bilal, 2016; Sultana & Singh 2022a). The most difficult aspect of learning a second language is writing. (Ali et al., 2018). Secondary pupils lack the information and skills necessary to feel confidence in their ability to communicate successfully in English as a second language. The development of vocal expression, writing abilities, literature, and creativity are all aspects of language instruction (Ali et al, 2018). Sultana (2018), on the other hand, noticed that pupils do not write very frequently, and that the majority of what they write is confined to the classroom. The most crucial aspect of writing exercises is that students must be personally engaged in order to maximise the value of the learning experience and make learning more relevant and interesting. The majority of language programmes and courses rely on standardised texts. The language teacher may be forced to use specific teaching strategies if certain books are used. A drab conventional learning environment is more likely to rule the language classroom (Chowdhury & Kabir, 2014).

Furthermore, pupils would be exposed to a new English genre, and they would be able to compare and contrast the language of textbooks with that of newspaper. Furthermore, students' participation in newspaper will aid them in developing consistent reading habits that will benefit them in the long term. Reading newspaper, in combination with the researcher's tasks, would increase students' skimming,

summarising, paraphrasing, and writing abilities (Guo, 2019; Rao, 2019). As a result, using newspaper in ESL writing classes is a relatively recent notion. As a result, this research addresses this need by looking at the effect and obstacles of including newspaper into ESL writing classes.

As a result, putting a novel and cutting-edge teaching technology into the classroom would have a significant impact on student engagement and participation (Nuby, Rashid & Rakibul, 2019). If a student's writing foundation is weak, there are a variety of consequences that might result in significant academic failures. Writing benefits students not just academically, but also socially and emotionally. Additionally, writing is a necessary ability for success in today's competitive market. Their inability to write effectively might jeopardise their future employment opportunities (Collins & Halverson, 2018; Geluso, 2022; Xu, 2022). As a consequence, this issue must be handled properly. Teaching writing has grown tough owing to the problems children face in learning to write. Among the difficulties encountered by ESL students include a lack of vocabulary, inadequate grammar, bad spelling, students' preparedness, and a lack of exposure to books and reading resources (Karim & Mahamed, 2019 ; Sultana, 2018). Non-native English language learners are not aware of modern language learning techniques like newspaper, which can provide massive exposure to language. They generally follow the traditional method applied by the teachers and fail, particularly in their performance. Formal teaching may simplify things relevant to language pedagogy, but it all depends on teachers. The learners, themselves, do not construct knowledge of the second language through experiencing the concordances practically. Thus, the exposure of a second language in the traditional way is inadequate to build-up student's writing skills (Lin, 2021; Lee & Lee, 2020; Sultana & Singh 2022a ;2022b ; Wu, 2021).The purpose of this paper is to introduce newspaper as a teaching tool to upper secondary school English language learners. Newspaper will be used primarily to help students with their comprehension skills and expose them to real English. They will also be used to experimentally investigate the relationship between newspaper consumption and writing ability and to find out how secondary students' newspaper use patterns affect their writing abilities.

2. Literature Review

2.1 Challenges Faced by the Students in Learning Writing Skills

When it comes to learning to write, each kid will encounter unique obstacles. Each pupil is exceptional in their own way. These impediments will impair pupils' capacity to write a piece of high-quality writing. The next paragraphs discuss the difficulties that students have when writing. According to Misbah et al., a lack of vocabulary has made it difficult for youngsters to learn to write (2017). Students make errors with subject-verb agreement, pronouns, tenses, articles, prepositions, and fundamental sentence patterns, according to Muhammad Fareed et al (2016). Reading and other grammar-related activities may help you improve your grammatical skills. Poor spelling is another source of concern for youngsters learning to write, as shown by the fact that (Karim & Mahamed, 2019). Other difficulties for primary school students learning to write, according to Foster, include a lack of exposure to books and reading materials (2015).

