**Memelajari Komentar pada *New York Times Magazine*
sebagai Peningkatan Kemampuan Berbahasa Inggris**

**Studying Comments in New York Times Magazine as
Enhancement of English Language Skills**

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Abstrak

Komentar daring dalam *New York Times Magazine* bersifat terbuka; tiap orang bisa setuju, menambahkan, berdebat, bahkan menyangkal berita dan pendapat yang diberikan. Memelajari komentar daring juga dapat memberi pengalaman bagi pembelajar melalui cara mengungkapkan pikiran mereka di depan umum. Tujuan dari penelitian ini adalah untuk menjelaskan kelebihan dalam memelajari komentar daring pada *New York Times Magazine* guna peningkatan kemampuan berbahasa Inggris. Melalui metode kualitatif, eksplorasi tentang data tertulis, konsep, dan teori dijelaskan lebih lanjut. Konsep teknologi pendidikan dan modifikasi pengalaman belajar bergerak sejalan dengan tujuan pendidikan bahasa. Hasil dari penelitian ini adalah bahwa memelajari komentar berguna bagi pembelajar bahasa karena hubungannya yang lebih dekat dengan mereka dalam pengalaman kehidupan sehari-hari. Berita dan komentar juga bersifat *up to date* sehingga peserta didik dapat mengetahui kondisi yang lebih baru di luar. Kosakata dan tata bahasa yang digunakan juga umum dan bersifat keseharian sehingga dapat dikonsumsi dengan lebih baik. Selain itu, dinyatakan dalam kesimpulan bahwa berita dan opini yang diberikan oleh majalah tersebut bersifat formal, sedangkan komentarnya bersifat informal. Memelajari komentar daring juga menunjukkan aspek informal pengajaran bahasa yang lebih akrab bagi pembelajar.

Kata Kunci; kemampuan berbahasa; komentar daring; New York Times Magazine; teknologi pendidikan

Abstract

Online comments in New York Times Magazine are open; people could agree, add up, debate, and even deny provided news and opinions. Studying the comments may also bring in a better experience for learners in how to speak their minds publicly. This study aims to explain useful matters of studying online comments in New York Times Magazine that could enhance language skills. Certain written data, concepts, and theories are explained further by asserting the qualitative method. Concepts of educational technology and customization of learning experiences are stated forward in line with the purpose of language education. The result of this study is that studying the comments is useful for language learners due to their closer relations to them in everyday life experiences. The news and comments are also up to

date, so learners may know newer conditions outside. The vocabulary and grammar used are common and usual, so they could be consumed easily. Moreover, it is stated in conclusion that while the news and opinions provided by the magazine are formal, the comments are informal. Studying the comments also shows informal points of teaching language more familiar to learners.

Keywords; *educational technology; language skills; New York Times Magazine; online comments*

INTRODUCTION

Today, there are various methods to study language from conventional books to unconventional Youtube videos that contain useful knowledge to enhance language skills. At this point, educational technology is required to cope with the progress of modernity (Kurt, 2015). Teachers and students or learners use technology to keep up the understanding of language skills and to put forward diverse ideas in exploring communication. In online realms, New York Times Magazine is a platform used to spread information and news. Reading that magazine is necessary to widen knowledge about what is going on now. Moreover, the platform also provides comments in a different section for those readers to agree, to add up, to debate, and even to deny provided news and opinions (Bishop et al., 2020). Then, studying the comments too is also interesting due to their flexible argumentations and descriptions shown by individuals. The question is, how could studying online comments in New York Times Magazine enhance language skills? By asserting the qualitative method, certain written data, concepts, and theories are explained further. Concepts of educational technology and customization of the learning experience are stated forward in line with the purpose of language education. Studying the comments is useful for language learners due to its closer relationship to them in everyday life experiences. Moreover, while the news and opinions provided by the magazine are formal, the comments are so informal that are more familiar to learners.

