

THE USE OF ONLINE ENGLISH MEDIA TO ENHANCE STUDENTS' READING ABILITIES AND MOTIVATION WITH KAHOOT GAME IN ENGLISH READING CLASSROOM AT PHRANAKHON RAJABHAT UNIVERSITY

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ABSTRACT

Online learning tools have been prominent in English reading. The developed English reading lessons aimed to increase students' reading abilities (i.e. reading comprehension) across text types. Moreover, the English reading classroom should be integrated with online learning tools to support learning among EFL learners. Kahoot Game is implemented in English reading classroom in many contexts. It serves as an integral part of online English media in the classroom. The present study aims to compare the reading achievement of students using online English media with those using traditional methods, investigate the efficiency of the online English media following criteria at 80/80, and investigate the levels of English reading motivation. Using several research instruments, e.g., ten online English media lesson plans, an English reading motivation questionnaire, the TOEFL Junior Reading Comprehension Test, Quizzes E_1 , Post-test E_2 . The results illustrated that the mean scores of the post-test in both the experimental group and the control group were higher than the pre-test at the significant level of 0.05. Meanwhile, the efficiency of lesson plans in online English media $E_1/E_2 = 85.96/83.08$, which was higher than the established E_1/E_2 (80/80) criteria. Moreover, levels of English reading motivation showed overall at medium level ($\bar{X} = 3.32$, S.D. = 0.56).

Keywords: Kahoot Game, Online English media, reading abilities, reading motivation

INTRODUCTION

Reading ability or reading comprehension has been a prominent trend in teaching English reading for many years. Readers' background knowledge is required to connect with real-world situations. Teachers should provide comprehensive questions to test their understanding after reading (Anderson, 1999; Snow, 2002). Unfamiliar words are challenges for readers; they have to guess them to understand the text. Understanding text's main idea is necessary to understand what the author wants to convey. Readers need time to consider the details in the text. Nowak (2022) revealed that readers should be able to read words and identify their meaning. However, EFL learners face difficulties and challenges in reading comprehension.

Moreover, many teachers see the importance of online learning tools, especially in technology-assisted language learning for students. Games have the potential to enhance the improvement of language learning (Wells, 2011). Online media i.e. Kahoot game plays a huge role in improving and facilitating English learning. Altun (2015) examined technology

in teaching. The results showed that there was a positive classroom environment for learning. It could nourish students' motivation and improve academic performance.

The notion of using online media or Kahoot Game spreads in EFL classrooms. There have been several studies in the past, using technology-assisted language learning. Kahoot is popular in the EFL classroom. These studies revealed that Kahoot positively impact students' engagement in reading comprehension. Their motivation, perception, and learning attitudes were increased (Wibisono, 2019; Setiawan, 2020; Marsa, Kuspiyah & Agustina, 2021; Korkmaz and Öz, 2021). Moreover, it could serve as an effective online media for motivating and inspiring EFL learners' reading several kinds of texts.

The students' reading abilities are at an unsatisfactory level, especially Thai EFL learners of Phranakhon Rajabhat University (PNRU). They learn English as a foreign language in General Education subjects. They encountered difficulty in English reading because their backgrounds are different. Moreover, reading abilities and online media literacy are vital for

those studying at university. It is important to note that students use English reading as a part of their studies for four years or more. Kahoot proved that it could facilitate English reading. It is recommended that Thai EFL learners should use this approach to sharpen their reading abilities. There were few studies focusing on online English media i.e. Kahoot, in teaching English reading to Thai EFL learners at PNRU. Thus, this study aims to use Kahoot to enhance Thai EFL students' reading abilities and English reading motivation at PNRU.

Research Questions

1. Does the use of online English media for reading lead to higher reading achievement in students compared to traditional methods?
2. Is the efficiency of online English media higher than the criteria at 80/80?
3. What levels of English reading motivation do students have towards the use of online English media in reading abilities and those using traditional method?

Research Objectives

1. To compare the reading achievement of students using online

English media with those using traditional methods.

2. To investigate the efficiency of the online English media following criteria at 80/80.

3. To investigate the levels of English reading motivation of the students towards the use of online English media to support reading abilities and those using traditional methods.

Hypothesis

1. The mean reading scores of students using online English media will be higher than those of students using traditional methods.
2. The efficiency of online English media is higher than the criteria at 80/80.

Expected Benefits

Upon completion, this study is anticipated to offer valuable insights for EFL university instructors, educational administrators, and language policymakers in Rajabhat Universities in Thailand. It will enable comparisons among students exposed to various EFL teaching approaches and evaluate the effectiveness of reading instruction. University faculty and leadership can utilize this data, along with

the included details, to identify the most effective strategies for improving reading instruction at PNRU and other Rajabhat Universities.

