

Research Article

NEEDS ANALYSIS OF USING ONLINE MEDIA AS GUIDELINES FOR TEACHING ENGLISH READING FOR UNIVERSITY STUDENTS

Sarawut Boonyaruksa^{1*}, Sarinrat Sertpunya² and Pikun Ekwarangkoon³

^{1,2}Faculty of Liberal Arts, North Bangkok University

³Faculty of Education, Kasetsart University

*E-mail: sarawut.boon@northbkk.ac.th

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ABSTRACT

English Language Teaching (ELT) research has been a growing arena of research interest nowadays. However, four basic English skills, e.g., listening, speaking, reading, and writing, provide a deep root in studying the English language. Moreover, reading skills have been significant for many years to facilitate English learning. The notion of integrating online media into the English reading classroom is prioritized. A needs analysis should be conducted to investigate appropriate needs for English reading course development. The present study aims to study the needs of using online media for teaching English reading, study trends in using online media for English reading, and study recommendations for improving English reading skills. Using a wide range of instruments, e.g., questionnaire, semi-structured interview, and the researcher's diary. The results revealed that the Kahoot is needed for studying reading in General Education (GE) (mean= 4.32, S.D. = 0.73). Online media trends between 2019 and 2024, namely Computer Assisted Instruction (CAI), website media, Instagram, and lastly the Kahoot. Experts' opinion on trends were presented, including online media should be integrated into English reading to arouse learners' interest. Reading topics should be related to learners' ages. Google Drive, Google Classroom, online games, and Kahoot are employed for teaching reading according to experts' views. Google Drive and Google Classroom are used to store assignments. The recommendations showed

that it is advised to practice English reading regularly. Kahoot can be used to assess and reinforce their vocabulary. Utilizing online media, e.g., newspapers, websites, journals, and brochures, for English reading practice. Selecting topics of personal interest for effective English reading practice.

Keywords: needs analysis, online media, English reading, ELT, instructional materials

INTRODUCTION

English has become important for communication nowadays. People use English all over the world; it is inevitable. It is in every part of our daily lives. English provides the means of communication through various media such as plays, movies, books, the internet or other resources (Capalar, 2018). Many organizations require people who can use English at work. There are four basic skills of English to master. For example, listening, speaking, reading, and writing. These skills require time to practice. In modern world, there are many resources for students to learn English, especially online media or the Internet. Reading plays a vital role in gaining that knowledge.

English reading skills are predominantly for learning things from several resources. Readers can absorb data through reading. Reading is described as a process where readers understand messages conveyed by writers. It is an interaction between writers and readers in which they extract messages from text

(Nuttall, 2005; Tarigan, 2008). According to Phieanchang (2020), reading is an interactive process where the text and readers collaborate to find meaning in the text.

However, online media have become an important tool to serve learning in digital era. Especially, it facilitates reading skills in several ways. Students read both online reading materials and printed matters to gain knowledge. Previous studies have emphasized the paramount role of online media in teaching effective English reading skills (Anggeraini & Afifah, 2017; Zarei & Amani, 2018; Habib, Mustapha, & Ali, 2019; Marsa, Kuspiyah, & Agustina, 2021; Sitinjak, Sinaga, & Tampubolon, 2022). It can increase reading skills in various directions. As the instructor, online media learning should be implemented and integrated into the classroom. Students will learn in an interactive way. They learn how to use online media platform along with English reading skill improvement.

Furthermore, the needs of using online media for teaching English reading are proposed. Instructors can seek appropriate reading materials to suit students' needs. It is important to note that online media in teaching English reading has grown dramatically, with ICT becoming a part of education nowadays. Khusniyah's study (2022) revealed students' preferences for digital learning tools such as Zoom or Google Meet for online discussion, LMS platforms, and Google Classroom for materials archived. Meanwhile, Rasyid, Dewanti, and Semyanov, (2022) proposed that English reading materials should be relevant to students' fields. There are various reading materials, such as manuals, company regulations, e-mails, and contracts. Related documents should be taught in the classroom. A needs analysis of online media for teaching English reading could shed light on fundamental needs in learning English reading, thus leading to satisfactory learning results.