There are three previous studies that have been analyzed through the theme of educational technology. The first study is entitled *Analisis Penggunaan Instagram Sebagai Media Pembelajaran Bahasa Inggris pada Program Studi Pendidikan Ekonomi* and written by Lodya Sesriyani and Nur Najibah Sukmawati (Sesriyani & Sukmawati, 2019). That case study written in 2019 states how Instagram as social media could be one tool to enhance English language learning. Through Instagram, students could enhance their speaking skills in order to follow more English language advancements today (Sesriyani & Sukmawati, 2019). The second study is written by Eva Dwiyanti and Ine Rahayu Purnamaningsih and enlisted as *Inovasi Pembelajaran Bahasa Inggris Berbasis Digital Picture Books untuk Pembelajaran Jarak Jauh* (Dwiyanti & Purnamaningsih, 2021). This paper was written in 2021 about how digital picture books could improve English language skills in long-distance learning. In this case, using such pictures could help parents and teachers to accompany their children and students

to study English better (Dwiyanti & Purnamaningsih, 2021). Young learners are full of curiosity, and digital pictures could push them forward to understand the matter of the English language. The third study is named *Teacher's Practice in Technology Utilization in English Language Classrooms* and was written by Rahmi Indriani and Yanty Wirza in 2020 (Indriani & Yanty, 2020). This article differs from the former two papers since this one asserts teachers' big role in improving the learners' English skills. Some aspects, such as self-efficacy and teaching experience, matter to build better competence in English skills (Indriani & Yanty, 2020).

Those three studies above have similarities and differences from this research, especially in matters of formal and material objects. The similarities are regarded from the online condition as the main requirement of the study. The online aspect is quite important today since the pandemic era has shifted everything, including ways of learning English. Long-distance learning has pushed teachers, parents, students, societies, and governments to find other better ways to improve language learning. Meanwhile, the differences are more related to the object itself. This research underlines comments in New York Times Magazine as the material object, while the other three former studies highlight Instagram, Digital Picture Books, and teachers' online competence. The formal object is also different since this research pinpoints the perspective of everyday life that is so informal and full of inventiveness. The three former studies above underline the matter of formal English language learning in a class. The novelty of this research is seen in how studying online comments is part of understanding English through a non-formal way since it includes experience related to matters in everyday life.

Using a qualitative approach, certain concepts and written data are analyzed to answer the question in this paper. Online and offline scripts are used to explain correlations between online comments in New York Times Magazine and educational technology alongside with customization of learning experiences. Online and offline scripts are derived from books and journals to understand shown matters.

The data analysis includes attaining sources, reading sources carefully, comparing with other issues, quoting into paper, and writing down reference lists. The research data comes from online comments in New York Times Magazine and educational technology concepts. Each of them is read and then broken down into every particular element. The premises and logic used in online comments in New York Times Magazine are also drawn to underline its impacts on educational advancements. More elaborations that relate to the opposite analysis are also provided in addition furthermore.

DISCUSSION

Educational Technology and Customization of Learning

Educational technology is used in many aspects of education as technology is culture today (Parsons et al., 2019). Starting from teaching, scoring assessments to evaluations, many of them use technology as a medium to ease the learning process. The main idea of educational technology is to improve the learning environment, especially to boost student outcomes and to enhance engagements and participations (Kurt, 2015; Raja & Nagasubramani, 2018). Technology is then used both in software and hardware aspects to facilitate more collaborations between the teachers, the materials, and the students. In traditional education, offline facilities are used in the classroom to distribute materials in the learning process (Al-farizi & Suherman, 2019; Lathan, 2021). This education is usually a one-way direction from the teachers to the students. In educational technology, students are given more portions to speak and to present two-way thoughts about the materials given (Kurt, 2015; Parsons et al., 2019).