According to Muhammad Fareed et al. (2016), a large number of students struggle to get enough and relevant information. According to Foster (2015), exposing children to a diversity of reading materials may help them develop a greater awareness of language. Because effective production of a document implies good acquisition of a foreign language, writing is a cognitive activity that evaluates memory, mental ability, and linguistic command to correctly articulate ideas (Al-Faqiri, 2018). Fareed et al. (2016) looked at the elements that stifle the development of writing abilities in undergraduate ESL students. They said that our culture does not place a high value on writing. It is seen as a secondary talent to speaking and is often overlooked. Students have never been taught that they must be proficient writers. Writing does not receive the attention it deserves. Writing is one of the most disliked abilities in their culture. Similarly, the test structure discourages students from writing creatively. Memorization and plagiarism, on the other hand, are encouraged. Furthermore, the test structure discourages pupils from becoming analytical or critical thinkers. Teachers offer children little writing time and push them to remember information. Writing anxiety is also seen to be a barrier to students producing well-organized content. There is so much stress and worry that writing becomes tough (Geluso, 2022; Moses & Mohamad, 2019; Xu, 2022).

2.2 Reading Habit and Writing Ability

There is a relation between reading and writing. Reading is a necessary step in the writing process. Reading is a form of input, whereas writing is a form of output. As a result, reading habits influence writing in a variety of ways. Reading habits have a significant impact on writing abilities. In theory, if kids have a solid reading habit, their writing skills should be good as well. A good writer must also be an excellent reader (Rimi, 2019). Reading online newspaper can help students acquire new forms and text that they can use in their writing. Furthermore, by reading various parts of newspaper that are written in a different way, learners will become familiar with varied writing styles and strategies because each section serves a distinct function (Riaz, 2013).

Newspaper headlines and photographs can be utilised as motivators for students to write their own versions of the original articles. Additionally, students might write a letter to the editor on a particular subject or choose a job posting and create a cover letter for it (Brown, 1989). Reading is a receptive skill, but writing is a producing skill. Despite their differences, they are intertwined and have the same goal of learning. Both talents are tied to language and idea communication. "Writing, along with reading, is a crucial part of literacy," Hyland (2003) correctly stated. What does it mean to be literate? It necessitates mastery of both skills. Sadek (2007) stated that reading acts as an input for writing when clarifying the character of the relationship between reading and writing skills. He claims that better writers, and vice versa, are also better readers. Increased reading results in an increase in writing abilities in both the first and second languages (Lee & Krashen, 2002).

2.3 The Use of Media in Writing of Bangladesh

Language learning is increasingly reliant on the use of the media. Because writing is such an important part of studying a language. Both EFL and ESL writing programmes rely heavily on the media (Barrot, 2020). The media has been used by certain Bangladeshi scholars to increase their communicative ability. According to, a project called "English in Action" introduced mobile devices for English language instruction in 2008. This initiative aimed to enhance the English language abilities of 25 million Bangladeshi primary and secondary school children, as well as adult learners, via the use of mobile phone-based resources (BBS, 2020). To accomplish these aims, the primary objectives are to improve the teaching and learning environment, teachers' professional skills, standardise teaching and learning materials, and develop talented individual assets who are familiar with current needs. As a consequence, Bangladeshi authorities, instructors, and educators are seeking to enhance pupils' language abilities via the use of technology, notably mobile phones (Seraj, Klimova, and Habil, 2021). Figure 1 illustrates the media users of Bangladesh.
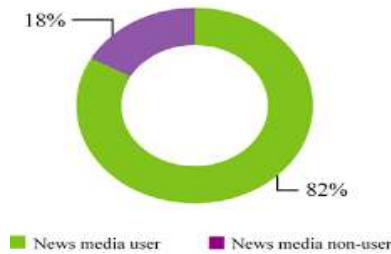

Figure 1. Media users in Bangladesh (Source: BBS, 2021)

According to Hasan et al. (2019), different lectures from other countries on YouTube are widely used for English language instruction at the tertiary level in Bangladesh, by both language learners and teachers. Learners and teachers have been encouraged to make English writing teaching and learning more fruitful by incorporating new media tools such as YouTube. Inside and outside of the classroom, using YouTube to improve talking, listening, and pronunciation abilities is beneficial. YouTube videos can also be used to promote cultural teachings, increase exposure to "World English," and accelerate the acquisition of authentic vocabulary.