Moreover, Phranakhon Rajabhat University (PNRU) is a public institution that provide all levels of education. It serves learning in bachelor's degrees, master's degrees, PhDs, and diplomas. Rajabhat Universities have main purposes to

serve local learning and give opportunities to those who want to pursue their dreams nearby their homes. English courses in PNRU, provide fundamental skills in language learning such as listening, speaking, reading, and writing. Thus, General Education (GE) department is responsible for teaching English for every major fields. Online media is an integral part to facilitate English learning in these classrooms.

As far as this research could determine, there have been no studies conducted to establish the needs of online media for teaching English reading at the university level in Phranakhon Rajabhat University context in Thailand. EFL classrooms are needed to explore appropriate materials for reading instruction. However, PNRU students still lack appropriate reading materials to activate their English reading proficiency. Thus, the present study will focus on an investigation of the needs analysis of using online media as a guiding light for teaching English reading to PNRU students. Moreover, research trends over the use of online media integrated into the English reading classroom should be explored. The recommendations for improving the English reading skills

of university students will be investigated to find appropriate suggestions for course development and best practices for teaching English reading in the EFL classroom of Phranakhon Rajabhat University.

RESEARCH OBJECTIVES

1. To study the needs of using online media for teaching English reading to university students
2. To study trends in using online media for enhancing English reading for university students
3. To study the recommendations for improving the English reading skills of university students

EXPECTED BENEFITS

The current study offers several potential benefits, including: 1) Enhancing English language instructors' awareness of the importance of incorporating online media into English reading instruction for university students. 2) Providing English language instructors with insights into current trends and effective practices regarding the use of online media in EFL reading classrooms. 3) Offering recommendations for improving English reading skills that can serve as a teaching framework for EFL classrooms. 4) Providing valuable findings

and suggestions that can be utilized by various stakeholders, such as English language instructors, policymakers, and language planners, for the development of courses and curriculums. These recommendations can be adapted and applied to English lesson plans for university students enrolled in General Education English courses.

RESEARCH SCOPE

This research has covered the needs analysis of using online media as guidelines for teaching English reading to university students. There were a wide range of issues on which to focus, namely: 1) studying the needs of using online media for teaching English reading to university students; 2) trends in using online media for enhancing English reading for university students; and 3) the recommendations for improving the English reading skills of university students.

Meanwhile, the population and sample group were two distinct population groups involved in the study. The first group comprised first-year students enrolled in English general education (English GE) courses at Phranakhon Rajabhat University in Bangkok, totaling 56

individuals to complete the questionnaire. They were selected by using purposive sampling. The second group consisted of five experts in teaching English, curriculum, and instruction. The qualifications of the experts are included teaching English more than 10 years and teaching in university level. They graduated with English, curriculum, and instruction fields. These experts were asked in semi-structured interviews to gather their perspectives on integrating online media into English reading instruction. The timeline for conducting this research was between February 2024 and May 2024.

LITERATURE REVIEW

English Reading Skills

Various scholars have provided definitions of reading. Tarigan (2008) described reading as a process where readers comprehend the messages conveyed by writers through words. Similarly, Nuttall (2005) viewed reading as an interaction between writers and readers, emphasizing that readers extract messages from the writers' texts. Songsiengchai (2010) defined reading as the process by which readers construct meaning from the text they read. Sandhu (2016) described reading as both

a cognitive process, requiring decoding of the text's meaning, and a thinking process, where readers utilize their background knowledge to understand the text. In essence, reading is an interactive process where the text and readers collaborate to derive meaning from the text (Phieanchang, 2020).

In summary, reading involves readers decoding the meaning of the text independently to understand the information communicated by the writers.

Online Media for Teaching English Reading

There are various tools to enhance English reading skills nowadays. Reading skills are vital parts of language learning. Especially, university students tend to read textbooks, and additional reading materials to gain knowledge. However, online reading materials play a significant role in the digital era. Students are not only reading from printed materials but also from online materials to unlock their skills. A great number of studies in the past revealed a significant role in using online media to teach reading skills.