This educational or instructional technology could enhance today's reality of distance education. The use of internet is one main point to follow today's advancement of science (Al-farizi & Suherman, 2019; Brown & Roberts, 2020). Teachers should understand the use of internet to get together with students 'online competencies. Students could never be aspects that will be silent and will consume the materials one-sided. The raising of the internet has widened students' understanding of anything (Lathan, 2021; Raja & Nagasubramani, 2018). They may find any answer in the internet including the materials given. Therefore, to keep up with technological advancement, educational technology in the internet realm must be learned by teachers.

Teachers should always modify materials and find the best solutions in today's digital realm. Materials should be given through a technological process to deal with the internet era (Kurt, 2015; Parsons et al., 2019). This is to enrich learners' ideas of understanding the materials given. Some assessments may be given, the best learning is to accentuate face-to-face education. If offline meeting could not be realized as seen in today's pandemic era, teachers could use video-based applications to emphasize asking and answer circumstances of certain materials. This solution is best for solving problems, especially when students could find their own answers on the internet without considering its learning impacts of it (Lathan, 2021). They could just copy and paste without understanding why the answers are so. If the students run faster because of technological advancements, teachers should keep up, too by having the same pace together with them (Raja & Nagasubramani, 2018).

English language skills are important nowadays because of the raising progress of science in every aspect of human life. These skills are related to four main streams; speaking,

reading, writing, and listening (Englishclub.com., 2021). Speaking indicates language competency in saying the best way to propose the idea. Reading includes understanding words, phrases, and sentences in certain languages. Writing means reproducing ideas from own thoughts or other materials. Listening involves maximizing hearing sense to reach the meanings spoken by language speakers. Each skill consists of four main issues in understanding language. Those issues are descriptive, narrative, persuasive, and argumentative (Englishclub.com., 2021). The descriptive side shows competency in understanding details in the description of such things in materials. Narrative asserts knowledge in reading stories alongside meanings and messages inside and outside of given materials. Persuasive something explains indications in knowing how people say certain words and sentences to attract others' interests. The argumentative issue explores how to speak more firmly to argue such ideas by supporting or denying certain knowledge.

Those four skills and four main issues indicate that language skills cover all aspects of language as communication and cultural movements of people. Those may involve both linguistic as grammatical knowledge and literature as cultural understandings (Salsabila & Agustian, 2021). Those reflect both rigidity and flexibility of language. This is because formal and official aspects need exact and certain communication, while informal and everyday life sides require more elastic gestures (Milne, 2019). Despite those separations, all of explained skills and issues correlate each other. For example, language learners may study speaking separately but still need competency in writing as their base knowledge of grammatical rules. They may also write some materials, but without knowing how to read first then their writing may miss necessary vocabulary and grammar (Milne, 2019). It is similar to how persuasive aspect requires knowledge of reading too. Argumentative one needs more understanding in persuasion so that the arguments stated may provoke others to show their interests too (Milne, 2019; Salsabila & Agustian, 2021).

The synthesis of technology and education also touches on the points of English language skills. Today, an increasing amount of language machines on the internet eases learners to study the language. However, many of the machines are used as shortcuts to answer questions without any knowledge understood about the correct ways to reach those answers (Huang et al., 2019). For example, learners may use Google Translate to do the task of writing. The machine may help them to do the task but they may miss how to arrange better sentences. It is the same with Grammarly which will correct bad grammar with the true ones. However, using that machine will make learners avoid studying grammar. The machines should be used only as assistances, not the main factors that could do many things perfectly and instantly (Huang et al., 2019; Salsabila & Agustian, 2021).

To solve the above case, customization of language learning must be done. Teachers should keep up with the raising machines. Many materials should be taken online, such as listening and reading materials (Huang et al., 2019; Jobanputra, 2018). This is used to get teachers and students closer to technology and how to use it best. Audio and video, presentations, journals, and even images material may be derived from the internet to widen perspectives of language. However, direct teachings should always be organized to accompany the use of certain online materials (Huang et al., 2014; Milne, 2019). It is to know how deeply students understand the given materials. It is also used to avoid instant answers that the students may attain. Teachings should be put in their essence, which is the process of understanding, not finding the fastest and most instant answers of questions (Brown & Roberts, 2020; Huang et al., 2014).