Research Scope

This research has covered the use of online English media (i.e. Kahoot Game) to enhance students' reading abilities and motivation in English reading classroom at PNRU. The research focused on 1) comparing the reading achievement of students using online English media with those using traditional methods, 2) investigating the efficiency of the online English media following E_1/E_2 (80/80) criteria, and 3) investigating the levels of English reading motivation of the students towards the use of online English media to support reading abilities and those using traditional methods.

The participants were first-year students at PNRU who enrolled in the English for Study Skills Development Course. They were 52 participants. They were divided into an experimental group and a control group. The timeline for conducting this research was in the third semester of 2023 academic year.

Literature Review

Online English Media

Many scholars have discovered online tools that motivate students to engage with reading passages. Online media or games could serve as effective learning tools. They can enhance language learning, especially in vocabulary (Wells, 2011). Online English media are related to Behaviorist Theory (Parkay & Hass, 2000) emphasize changes in behavior due to stimulus-response patterns. The results illustrated that both online and offline activities, e.g. games, serve as stimuli and have amazing connections to the observed responses. Learners can engage with lively tools to support language learning.

Kahoot Game

Kahoot is an online game designed to assess students' English reading abilities. It is easy to use. It is a free multimedia platform suitable for both teachers and students. This quiz-making tool includes various media elements such as images and videos and allows for setting time limits on answers. The application can be accessed through laptops, smartphones, and other devices (Siegle, 2015). Previous studies on Kahoot! are relevant to the Connectivism Theory

(Siemens, 2005). This theory focuses on the presence of social frameworks, and technologies that help students gain self-empowerment independently to explore knowledge. Therefore, it is recommended to encourage students to develop their own learning approaches while integrating innovative teaching techniques from teachers. It shaped by the students themselves to align their learning preferences with the new information provided by teachers.

Learner Autonomy and Reading

The relationship between autonomy and language proficiency, especially in reading, has gained attention due to the recognition that self-directed learning significantly influences effective learning. Another factor driving this interest is the global educational focus on teachers showing the effectiveness of their methods to enhance language proficiency (Dafei, 2007). In language learning, an autonomous learner's success connects on their ability to apply metacognitive knowledge and strategies such as planning, monitoring, and evaluating across various skills. Meanwhile, (Little, 2007; Thanasoulas, 2000; Dafei, 2007) argue that fostering autonomy in language skills requires

learners to change from teacher-guided to self-guided and independent learning. In reading context, students need to understand with their own comprehension.

All in all, researchers agree that reading, in advanced levels, is a thoughtful process that involves various skills, strategies, and prior knowledge to understand. They also believe that promoting learner autonomy can enhance reading proficiency. In other words, improvement of students' reading comprehension might require students to work independently and use metacognitive strategies in reading.

Interactive Reading Theory

The interactive reading theory uses the bottom-up and top-down reading processes simultaneously (Bernhardt, 1991; Grabe, 1991; Rumelhart, 1977; Swaffar, Arens & Byrnes, 1991). Many scholars suggested that teachers should adapt reading instruction integrated with this model to enhance the proficiency of L2 readers.

Reading Comprehension

Many scholars have provided definitions and perspectives on reading. Reading involves understanding of text which require readers' prior knowledge

to understand. It is an interactive process between the readers and the writers to convey their messages. Being successful readers can link their different ideas and understand text's complexity. Reading comprehension is an active and fluent process involving engagement in text. Reading comprehension involves three elements such as the reader, the text, and the activity (Anderson, 1999; Snow, 2002; Nuttall, 2005; Tarigan, 2008; Songsiengchai, 2010; Sandhu, 2016; Phieanchang, 2020).

Reading Motivation

In 1997, Wigfield and Guthrie explored the extent and diversity of children's reading habits in first language (L1). They introduced the Motivation for Reading Questionnaire (MRQ) to understand the motivational aspects related to reading. Three perspectives in motivation, with each eleven specific components were revealed. They applied the MRQ to 105 fourth and fifth-grade students in the United States for idea validation. Their analysis confirmed that reading motivation is indeed multi-faceted, as hypothesized in their study.