According to Anggeraini and Afifah (2017) implemented digital storytelling as a teaching medium in the reading classroom. The aims of this study were to determine

(1) the students' baseline reading abilities with short stories before implementing the developed digital storytelling, (2) the design and content of the digital storytelling created for teaching reading of short stories to students in the English education program at the University of Baturaja, and (3) the effectiveness of the developed digital storytelling in enhancing students' reading comprehension of short stories. The results revealed that the medium of storytelling should cover students' needs, such as how after reading short stories, they could increase their vocabulary knowledge. Types of reading selection, e.g., romantic and dramatic stories. Online reading resources, video, voice, and sound should be added. Students' improvement was shown to have positive results after employing digital storytelling in teaching reading short stories. Their scores and interest in reading short stories increased significantly.

Furthermore, Zarei and Amani (2018) investigated the effect of online learning tools on L2 reading comprehension and vocabulary learning. Their purpose was to study the effectiveness of various online techniques, such as word references, vocabulary games, and media, on reading comprehension. Sixty (60) participants

were divided into three groups and assigned to one treatment group. In the treatment process, the participants were taught through online vocabulary games and online media, along with transcripts and online word references. The results revealed that the online media group surpassed the other groups. It can be concluded that different online tools may have potential effects on learning languages. Only one online tool might not be sufficient to produce satisfactory results. The integration of various online tools in the classroom would be better.

Habib et al. (2019) found that using Computer Assisted Instruction (CAI) in a secondary school in Nigeria positively impacted students' reading abilities. The study emphasized the importance of having adequate ICT facilities and training teachers in computer-assisted language teaching.

Marsa et al. (2021) and Sitinjak et al. (2022) both demonstrated the game's ability to engage and motivate students, resulting in improved learning outcomes. Specifically, Kahoot was found to be user-friendly and beneficial in helping students explore reading materials provided by teachers.

It is obvious that online media for teaching English reading facilitate reading in many ways. There are numerous tools available today to improve English reading skills. Reading abilities are crucial aspects of language acquisition. In the digital age, online reading materials have become increasingly important. Students now not only rely on printed materials but also utilize online resources to enhance their reading skills. Previous research has highlighted the significant role of online media in teaching reading skills effectively.

Guidelines for English Reading Skills Improvement

Many scholars (Gilakjani & Sabouri, 2016; Isaqjon, 2022; Yapp, Graaff, & Van Den Bergh, 2023) stated the importance of using reading comprehension strategies to enhance EFL learners' comprehension of texts. Furthermore, integrating new knowledge with prior understanding, questioning during reading, predicting outcomes, visualizing content, and recognizing structural and signaling words are vital approaches. It outlined essential reading strategies for learners, such as extensive and intensive reading, leveraging background knowledge, posing insightful questions,

and inferring word meanings. Regularly practicing skimming and scanning techniques is also fundamental for learners.

Needs of Using Online Media for Teaching English Reading

The importance of online media in teaching English reading has grown significantly, with technology becoming an integral part of education. Khusniyah's survey (2022) on students' preferences for digital learning tools revealed the diverse functionalities needed, such as Zoom or Google Meet for discussions, LMS platforms and Google Classroom for material delivery, and various online resources for exercises and textbooks. Similarly, Rasyid et al. (2022) identified the specific needs of Vocational High School students majoring in Fashion Design for English reading materials relevant to their field. They emphasized the importance of understanding various workplace documents, including manuals, company regulations, emails, and contracts. A needs analysis of Moodle for intensive reading classes showed that ninety percent of students and all five lecturers supported its integration, highlighting its potential to enhance learning experiences in English reading.

Related Studies

Recent research has consistently highlighted the advantages of incorporating online media trends to enhance English reading skills. Habib et al. (2019) demonstrated the positive impact of Computer Assisted Instruction (CAI) on students' reading abilities in a Nigerian secondary school, underscoring the importance of adequate ICT facilities and teacher training in computer-assisted language teaching. Similarly, Syakur, Fanani, and Ahmadi (2020) found that blended learning through the "Absyak" website effectively improved reading skills and fostered positive attitudes towards learning among students at Brawijaya University. Putri, Hadi, and Mutiarani. (2021) investigated the use of Instagram, particularly the "@gurukumrd" account, to enhance English reading skills, revealing improvements in understanding main ideas and topic sentences, as well as overall reading comprehension. Additionally, Kahoot emerged as a valuable tool for English reading instruction. Marsa et al. (2021) and Sitinjak et al. (2022) demonstrated its ability to engage and motivate students, leading to improved learning outcomes. Aprilia et al. (2023) further supported its efficacy in teaching narrative texts,

while Febriani, Dewi Syahrul and Syafitri (2024) highlighted its role in enhancing vocabulary retention among second-grade students.