Moreover, the learning experience should be followed with educational technology. This experience consists of several aspects. First, technology must be used to close relations between teachers and students. Enriching language perspectives is one purpose of using technology in education (Angelianawati, 2018; Jobanputra, 2018). By using the internet, the formal use of language could be known better, as well as the everyday use of its cultural aspect. For example, by taking a YouTube video to explain narrative reading, students could inspect new horizons in reading subtitles and find the best meanings between audio and video. Second, using the internet could update recent ongoing news. This aspect is meant to widen and deepen active understanding of global issues today (Keengwe & Onchwari, 2020; Thota & Negreiros, 2019). At this point, this will open up teachers' and students' minds to more comprehensive options by making them aware of what is going on today. For example, using materials from the Jakarta Post news section could enhance students' and teachers' knowledge of current social issues. Some news includes descriptions, persuasions, and argumentations, as well as a complete and compact pack to be used. Teachers could explain the recent comments about the news, and students may widen their ideas of updated news. Third, educational technology could open up more possibilities for using language in wider realms (Brown & Roberts, 2020; Huang et al., 2014). Students should be directed to use the English language in everyday life by pushing them to practice the language every time, including listening to songs and watching movies. Teachers could also use materials related to the standard issue to apply language as problem-solving tools and cultural ways of life (Angelianawati, 2018; Thota & Negreiros, 2019).

Those three explanations above indicate that educational technology should be seen as beneficial but must be limited to several sides. Students could not be left alone in understanding materials on the internet (Jobanputra, 2018; Padmini & Tyagita, 2015). Teachers could not only use offline materials and such dictations in language learning.

Educational technology is meant to shape such dynamic language learning. Teachers may give what they know, and students may also speak advice that could be used to widen understanding and to avoid misuse of technology (Keengwe & Onchwari, 2020; Thota & Negreiros, 2019). Educational technology is reflected in the customization of language, both in taking the best advantage of infinite possibilities on the internet and restricting certain probabilities that may be taken only as instant answers but as meaningless ones.

Conditions of Online Comments in New York Times Magazine

New York Times Magazine is the Sunday supplement of the daily New York Times newspaper. This magazine, at first, is used to publish articles uncovered by the newspaper. It may include many news aspects, including celebrities, technology, social and politics, sports, and science. The magazine was firstly published in 1896 and still exists now. Some Pulitzer Prize winners have filled in some columns there. Famous writers such as Leo Tolstoy, William Safire, and Gertrude Stein have also ever written for the magazine in the past (NYtimes.com, 2021). Today, the situation has changed as the magazine has become known worldwide. The news becomes vary and more popular because of the increasing demands. Some focus on literature and linguistics has shifted into cultural ones. On the one hand, this change may decrease the essential points of the magazine. On the other hand, this magazine is widely more accepted by a global network.

The raising of internet access today has enriched the face of the magazine. In today's era of sharing and commenting, the existence of the magazine is reputable yet famous. The magazine is continuously covering many aspects of news. Therefore, its audience is also diverse in kinds (Bishop et al., 2020). In the past, any comment about the article published in the magazine could only be stated through the column in the paper. Today, everyone could comment on the article because of commenting culture as netizens by signing in to the magazine's website. It is similar to the sharing in the past, which could only be stated in real relations among friends and families through dialogues (Aflah & Yanti, 2019; Wen Yun et al., 2021). Today, this inter-subjective condition has widened into online conditions related to people's social media. They could comment, share, deny, or even support the idea of the article from the magazine. This condition indicates openness in the magazine. The era of the internet has opened up various possibilities yet probabilities about upcoming news (Wen Yun et al., 2021). It could be said that people are no longer dictated by the information since they can respond to them instantly as they log in and type their comments.