Furthermore, Karim et al. (2018) found that Facebook is being used as a medium for language teaching and learning in Bangladesh. With 2.13 billion active members, Facebook is the most popular social networking site (Afroj et al., 2020). In numerous EFL as well as ESL contexts, Facebook has become the vehicle for providing education. One of Facebook's most intriguing features is the "live" option, which often entices language teachers to offer live sessions. Although few, the research that has been completed so far shows that Facebook classes have a beneficial outcome. The information regarding the progress of L2 English writing skills from the Bangladeshi perspective is limited. Various research has focused on media in the improvement of L2 communicative competence, but the problem is that they only use YouTube, Facebook, and mobile phones. They have used only qualitative methods to achieve their objectives, but the present study will use a mix-method approach to achieve the objectives. So, the purpose of the current study is to fill the methodological gap from previous studies of the Bangladeshi context of the media. Very little research has been done yet about the implementation of online newspaper to improve English writing skills in Bangladesh. Thus, a comprehensive investigation of the effect of online newspaper on writing abilities is necessary. Newspaper has a significant influence on the teaching of English language skills to second- or foreign-language learners (Rao, 2019).

Newspapers are also critical for the development of writing abilities in second or foreign language students. Therefore, the teachers of English should use newspapers as their authentic material since there is a variety in getting touch with language every day since newspapers are produced daily (Rao,2019). Alaga (2016) identifies student-active environments as tools of success for effective second language learning. Communication is a vital tool in making learning a second language effective. Using media to learn and teach ESL presents real-life situations to learners helps them improve and develop communication competence. Instructors are widely using projectors to display teaching material. The use of projectors in the ESL teaching environment helps teachers deliver material in a systematic and organized way, which saves on time. Alfahadi (2017) wanted to find out how social media sites may help Tabuk University students enhance their English language abilities and what the most popular social media sites are for them to practise their English language skills. Because they provide a diverse range of audio, text, and video content and allow students to comment and get instant remedial feedback, the researcher thinks that social media sites may be integrated into EFL curricula as teaching and learning aids.

2.4 Using the Newspaper as a Teaching Aid

The usage of newspapers may be tailored to match the teaching of a variety of language skills. These abilities may be taught in a group setting using a regular daily action. On the other hand, each language ability may be taught separately utilising exercises based on newspaper articles. With a little addition and refining, these talents may be divided into four fundamental language skills and various complimentary skills. Reading newspaper aloud in class would assist students in developing and expanding their phonemic awareness, fluency, and vocabulary (Rao, 2019). Students might be led through role-playing exercises based on newspaper articles. Dealing with newspaper would aid students in developing appropriate study abilities. When confronted with a newspaper, pupils would use a variety of tactics to aid understanding. As a consequence of this, students would learn how to brainstorm, take notes, organise ideas, summarise critical information, and use abbreviations (Riaz, 2013; Su & Lee, 2020).

Newspaper may provide many advantages to language learners, particularly in terms of improving their reading abilities. Skimming and scanning are two strategies that students will be taught. They would be able to identify the primary concept and specifics of an article in a short amount of time using these strategies (Riaz, 2013). Reading newspaper may help students acquire new structures and language that they can use in their writing. Additionally, by reading various parts of newspaper that are written differently, learners will get acquainted with varied writing styles and strategies since each area serves a distinct function. Newspaper headlines and photographs may be utilised as motivators for students to create their own versions of the original article. Additionally, students may attempt writing a letter to the editor on a particular subject or picking a job advertisement and producing a cover letter for it (Collins, & Halverson, 2018; Rimi, 2019). The goal of this research was to investigate the effect and problems of including newspaper into ESL writing classes. Because of the many advantages that this sort of implementation provides, the results reveal that it has a favourable influence on pupils. Participants have had the opportunity, among other things, to reflect on their work, present their finest work, manage their outputs online, track their development, and recognise gaps in their existing knowledge and abilities. In this research, figure 2 shows how the newspaper is used as a real resource to increase vocabulary skills.

Figure 2. Advantages of Newspaper

3. Research Methodology

The current study is grounded on the mixed methods research. A mixed-methods is one that bases its claim of alternative knowledge on pragmatic considerations. The tactics of inquiry used in this approach include collecting data concurrently or sequentially in order to comprehend and explain the research subject (Creswell, 2013). It integrates compiling, combining, and analysing data both quantitatively and qualitatively within the realms of the study to provide an insightful understanding of the research problem when the qualitative or quantitative approaches, each by itself, is inadequate to tackle the problem under investigation. The current study is adopting a sequential explanatory mixed-method research (MMR) design (Creswell, 2014).