It can be concluded that the Kahoot game is beneficial for improving students' reading comprehension and vocabulary retention (Marsa et al., 2021; Sitinjak et al., 2022; Aprilia, Sulistyaningsih, & Musyarofah, 2023; Febriani et al., 2024).

Kahoot is an interactive application with versatile features that allow players to test their knowledge, making it an ideal tool for quizzes in English classrooms. Additionally, Kahoot has been shown to boost students' reading comprehension, perception, and motivation to learn second or foreign languages. In summary, the integration of online media in English teaching has predominantly featured Kahoot as a popular choice in EFL classrooms.

Conceptual Framework

The conceptual framework has covered the main points for yielding results. It includes the relationship between independent variables and dependent variables. It could foster and nourish the present study for research purposes.

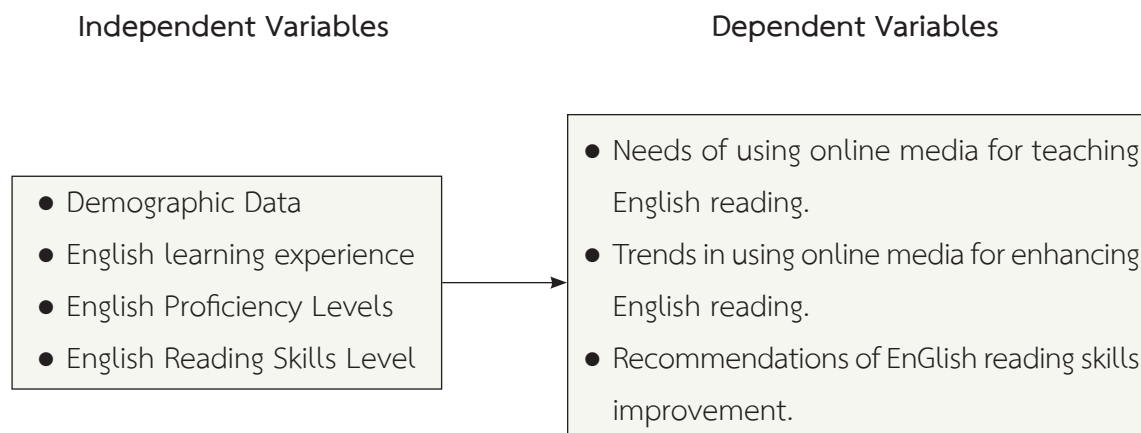


Figure 1 Conceptual Framework

METHODOLOGY

There are many steps in this research. These will yield the research findings that respond to the research objectives as follows:

1) The use of online media trends for enhancing English reading skills was discovered by documentary research between the years of 2019 to 2024 in Google Scholar. Paper selection criteria were presented. The papers were published in accepted journals relevant to English instruction. Time frame was between 2019-2024. Content analysis was employed to describe phenomenal trends in the use of online media for teaching English reading from those years.

2) The questionnaire for the needs analysis of using online media for teaching

English reading to university students was constructed. It covered all aspects of questionnaire construction. It was created by studying related theories from textbooks, documents, and related studies. Five-point Likert rating scale was adapted to ask for levels of needs. There were three parts to the questionnaire, as well as a written part. Part 1: It covered general information or demographic data such as gender, ages, faculty, major, English learning experience, English proficiency levels, and English reading skills level. Part 2: Guidelines for English reading skill improvement. This part applied related theories from these studies (Gilakjani & Sabouri, 2016; Isaqjon, 2022; Yapp et al., 2023) to construct questions in the questionnaire. Part 3: The needs of using online media

for teaching English reading. The written part was the recommendations for improving the English reading skills of university students. The participants could answer freely.

3) The questionnaire was investigated for the Item-Objective Congruence (IOC) by five experts to check its content validity, including language appropriateness and suggestions, before the trial process. The questionnaire was tried out with the 30 non-random subjects to seek reliability. The reliability of the questionnaire was 0.96, and it was employed to ask the real population.

4) A semi-structured interview was constructed through study related theories. Five experts in teaching English, curriculum, and instruction were asked about how to teach English reading through integrated online media. Reading topics or reading selection for university students. Trends in using online media to teach English reading for university students and asking which online media they usually use in the English reading classroom. The semi-structured interview was investigated by five experts to check its content validity.