Because of the existing online comments, the relations between the magazine and the audience become mutual (Bishop et al., 2020). It may not be equal since the magazine still provides the news, and the audience enjoys that. The relations are similar to supply and

demand for those who give and those who take. Various news could be published, but how their meanings are consumed and re-produced are at the hands of the audience (Barker, 2012). The audience is still the actor that plays a significant role in shaping public opinion through and by the covered news. The comments become as important as the news (Hokanson et al., 2021). Those show what the audience thinks about the news and reflect today's individual and social conditions. People comments in online realms to show their existence, share their knowledge about the news, and also to support or deny the articles provided (Barker, 2012; Wen Yun et al., 2021). Therefore, this sharing and commenting culture have become a complementary language for the magazine. Many people would tell their stories from their knowledge and sometimes speak from their deepest hearts. Some people may reject and argue the news by commenting badly on the article (Aflah & Yanti, 2019; Hokanson et al., 2021). Others may show interest in analyzing parts or the whole of the news from their perspectives. The magazine brings in a diverse understanding of the news through online comments.

There is news from the magazine entitled "Naomi Osaka and The Power of 'Nope'," which was published on June 1st, 2021. This article is involved an opinion section that asserts people's understanding of the such issue. The news is related to a professional woman tennis player who stood for herself in saying no to attending a media interview (NYtimes.com, 2021). She said the interviews might trigger her anxiety, so she refused to do that. This article is up to date since it emphasizes how a woman tennis player should always speak for herself at any moment if she minds about anything. Ms. Osaka felt she was not a public speaker and may be anxious about facing the media. She thought that the interviews might bring such stress to her if she did so. She had to face the inequality between man and women in the professional athlete world (NYtimes.com, 2021). She spoke to say no since she wanted to show her own standpoint towards inequality exaggerated by the media.

The above opinion is involved in Editors' Picks, chosen as important and popular news. It could also be seen from the comments on the right side that interested many people share and tell their minds (NYtimes.com, 2021). Some people say that Ms. Osaka is an inspiration that she could stand up for herself. At a young age, she has to face such stressful inequality, which could affect their future minds. Other people say that she does not have to put the stress deeper in her mind. She has to prove herself to reach her best achievements and let those speak for her competencies. Other men think the problem may be related to herself since France Open is for underrated athletes. However, it is always important for her to think about herself only, speaking for no one but herself, including being treated fairly without making such controversies (NYtimes.com, 2021). Other women speak about their experience with letting depression go in their life. She thinks that depression is a serious mental problem.

Ms. Osaka needs to take serious medication so that her social and individual life may become normal again.

Another news is about the current condition of COVID-19 and its pandemic. As the news was published in the Editorial section on December 11th, 2021, the main idea is to prevent any harm to our bodies by accentuating the pandemic today (NYTimes.com, 2021). Strengthening immunity is the most important of all. Having a vaccine to be injected could provide better improvement for own health and others as well. Wearing a face mask and washing hands are also needed to cope with uncertainty, including the recent Omicron variant outbreak. In the United States of America, the vaccine is not seen merely as a health issue but also a political one. Many people refuse to be vaccinated for many reasons, such as harmful side effects to their health; COVID-19 is known as similar to other usual influenza, according to conspiracy theories.

The comments sections are quite interesting here. Most of them already have such awareness of this prolonged pandemic. The main question is why the disease takes longer to stay in society, and the answer is that people accept it at all but embrace it closer. The virus should be anticipated, and there are various anticipations for it. However, people choose their own subjective opinions over objective facts. At some points, they choose to obey their standards rather than follow what is best for many people (NYTimes.com, 2021). Those who do not want to cope with the idea of vaccination and health protocols should be banned from public areas.