The researcher collects and analyses quantitative data using SPSS software before going on to qualitative data to explain, interpret, or support the quantitative data conclusions. This tactic may be used by the researcher to bridge the divide between quantitative and qualitative methods. When dealing with a subject as complicated as social media use and its link to writing ability, the present research's objectives can only be addressed via a study design that integrates both quantitative and qualitative data. This kind of analysis is employed because the findings of both quantitative and qualitative techniques may be combined to provide a more in-depth examination of the correlations between the variables.

Additionally, the quantitative and qualitative data enable the researcher to have a deeper understanding of the participants' subjective experiences and viewpoints, which enables the researcher to draw more precise and insightful conclusions (Creswell, 2003). The research consists of two parts. The accompanying figure 3 illustrates a two-phase mixed-method approach in which qualitative data were utilised to assist explain and expand upon early quantitative findings. The pretest, posttest, and interviews all include questions on teaching techniques and students' attitudes about grammar, as well as questions about secondary students' challenges and issues.
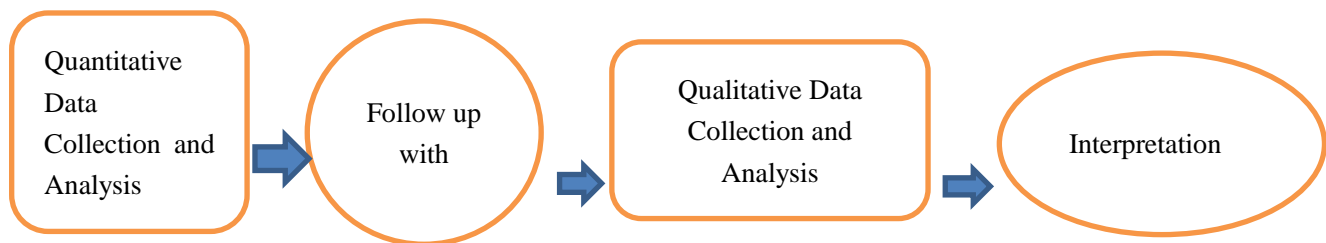

Figure 3. Explanatory Sequential design (Source: Creswell, 2014)

The researcher started the pretest and posttest paragraph writing tests in the first phase. The quantitative evidence will be derived from the statistical analysis of the test results, which will guide the second phase's administration of semi-structured interviews. Thus, the qualitative evidence was derived from the semi-structured interview analysis. Pre- and post-tests, as well as a semi-structured interview, are used. All of these variables influenced the researcher's decision to use a sequential mixed method design in the present study (Creswell, 2013;Tashakkori & Teddlie, 1998), in which the quantitative and qualitative portions of the investigation are completed sequentially. Table 1 shows the procedures of one group pretest and posttest experimental research design.

Table 1. The one group experimental pretest and posttest design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X1	O2

Note. O1 = pretest; O2 = posttest; X1 = treatment

3.1 Sample of the Study

When gathering quantitative data for this study, the researcher used a random sample technique. Random sampling improves the findings' external validity or generalizability by ensuring that your sample is impartial and representative of the whole population (Creswell, 2013) This enables the generation of more robust statistical judgments. The participants in this study were n=15 secondary pupils from Meherpur's Anandabas Mia Monsur Academy. Purposive random sampling is often used in qualitative research because it enables a broad range of concerns to be investigated (Lincoln & Guba, 1985). The qualitative data was acquired using semi-structured interviews, and the researcher used a purposeful random sampling technique to collect it. This qualitative phase's sample consisted of five students. It conducted a semi-structured interview with each of the five individuals separately.