5) A researcher's diary was used to explore and summarize research trends on the topics of online media for enhancing

English reading skills between the years of 2019 and 2024.

Population and Sample

1. The first group were first year students who enroll English general education or English GE at Phranakhon Rajabhat University in Bangkok. The population were 56 people for completing the questionnaire. Purposive sampling was employed.

2. The second group were five experts in teaching English, curriculum and instruction were asked about how to teach English reading integrated online media. Semi-structured interview was employed to ask their opinions.

Research Instruments

There were three research instruments such as questionnaire, semi-structured interview, and researcher's diary.

Data Collection

1. The researcher analyzed the research trends on the topics of online media for enhancing English reading skills between the years of 2019 to 2024.

2. The questionnaire was distributed through Google Form to the population. It was used to ask for their information on needs analysis. It was conducted in Thai for their understanding to minimize the language

barrier. After that it was translated into English to report the findings.

3. Five experts were asked about how to teach English reading integrated online media and related questions.

Data Analysis

1. The questionnaire in Part 1 was analyzed by frequency and percentage. Part 2 and Part 3 were analyzed by mean and standard deviation. The data from the Five-point Likert scales were presented as follows: 4.20-5.00, always or extremely; 3.40-4.19, often or very much; 2.60-3.39, sometimes or moderately; 1.80-2.59, rarely or slightly; and 1.00-1.79, never or not at all. The recommendations in written part were analyzed by content analysis.

2. Semi-structured interview was analyzed by content analysis. After that, five experts checked the findings for credibility of the data.

3. Researcher's diary was analyzed by content analysis to describe research trends of the use of online media for teaching English reading from 2019 to 2024.

RESULTS

According to the results of the questionnaire in Part 1, demographic data revealed that the 56 respondents

were mostly female, 34 (60.71%), and male, 22 (39.29%). The ages were mostly found in 30 respondents (53.57%) who were 17-20 years old and 26 respondents (46.43%) who were 21 years old and older. Meanwhile, many respondents from various faculties showed that they mostly found 32 respondents from the Faculty of Humanities and Social Sciences (57.14%). The College of Teacher Education found 12 (21.43%). The Faculty of Industrial Technology found 6 (10.71%). The Faculty of Management Science found 4 (7.14%), and the Faculty of Science and Technology found 2 (3.57%). Majors of the respondents are English 28 (50%). Business English found 15 (26.79%). Architecture found 6 (10.71%). Management found 3 (5.36%). Accountancy and Computer Science equally found 2 (3.57%), respectively.

English learning experience is found in 27 respondents who have more than 10 years of learning English (48.21%). 5-10 years at 16 (28.57%). 1-5 years at 13 (23.21%).

There are four basic English skills, such as listening, speaking, reading, and writing. Each skill is comprised of four sub-levels, such as excellent, good, average, and need improvement.

Respondents are ranked from the most to the least. Listening revealed that respondents are 30 (53.57%) in good standing. 18 (32.14%) in average. 6 (10.71%) is excellent. 2 (3.57%) in need of improvement. Speaking showed that respondents are 27 (48.21%) in good standing. 25 (44.64%) in average. Excellent and need improvement levels are equal at 2 (3.57%), respectively. Reading illustrated that 37 (66.07%) were good. 15 (26.79%) in average. 4 (7.14%)

in excellent. Need improvement is not found. Writing showed that 27 (48.21%) were good. 20 (35.71%) in average. 5 (8.93%) is excellent. Need improvement is found at 4 (7.14%).

The last one, English reading skills level are mostly found good at 37 respondents (66.07%). 15 respondents are found poor (26.79%). Excellent reading is found 4 respondents (7.14%).

Part 2: Guidelines for English reading skills improvement

Table 1 The mean and standard deviation of guidelines for English reading skills improvement.