In that short, explained news and upcoming comments, it can be seen that even only one article may attract many people to comment about the issue. At this point, some comments may be rude and impolite or even only stated by the same people with different accounts. This reality is inevitable since the digital realm is full of uncertainty (Al-farizi & Suherman, 2019). What can be learned from the magazine and its comments are the most important. By reading and studying the comments, English learners could understand many aspects. Those aspects are asserted in both linguistic and literature sides. How people comment on certain grammatical rules could be understood in linguistics. Although their thoughts are in an ordinary sense, they do not neglect English grammatical rules (NYTimes.com, 2021). People still consider others who will read their comments, so they state their words and sentences in grammatical manners. In the literature aspect, cultural understandings are reflected in those comments. The recent news indicates the updated issue today, which is about gender quality and depression. Those two have been such critical issues today in the world. Men and women are still not treated equally because of a certain power that controls them. Depression as worsened anxiety has also been part of certain people who face differences between beautiful imaginations and painful realities

(NYtimes.com, 2021). Both linguistic and literature aspects are asserted in the magazine and its comments. People do not just write in English but also explain cultural realities in everyday life.

Studying Online Comments as Reflection of Experience in Language Skills

Reading and writing aspects of the four above language skills could be studied from online comments in New York Times magazine. Speaking and listening could not be explored since the comments consist of written language and re-producing meanings of certain materials. The reading and writing aspects could be derived from the online comments in the magazine since those indicate necessary grammatical and cultural perspectives. Grammatical aspects could be seen in how people speak their minds in good manners (Milne, 2019; Waghid et al., 2016). The commenters still consider using excellent grammar since those may be read too by others. Those who read the articles then comment on those who unconsciously want their ideas to be known by others. Besides, people are used to speak English fluently, and maybe they are native speakers, so writing with correct grammar has been their staple food every day (Padmini & Tyagita, 2015; Waghid et al., 2016). The cultural perspective indicates how they react to the articles. Some disagree with the articles since they may only cover some sides. Other people support the sections since they feel the same about the conditions. Some provide different views of their experience (Milne, 2019; Mishra & Chuang, 2021). There are many variations in those comments, but the essences of them are that they reflect their idea of the mind. They think before they comment regarding the articles. They do not write in free-value of writings, but they say things by considering what they know. This is why it is called a cultural one; people comment online as reflections of their habitual understandings (Raja & Nagasubramani, 2018; Waghid et al., 2016). Some people might argue this proposition since the online condition is never uncertain. Those who comment might say the words only from their imaginations, or various comments come from only a single account. It does not matter about the doubt, but what could be studied from those comments is valuable. Various comments mean diverse knowledge and different views that could be investigated further. Valuable knowledge of how to read and write correctly could be derived from those comments.

By studying the online comments in the magazine, English language learners may enhance their language skills. The main focal point for the enhancement is that understanding those comments may bring in better deal with the students. Sometimes, teachers give materials that are so theoretical and seem far away from students' lives (Raja & Nagasubramani, 2018). The reverse condition also occurs when the students speak in their own language, especially in an updated culture that could not be understood by teachers.

This gap is reflected as cultural as it includes the different perspectives of knowable and known knowledge (Mishra & Chuang, 2021; Raja & Nagasubramani, 2018). The gap could be solved by using online comments to customize learning, especially from cultural experience perspectives. The customizations apply to both teachers' and students' sides since teachers leave some of their theoretical ways into more practical ones while students get closer to the theoretical by staying out of their practical sides (Bruckner, 2015; Mishra & Chuang, 2021). Both sides may not meet in the middle or in 50%-50% condition, but this view may offer win-win solutions as both sides may enjoy teaching and learning at the same time.