3.2 Data Collection and Analysis

An experiment was done to see how using the newspaper affected pupils' writing abilities. The investigation was conducted using a single group research design. For the experiment, 15 pupils from Anandabas Mia Munsur Academy were chosen at random. In this research, the use of the English newspaper was the independent variable, whereas writing abilities were the dependent variable. A single group randomised pretest-posttest paragraph writing tests were used. The same people were tested twice. The first measurement was used as a pretest, while the second was used as a posttest in the experiment to gather data. To begin, the instructor provided a presentation to the pupils on how to use newspaper to enhance their writing abilities in class. Students were requested to compose a paragraph on "Our Responsibilities as Patriotic Bangladeshis" as a posttest after four weeks. To determine the influence of the newspaper on students' writing abilities, the pre- and post-test scores were assessed and compared. According some researchers most of the grammatical errors that will be committed by the ESL learners, such as subject-verb agreement, spelling, article, tense, verb, preposition, parts of speech, punctuation etc (Lin, 2021; Lee & Lee, 2020; Sultana & Singh 2022a ;2022b ; Wu, 2021). Then the researcher selected the most common types of grammatical errors made by ESL learners. The collected data was analyzed by using the Statistical Package for Social Sciences (SPSS) Version 27. For each sort of writing mistake, descriptive statistics such as the mean score (M) and standard deviation (SD) were generated. In addition to quantitative data gathering, the researcher used semi-structured interviews to acquire qualitative data. Additionally, semi-structured interviews may provide an agenda, open-ended questions, and the critical supplemental question 'why'. The results of the pretest and posttest in the first phase aided the researcher in developing and structuring the interview questions. In other words, the data from the first phase aided the researcher in developing and refining the semi-structured interview questions.

3.3 Data Analysis

Students' responses were analysed by thematic analysis manually by using Braun and Clarke's (2006) stages of thematic analysis. SPSS was used to evaluate the data gathered through pretests and posttests. Statistical analysis including minimum, maximum, mean score and Std. Deviation were used to measure the impacts of using authentic texts on writing skills of the participants.

4. Results

This research examined the benefits and drawbacks of using newspaper in ESL writing classes. The mean scores, lowest, maximum, and standard deviations of students' scores on each of the variables were calculated to establish the extent of newspaper influence on pupils. The influence of newspaper is shown in Table 2 by mean scores, minimum, maximum, and standard deviations. Newspaper, in particular, seems to have the most beneficial influence on collecting, storing, and organising written outputs, as well as tracking students' progress. However, it has been shown that it has the least influence on lowering pupils' tension and anxiety while writing.

Table 2. The Result of Pretest: Descriptive Statistics

Experiment Group	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	40	92	72.05	10.238

After identifying the issue, the researcher used the newspaper to create lessons for four meetings. These four meetings were designed to accommodate the four phases of writing: pre-writing, drafting, revising, and editing. In the first and second meeting the students experienced writing news item in group. In the third and fourth meeting, the students had more individual practice until they could publish their own writing. Then the students submit their work and get feedbacks from the teacher. Their writing product, then, was taken as the

assessment for each cycle of classroom action research. The result of posttest is displayed in Table 3.

Table 3. The Result of Posttest (Descriptive Statistics)

Experiment Group	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	15	76	90	82.67	4.010

After assessing the students' works as seen in Table 3, the improvement from the pretest to the table 1 result was rather considerable. The minimum score from the posttest is 76 out of 100 accoding to their grammatical errors in their paragraph writing. Therefore, it can be concluded that the use of newspaper can improve students' ability in writing news item text. In addition, based on the result of observation, most of the students were active during the lesson. For the second phase of the study the interview was conducted with the participants to gain more deep understandings on how they respond to the use of newspaper song in learning the grammar. "We were enthusiast to discuss news item text from the newspaper because we can choose the news based on our interest and the news was also update. Based on the article in the newspaper, we also learn to apply the discourse analysis. We can analyze the coherence and the cohesive of news item text form the example". The data collected from the interview would help to see the reflection for the newspaper implementation based on students' perspective.

Table 4. The Analysis of the Interview Conducted Five Participants

Participants	Answers given by the participants
	Do you like to use newspaper in learning writing skills? Why?
Sajid	Yes, it helps me. It is not hard than using the table
Rabbi	Yes, I like it. It's easy to understand.
Shima	Yes, it is because it is easy to remember. Then, it is easy to read.
Rosy	Yes, it is because it is easy for me to understand.
Rakibul	Yes, this newspaper is simple and fun, it is easy to understand

Table 4 shows the analysis of the data gained from the interview conducted each participant. The data collected was used to identify the perception of the participants towards the use of newspaper in learning writing. Based on the data collected, all the participants gave the positive feedback on the use of newspaper in learning writing, as it seen by the researcher.