Item	Statement	\bar{X}	S.D.	Level
1.	I read authentic materials to know the passage structure, vocabulary, and idioms in the passage.	3.55	0.96	Often
2.	I read various kinds of reading materials for improving my English reading skills.	3.55	0.96	Often
3.	I practice reading by doing reading exercises and reading repetition as well as answering comprehensive questions.	3.45	1.02	Often
4.	I look up for words' meaning in electronic or online dictionaries on websites.	4.23	0.93	Always
5.	I practice reading through extensive reading for enhancing my vocabulary knowledge.	3.52	1.00	Often
6.	I practice reading through intensive reading for my vocabulary retention and detailed reading.	3.13	1.00	Sometimes
7.	I use my background knowledge to connect the understanding on the passage.	4.18	0.80	Often

Table 1 (to)

	Statement	\bar{X}	S.D.	Level
8.	I think about the questions in my mind to find the answers while reading.	3.63	0.92	Often
9.	I practice the reading prediction what is the passage about.	3.80	0.81	Often
10.	I practice looking at the English language structure and signal words on the passage.	3.63	0.72	Often
11.	I use skimming techniques to know what the passage is about.	3.89	0.77	Often
12.	I use scanning techniques to answer the questions.	4.00	0.78	Often
Total		3.71	0.89	Often

Table 1 shows the results of guidelines for English reading skills improvement. The overall guidelines were at (mean = 3.71, S.D. = 0.89, level “often”). Item 4 was mostly found at (mean = 4.23, S.D. = 0.93, level “always”). Item 6 was least found at (mean = 3.13, S.D. = 1.00, level “sometimes”).

Part 3: The needs of using online media for teaching English reading

Table 2 The mean and standard deviation of the needs of using online media for teaching English reading.

Item	Statement	\bar{X}	S.D.	Level
1.	I need online media to support my reading subject such as newspapers, magazine, journals, and brochure etc.	3.73	0.90	Very much
2.	I need online media to facilitate in the English reading classroom such as e-mail, internet, and e-learning, etc.	4.00	0.85	Very much
3.	I need English reading knowledge from online media in the university library.	3.41	1.15	Very much
4.	I need instructors to teach reading by using graded readers such as tales, literature, autobiography to enhance students' reading skills and vocabulary bank.	3.95	0.87	Very much

Table 2 (to)

Item	Statement	\bar{X}	S.D.	Level
5.	I need to practice my reading through the assignments from Google Classroom.	3.73	0.95	Very much
6.	I need the instructors recommend learning websites and e-book for English reading.	4.04	0.78	Very much
7.	I need the instructors use the news from Bangkok Post, The Nation, BBC, and CNN for teaching reading.	3.96	0.93	Very much
8.	I need to use Application Serial Reader, EPIC, Raz-Kids for enhancing reading skills.	3.88	0.78	Very much
9.	I need the instructors to recommend websites for fictions and non-fictions in the classroom.	4.04	0.78	Very much
10.	I need to be trained on the topic of Kahoot for studying reading in General Education (GE).	4.32	0.73	Extremely
Total		3.92	0.87	Very much

Table 2 illustrates the needs of using online media for teaching English reading. The overall needs of using online media were at (mean= 3.92, S.D. = 0.87, level “very much”). Item 10 was mostly found at (mean= 4.32, S.D. = 0.73, level “extremely”). While item 3 was least found at (mean = 3.41, S.D. = 1.15, level “very much”). In conclusion, needs of training on the topic of Kahoot for studying reading in General Education (GE) was mostly needed for teaching reading skills.

RESULTS OF THE USE OF ONLINE MEDIA TRENDS

This part will be explained in two aspects. Firstly, the results of the use of online media trends for enhancing English reading skills were discovered by documentary research between the years of 2019 and 2024. Secondly, the results from the semi-structured interview.

Results from documentary research revealed that various studies in the past between the years of 2019 and 2024

on the topic of using online media trends to enhance English reading skills showed that Computer Assisted Instruction (CAI) helps students improve their English reading skills. Habib et al. (2019) conducted an experimental group and a control group on the use of CAI to improve students' reading skills in secondary school in Nigeria. The findings illustrated that CAI could help them improve their English reading skills. Meanwhile, Syakur et al. (2020) investigated the effectiveness of the reading English learning process based on blended learning through "Absyak" website media in higher education. The results showed that online-based learning through "Absyak" can effectively increase student scores and affect their attitudes and learning innovation. Moreover, Putri et al. (2021) studied the effectiveness of Instagram, called "@gurukumrd" as a media to improve students' reading skills. The study aimed to investigate the use of Instagram to increase students' English reading. There were 37 students who participated in this study. They used data collection tools such as observation sheets and interview guidelines. The findings revealed that Instagram (@gurukumrd) helped students gain main ideas, topic