Meanwhile, second language (L2) motivation was presented to explore various dimensions. Mori (2002) conducted

a study on a reading motivation questionnaire designed for a foreign language context. Mori's questionnaire was developed based on Wigfield and Guthrie's (1997) reading motivation model, excluding components such as competition related to reading, reading recognition, and social reasons for reading, which were not relevant to university-level students. Mori's study involved 447 participants from a women's university in Japan and revealed that motivation to read in English could be categorized into four sub-components: Intrinsic Value, Attainment Value, Extrinsic Utility Value, and Expectancy for Success. Learning and motivation share a common goal, as reading comprehension is crucial for acquiring extensive knowledge, and motivation significantly impacts learning achievement. Various studies shed light the best practices to enhance both aspects.

Comprehensible Input

It is a key component of Krashen (1985) Second Language Acquisition (SLA) theory, suggesting that language acquisition occurs when learners face language that is both understandable and slightly challenging. This input

should be comprehensible within context, even if learners do not understand every detail. This theory has significant implications for language teaching, emphasizing the need to expose learners to comprehensible input through authentic listening and reading materials, as well as opportunities for meaningful communication in the target language. Materials should be related to what students know. The contents are understandable. This theory highlights the importance of providing learners with comprehensible input in a low-stress environment to facilitate natural language acquisition.

All in all, it focuses on the importance of creating an environment where learners can engage with language in meaningful ways, relevant, and understandable to them. Students will improve their skills to further levels when they face challenging opportunities.

Technology-Assisted Language Learning (TALL)

TALL is the teaching method to develop wide range of language skills (Ahmad, 2016). There are several learning technological tools that encourage language learning in the past. Ahmad

(2016) summarized as follows: Computer Mediated Language Learning (CMLL), Machine Translation Assisted Language Learning (MTALL), Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), Web Based Language Learning (WBLL), and so on. Nowadays, mobile phones can connect with Internet. They are portable, and flexible to use anywhere. The mentioned electronic devices offer various ways in language learning. For example, practice language skills, grammar, phonology, morphology, vocabulary, etc. With the benefits of TALL, teachers can use them to teach reading in a fun, and interactive way.

Gamification

The advent of gamification in language learning is prominent nowadays. It is the use of game mechanics; they could encourage, promote learning activity, and solve a problem. They play a vital role to make gamified lessons. The game procedures arouse students interact with it. Students will have a guide to focus on the successful goals after completing the tasks (Weisfeld, 2000; Salen & Zimmerman, 2004; Järvinen, 2008; Abusa'aleek & Baniabdelrahman, 2020). Using gamification in second language learning is effective

in many ways. Students can engage with exciting learning experiences. They can practice language skills quickly, deal with various tasks, and promote students' expression and feeling when learning a language (O'Brien & Toms, 2008; Figueroa, 2015; Abusa'aleek & Baniabdelrahman, 2020). There are many benefits of gamification in educational setting, especially in reading comprehension instruction. Several studies revealed positive results of the use of gamification in reading comprehension instruction (Abusa'aleek & Baniabdelrahman, 2020; Páez-Quinde, Iza-Pazmiño, Morocho-Lara & Hernández-Domínguez, 2021; Korkmaz & Öz, 2021). They delivered the transmission of collaborative, interactive and enjoyable way.

Related Studies

Numerous research studies have explored the use of Kahoot for English reading. Kahoot could enhance students' reading abilities in several ways (Anggeraini & Afifah, 2017; Zarei & Amani, 2018; Wibisono, 2019; Setiawan, 2020; Marsa, et al., 2021; Korkmaz & Öz, 2021). Positive feedback from this tool makes teachers realize to find appropriate online media for their learners. Moreover, students

have positive attitudes and motivation to learn English reading. The present study employed the use of online media (i.e. Kahoot Game) to facilitate reading abilities. It provided interactive ways to learn English.

Theoretical Framework

The focus of the present study is to enhance students' reading abilities using online English media (i.e. Kahoot Game) since it plays a significant role in learning. To support the present study, the researcher concluded the theoretical framework for easy understanding. The researcher scrutinized and synthesized from theories and related literature review as presented in Figure 1.