Through the analysis between educational technology and online comments in New York Times Magazine, there are three points why studying those comments could enhance language skills. These points are derived from experience perspectives as seen in cultural points of language learning. First, online critiques relate to students' worlds, especially touching their everyday lives (Mishra & Chuang, 2021). Those close relations indicate that the comments with their linguistic and literature contents cultivate both aspects of theory and practice in language learning. The articles in the magazine also reflect how people talk about life nowadays. The issues are quite new yet popular since those cover so many things, from celebrities' life, political updates, racial frictions, and gender inequality problems. Studying those comments would bring in some aspects of learning at the same time; understanding of linguistic and literature aspects, covering new aspects in life that could be analyzed, and gestures of commenting, especially in the state of being of netizens. This idea may also narrow down the gap between teachers and students regarding current discourses in society (Bruckner, 2015; Mishra & Chuang, 2021). Teachers could approach the newer conditions of issues, while students shall also study the perspective of theories used in the comments section.

Second, the stories in the magazine assert updates that bring more understanding about cultural experience perspective in language learning. Updated stories and news are closer to students' experiences as language learners. This experience is so individual that it can only be understood privately (Bruckner, 2015; Huang et al., 2019; Mishra & Chuang, 2021). Language learning can be better known since the materials are still in the circle of individual experience. Besides, the experience is also collective on the other side of the coin. Since students learn a language together so that they could discuss and mention more perspectives that could enrich their skills too. Teachers also inspect the collective aspect as facilitators that maintain the discussion by considering chosen news and comments. Besides, experience also reflects both inside and outside points of view. Inside is a personal point of view, and outside is about how a person is situated as a member of a language class. Educational technology could entwine those two very different aspects more reciprocally

(Bruckner, 2015; Huang et al., 2014). As seen in duality, more equality could also be reached to accommodate differences. It is different from dualism, in which there is a hierarchy between those who have and have-not power. The hierarchy (Bruckner, 2015), such as between teachers and students, between old and young teachers, and between diligent and lazy students, must be eradicated from time to time to move together to realize better circumstances for language learning.

Third, online comments can be used as materials to understand the usual vocabulary and grammar. Instead of using complicated sentences, the comments usually consist of simple phrases with more modern glossary of words. They do not mind using slang words to express their thoughts and emotions regarding the articles. This aspect is important in language learning to bring in broader possibilities that will result in opening up opportunities. It does not mean the grammar is awful since it is still well-considered. It actually means that flexible language is how today's generation understands their everyday life (Bruckner, 2015; Keengwe & Onchwari, 2020). It must be conformed to grammatical rules yet the words used and its meanings could be in diverse conditions. This aspect then underlines the informal points of language learning. That is also the essence of educational technology; using newer gadgets and applications may bring language learning closer to everyday life perspectives. Students may bring their favorite songs or movies to compare with the online comments. They may also state their own experience regarding the situations in the articles. Teachers could show pictures and videos to emphasize more elastic language usage in many aspects of life (Bruckner, 2015). All of those are reflected in the online comments of the magazine. The comments are not formal, but their necessity to be understood is valuable in language learning. Indeed, teachers still have to filter which comment is necessary to be shown regarding the existing social norms. However, that filter does not eliminate the importance of having an informal aspect complementing the formal side of language learning.

Those three points above could amplify language learning by punctuating internet materials. It is a matter of experience that is underlined here. The condition of online comments in that magazine will extend more consumption of language materials. Moreover, it will also expand more production of language knowledge in language learning. It also reflects education as a process that involves diverse kinds of materials and methods to enrich learners' understanding (Bruckner, 2015; Keengwe & Onchwari, 2020). This is a never-ending process that is both simultaneous and continuous in bringing the enhancement of language closer to the global world of education and the particular realm of everyday life.

CONCLUSION

Studying the online comments in New York Times magazine is useful to enhance language skills, especially in reading and writing aspects alongside the narrative, descriptive, and argumentative issues. This condition is useful for language learners due to its closer relationship to them in everyday life experiences. The news and comments are also up to date, so learners may know newer conditions outside. The vocabulary and grammar used are common and usual, so it could be consumed easily. Moreover, while the news and opinions provided by the magazine are formal, the comments are informal. Studying the comments also shows informal points of teaching language that is more familiar to learners.

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