sentences, and reading comprehension. It can be concluded that this tool could enhance their reading skills. On the other hand, Kahoot plays a vital role in facilitating students' learning achievement. Marsa et al. (2021) used the Kahoot game in teaching English reading comprehension. This game could facilitate and motivate students to be active learners. The results showed that there was a very high impact on their learning engagement, motivation, perception, and positive attitude. Sitinjak et al. (2022) studied the effect of the Kahoot game in teaching English to improve students' reading comprehension. The results indicated that 89% of students agree that Kahoot games are very easy to access and use. While 70% agree that the games are useful in helping them explore reading selections delivered by the teachers. Aprilia et al. (2023) studied the Kahoot game to facilitate students reading of narrative text. It was summarized that using the Kahoot game can help students improve their reading comprehension of narrative texts. They had a positive response toward Kahoot in teaching English reading and reinforcing their learning achievement. Nowadays, Febriani et al.

(2024) investigated the effect of using the Kahoot application to retain students' vocabulary in the second grade. The research was conducted using a quantitative method with a quasi-experimental design by using pretest and posttest experimental and control groups. The results showed that there was a significant effect on the retention of students' vocabulary who were taught Kahoot. In other words, Kahoot influenced students' vocabulary retention.

It is obvious that the use of the Kahoot game could help students' reading comprehension and retain their vocabulary (Marsa et al., 2021; Sitinjak et al., 2022; Aprilia et al., 2023; Febriani et al., 2024). Kahoot is an interactive application which involves multi-functions. The players can use it to test their knowledge. It is preferable to use it in the English classroom for quizzes. Moreover, it could enhance students' reading comprehension, perception, and motivation to learn a second language or foreign languages. It can be concluded that trends of using online media integrated in teaching English reading comprehension Kahoot is mostly used in EFL classroom.

Results from the semi-structured interview were presented in four themes based on questions asked. Firstly, online media should be integrated into teaching English reading to arouse learners' interest. Nowadays, there are many resources for teaching reading, such as data on the Internet, websites, etc. Teachers can apply them to lesson plans. Reading worksheet assignments for searching data on the Internet could enhance learners' skills in different ways. They can practice how to search for data, summarize, and give a presentation in English. This could help them improve their language skills. There is some cause for concern when selecting online media for teaching English reading. There are pros and cons to a selective process. Easy-to-use and uncomplicated applications should be considered for an enjoyable learning environment.

Secondly, reading topics for teaching reading should be related to learners' ages at the university level. Topics include horoscope, love story, movie synopsis, comic strips, book review, product label, advertisement, brochure, signs, symbols, Internet, news, TikTok, Instagram, Facebook,

and X, also known as Twitter, etc. Teachers can bring them and adjust them to reading activities, especially news that occurs currently. It could arouse learners' interest. In other words, needs analysis in reading should be conducted first. Learners can request what they want to study in the classroom. Thus, teachers will provide them accordingly. However, the difficulty and length of the reading passage should be considered. Reading passage selection criteria should be clarified. It is not too easy or too hard for learners because it will cause them to have reading pain. Asking for expertise in teaching material selection should be prioritized.

Thirdly, there are many types of online media for teaching reading, such as Google Drive, Google Classroom, and Kahoot, an online game for language learners. Kahoot will be used as quizzes for testing learners' reading comprehension. It is free of charge for basic function.

Finally, Google Drive and Google Classroom are used to store files. Assignments are uploaded to this platform. Learners can check their learning achievements in Google Classroom.

RESULTS OF RECOMMENDATIONS FOR ENGLISH READING SKILLS IMPROVEMENT

Data from the content analysis of the recommendations for the improvement of English reading skills among university students revealed four main themes, as follow: Firstly, practice your English reading skills through short or long passages every day. Moreover, answering questions after reading helps students check their comprehension. Various reading selections could facilitate them enjoyably, especially English subtitles from the movies, and song lyrics. It will help them to know all language aspects better. Secondly, Kahoot plays a huge role in enhancing reading comprehension. In other words, it helps students to test their vocabulary knowledge. It is an interactive game that facilitates their learning languages. It injects active movement and enthusiasm into the learner. It could draw learners' attention as well. They use it to practice answering comprehensive questions after reading. Thirdly, practice English reading by using online media to facilitate reading. For instance, online newspapers, the Internet, websites, online journals,

brochures, etc. Finally, Practice English reading by selecting interesting topics.