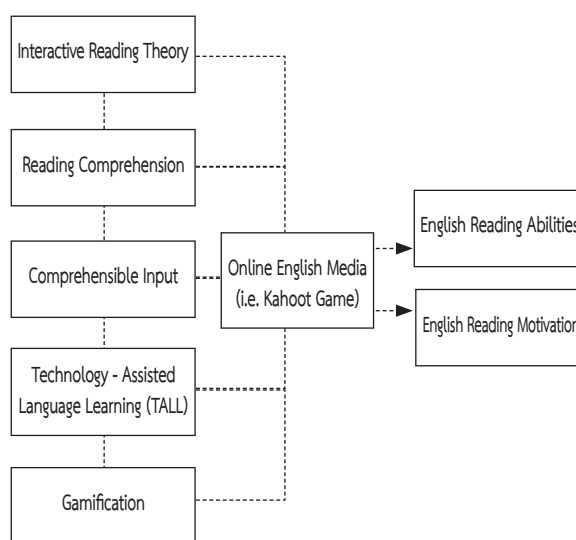


Figure 1: Theoretical Framework

Methodology

Participating University

Bangkok is the capital city of Thailand. This is one reason why the target university was selected. It is surrounded by many companies that are in Thailand. Bangkok is a melting pot where different cultures and people are mixed. Bangkok is mostly an economic city where businesspeople travel to work and relax at the same time. Several foreign visitors are increasingly noticeably. This raises people's awareness of their English proficiency if they want to succeed in business and the workplace.

Moreover, students at the university level are expected to use four basic English skills, so they could exchange information with foreigners. They are expected to have a good command of English. There are many universities in Thailand, e.g., public universities, private universities, Rajabhat universities, etc. They are responsible for producing graduates who will serve society.

Rajabhat universities are governmental universities under the Ministry of Higher Education, Sciences, Research and Innovation. They are

located throughout regions of Thailand. They provide bachelor's degrees in any fields, diplomas, and graduate studies. Students in Rajabhat Universities are required to study English as a foreign language. They provide basic English courses for students who study in any areas. Mostly, reading abilities play a huge role in studying higher education. Students have to read English textbooks. Thus, the researcher is interested in employing the experiment at Phranakhon Rajabhat University in Bangkok to help them improve their reading abilities.

Population and Participants

The participants in this study were first-year students at Phranakhon Rajabhat University (PNRU) in Bangkok who enrolled in the English for Study Skills Development Course. They understand the process of using online English media (i.e. Kahoot Game) that will be integrated with English reading passages. On the other hand, first-year students from mentioned subject were selected to participate in the study. The participants studied this course in General Education (GE). Different majors enrolled in it to study basic reading skills. This course aimed to provide reading comprehension skills and integrated them with online learning tools.

Thus, the researcher decided to select them to participate in the study. 52 participants enrolled in English for Study Skills Development in the third semester of the 2023 academic year. It is a mandatory course for first-year students. This study employed the use of online media to teach reading ten times in five weeks of the third semester of 2023. The classes were taught two times, in the morning and afternoon classes each week, to see their achievement in reading abilities.

There was one class, divided into an experimental group and a control group. The simple random sampling method was employed (Koul, 1984: 108). They were selected by the lottery and assigned to an experimental group and a control group. They were equally selected. Each group had 26 students. Male and female students with high and low English proficiency were mixed in both classes. The researcher informed the participants earlier on the orientation day about the divided classrooms. To minimize the possibility of bias, the experimental group was taught by the researcher. Meanwhile, the control group was taught by the co-researcher.

Treatment and Research Instruments

This research employed several instruments to yield results. For example, 1) Ten lesson plans for online English media, developed under interactive reading theory. Online English media refers to the use of Kahoot Games integrated with the reading passage from the book “Skills for Success: Reading and Writing” by Joe McVeigh and Jennifer Bixby (2024) based on CEFR level (A2). It is recommended to be used throughout the course. Other additional reading exercises. The lesson plans were employed as a treatment. 2) an English reading motivation questionnaire, adapted from Mori (2002). It is a 30-item, five-point Likert scale; 3) Test of English as a Foreign Language (TOEFL): TOEFL Junior Reading Comprehension Test (Pre-test and Post-test). 4) Quizzes for the first E_1 (80), and 5) Post-test (i.e. TOEFL Junior Reading Comprehension Test) for the second E_2 (80).

Data Collection and Analysis

The researcher has divided the data collection process into three phases. First phase: The researcher tried out ten lesson plans, TOEFL Junior Reading

Comprehension Test, Quizzes E_1 (80), Post-test E_2 (80), and an English reading motivation questionnaire with the 30 non-random subjects. They enrolled in the English for Study Skills Development Course. The purpose was to determine the appropriateness of lesson plans, the classroom environment, the readiness of learning equipment, and time management in the classroom. After that, all instruments were revised before real implementation. Second phase: The researcher employed wide range instruments from 1st phase for implementation. The experimental group and the control group were taught using different methods. That is to say, the experimental group received lesson plans based on online English media. The traditional method was taught in the control group. Both groups received the TOEFL Junior Reading Comprehension Test as a pre-test and post-test. With the prominent name of TOEFL, it was employed for testing participants' reading abilities. Final phase: The researcher collected data from E_1 (80), E_2 (80), and distributed an English reading motivation questionnaire to both groups.