5. Discussion

The findings of the present research showed the positive perceptions towards the newspaper implementation. The data were analysed based on the result of the pre and post paragraph tests. Later, the description of the method used during the teaching and learning is also be revealed in this section. According to the result of pretest, the average score for the students' writing ability was 72.05. This score did not meet the minimum score set at Anandabas Mia Munsur Academy, that was 76. Therefore, it can be identified that they have problem in writing. Their writing was scored based on several components, including content, grammar and mechanics, organization, and vocabulary. When the teacher investigated the problem in detail, it was shown that most of them has problem with the content and vocabulary. Therefore, using newspaper is considered effective to solve this problem because newspaper can significantly be effective to improve students' vocabulary (Ahmed, 2016) and promote critical thinking (Oliveras et al., 2011).

According to the result of the research, it is shown that using newspaper an effect in writing. It showed that the result of the students' in the first cycle was higher than in Pre-test. The research by Oliveras et al., (2011) showed that using newspaper can promote critical thinking. In this research the students were taught by using the Jakarta Post newspaper. In the teaching & learning process, the teacher asked to analyse the article from newspaper find out the headline and write their own article. This finding showed that newspaper can improve the students' vocabulary because from what the researcher observed in the students' work, their vocabulary was growing. They learn from the example in the newspaper, pick up some new vocabulary and use it in their writing. Regarding the classroom's atmosphere, it was found that using newspaper make the students enjoy the class and the writing task. Ali & Devi (2013) mentioned that using a newspaper can make students feel motivated and get more confident because newspaper provide example of text which connects with the students near environment. According to their findinds it is proved that using newspaper can help students to learn new vocabulary, synonym, antonym, guessing meaning from the context. Statistically, Ahmmed's research (2016) shows that using newspaper significantly affect the students' reading skills and vocabulary. Therefore, it can be inferred that using newspaper can improve the students writing. According to the current findings, students are more driven to produce high-quality written work when they know it will be published online and read by an audience with whom they may interact (Sun & Hu, 2020). This is due to the fact that students discover meaning in their writing. As a result, they devote more time to writing. The results of Kabilan and Khan (2012) on the usage of newspaper are further expanded in this research. Participants indicated bad internet connection, time, students' negative attitude, and dependability as the most important problems while utilising newspaper in an ESL writing lesson. The participants faced certain difficulties in the execution of the newspaper, such as technical and procedural issues

6. Conclusion

The purpose of this research is to conduct a literature evaluation on the difficulties that upper secondary students confront while learning to write. One may argue that kids have a range of obstacles when it comes to learning to write, and that teaching them writing skills is a tough task for English instructors. The literature has identified demands on English writing skills, the purpose of students' writing using

various writing strategies, the difficulties encountered by both students and teachers in learning and teaching writing skills, and previous studies on the difficulties encountered by students and teachers in learning and teaching writing skills among ESL school students. If instructors were aware of both the students' and teachers' barriers to learning and teaching writing skills, they could design the most effective technique for teaching writing skills via the use of newspaper. Additionally, to assist teachers in having an effective teaching process, the school administration should take the necessary steps to overcome the obstacles they confront.

Finally, educators may emphasise the importance of developing writing abilities to youngsters in order to encourage them to do so via newspaper consumption. Because of the advantages and beneficial effects of newspaper, further research and studies are needed in order to utilise this teaching resource at different levels and disciplines. In order to understand the students' impressions of newspaper and their interest in reading them, further in-depth study is needed. Furthermore, while this study utilised a mixed method approach, a quantitative research design or qualitative research design may be applied in future studies to get more detailed data. Furthermore, the emphasis of this study is only on secondary school pupils. As a result, future research should concentrate on other levels, such as primary school, higher secondary level as well as university education. Future research should involve children of all ages and from various schools in order to broaden the scope of the study and get more specific findings that can be used throughout the country. Nonetheless, these issues revealed how future implementations may be made more efficient. To begin, instructors may look at additional programmes that would enable students to contribute visual components (such as photographs and video clips) into the online newspaper, making it more reading, understandable, and engaging (Rashtchi & Porkar, 2020). Second, students may be allowed greater leeway in selecting readings they deem to be 'friendly.' This degree of control may help students overcome their apprehensions about posting their work on Facebook. Third, in order to solve the concerns of typing and compilation, students may be permitted to utilise laptops or other devices to immediately encode their written work while writing. However, enabling pupils to use computers in the classroom should be closely monitored to minimise unwanted distractions (Al-Shehab, 2020). Fourth, instructors may need to provide students real-life examples of how to use newspaper and illustrate how to do so. Students would have a better sense of direction and a clearer idea of what they should accomplish as a result of this.

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