RESULTS CONCLUSION AND DISCUSSION

1. Needs of using online media for teaching English reading for university students: found that Kahoot is needed for studying reading in General Education (GE) at (mean= 4.32, S.D. = 0.73, level “extremely”).

2. It can be concluded that online media trends for enhancing English reading skills from the years of 2019 to 2024, used the following: Firstly, Computer Assisted Instruction (CAI) in 2019. Secondly, website media in 2020. Thirdly, Instagram and Kahoot in 2021. Lastly, Kahoot has been used in the EFL classroom from 2022-2024.

Experts’ opinions on the trends in using online media were presented in four themes. Firstly, online media should be integrated into teaching English reading to arouse learners’ interest. Secondly, reading topics for teaching reading should be related to learners’ ages at the university level. Thirdly, there are many types of online media for teaching reading, such as Google Drive, Google Classroom, and Kahoot, an online game for language learners. Lastly, Google Drive and Google Classroom are used to store

files and assignments. Learners can check their learning achievements in Google Classroom.

3. The recommendations for enhancing English reading skills can be categorized into four main themes. Firstly, it is advised to regularly practice reading skills in English, whether through short or long passages. Secondly, the use of Kahoot can be beneficial for students to assess and reinforce their vocabulary knowledge. Thirdly, utilizing various online media platforms, such as newspapers, websites, journals, and brochures, can aid in facilitating English reading practice. Lastly, selecting topics of personal interest is encouraged to enhance engagement and effectiveness in English reading practice.

The needs of using online media for teaching English reading to university students, found using Kahoot in the English reading classroom. According to Khusniyah (2022), students needed digital learning tools to help them learn. Digital learning tools play a huge role in facilitating learning in this era. Thus, Kahoot is an integral part of education. Prior studies (Marsa et al., 2021; Sitinjak et al., 2022; Aprilia et al., 2023; Febriani et al., 2024) have addressed the fact that it can improve reading

comprehension and vocabulary retention. It has several features that let students have good engagement in learning. It can especially be used for quizzes and so on. Moreover, students' learning motivation to learn English far better.

Trends on using online media to enhance students' reading skills showed that from 2019 to 2024, students used CAI, website media, Instagram, and Kahoot in the EFL classroom. It is believed that online media could facilitate reading skills. Online media play a vital role in the modern world. It has become an important part of education. Many studies indicated that it could improve English reading skills (Anggeraini & Affah, 2017; Zarei & Amani, 2018). Meanwhile, experts expressed that when integrating online media in the English reading classroom, related content should attract learners' interest. According to Rasyid et al. (2022), student majoring in Fashion Design needed English reading materials related to their major. Moreover, needs analysis will provide the basic needs for teaching. It is beneficial for students to learn according to their interests.

Recommendations from students' opinions revealed that practice English

reading skills regularly through short or long passages. Kahoot is one of the online media recommended by students. It is an interactive game for testing student's knowledge towards the lesson. Marsa et al. (2021) and Sitinjak et al. (2022) have confirmed that Kahoot could improve English reading skills. It is user-friendly and facilitate students in learning. With the advent of online media, especially students have their own mobile phones, tablets, and electronic gadgets. It could allow them to access online learning which they can use anywhere and anytime for learning. It is convenient for students to test their reading skills by using Kahoot.

SUGGESTIONS AND RECOMMENDATIONS

The present study has several implications and suggestions. University instructors, language policy planners, and course developers could utilize the findings to design appropriate English reading curricular for General Education (GE). Moreover, providing English reading training for GE instructors will help them better understand English reading teaching at the university level. Course material development should be tailored to students' needs.

Further studies should be conducted on the overall needs of English for Specific Purposes (ESP) and related to the backgrounds of the students. The effectiveness of using Kahoot integrated with English reading teaching should be investigated to find its constructive development in reading

in the EFL classroom. Four basic English skills, such as listening, speaking, reading, and writing, should be further studied with the integration of Kahoot in ESP and compare to the effectiveness of the experimental group and the control group.

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