Data analysis plays an essential role in yielding research results. The scope

of the data in this study was classified into four categories. For example, data on an English reading motivation questionnaire and data on treatment were used in this study.

1. Index of Item-Objective Congruence (IOC) was employed to determine the content validity of ten lesson plans, and an English reading motivation questionnaire before trial and implementation.

2. Descriptive statistics were used to analyze the quantitative data on demographic data using frequency and percentage in Part 1 of the questionnaire. Meanwhile, English reading motivation levels were analyzed by mean and standard deviation in Part 2 of the questionnaire. Participants' English reading motivation levels, both using online English media and traditional methods, were presented.

3. The statistical procedures for testing hypotheses the mean and standard deviation of the pre-test and post-test scores were presented. These numbers showed the pre-test and post-test scores between the experimental group and the control group. The use of t-test independent was employed.

4. The efficiency of online English media following criteria at 80/80 was analyzed by the following: Reading quizzes were analyzed to find the efficiency of the first E_1 (80) in the learning process. After that, the post-test was examined to see the results of the second E_2 (80). Finally, all the data are shown in the table for better understanding.

Results

This part presents the results of the analysis of the data collected in the study. They were presented based on

research questions to show how the findings answered them. The first results show the comparison of the pre-test and post-test of the experimental group and the control group. Second, the efficiency of lesson plans for “Online English Media” based on E_1/E_2 (80/80) criteria. Third, the Effectiveness Index (E.I.) of lesson plans “Online English Media”. Fourth, the frequency, percentage of respondents in the English reading motivation questionnaire. Finally, the mean and standard deviation of the English reading motivation questionnaire.

Table 1: Results of the comparison of pre-test and post-test of experimental group and control group

		n	$\bar{x}$	S.D.	df	t	Sig.
Experimental Group	Pre-test	26	27.88	4.55	25	5.457	.000*
	Post-test	26	33.23	2.97			
Control Group	Pre-test	26	13.12	3.25	25	4.884	.000*
	Post-test	26	16.50	5.55			

*p < .05

Table 1 shows the results of the comparison of the pre-test and post-test of the experimental group and the control group. Each group has 26 participants. It is obvious that the mean scores of the post-test in both groups are higher than the pre-test at a significant level of 0.05.

Table 2: The efficiency of lesson plans “Online English Media”

Evaluation List	Total Score	$\bar{x}$	S.D.	%
Process scores, quizzes (E_1)	447	17.19	2.02	85.96
Post-test scores (E_2)	40	33.23	2.97	83.08
In conclusion, the efficiency of E_1/E_2 $E_2 = 85.96/83.08$				

Table 2 shows the results of the efficiency of lesson plans “Online English Media.” Process scores and quizzes (E_1) revealed 85.96%. While post-test scores (E_2) showed 83.08%. It can be concluded that the efficiency of online English media lesson plans was higher than the established E_1/E_2 (80/80) criteria.

Table 3: The Effectiveness Index (E.I.) of lesson plans “Online English Media”

Lesson Plan	No. of Students	Full Score	Total Score		(E.I.)
			Pre-test	Post-test	
Online English Media	26	40	725	864	0.4412

Table 3 Illustrates the Effectiveness Index (E.I.) of lesson plans “Online English Media”. The E.I. is 0.4412 or 44.12%.

Results of an English reading motivation questionnaire

The results were presented in two parts namely, Part 1 demographic data of respondents and Part 2 English reading motivation levels. According to the results of the questionnaire in Part 1, demographic data illustrated that 52 respondents were mostly male, 36 (69.20%) and female, 16 (30.80%). The ages were mostly found in

28 respondents (53.85%) who were 22-25 years old. There were 18 respondents aged 18 to 21 for (34.61%). Among respondents aged 26-29 and 30-33, three fell into each category. They were equal (5.77%), respectively. Moreover, several faculties revealed 39 (75.00%) respondents from the Faculty of Industrial Technology. The Faculty of Humanities and Social Sciences identified 9 (17.30%). The

Faculty of Science and Technology found 3 (5.77%), and the Faculty of Management Science found 1 (1.93%). English reading experience levels were found at medium levels among 33 respondents (63.46%). Meanwhile, 16

respondents (30.77%) found they have little ability in English reading. Three respondents (5.77%) found that they can read excellent English.

Table 4: Mean and standard deviation of English reading motivation questionnaire

Part 2: English Reading Motivation	Levels		
	$\bar{X}$	S.D.	Interpretation
1. I want to read English novels by acquiring the skill of reading in English.	3.62	1.30	High
2. I get engaged in reading English stories even if they are written in English.	3.29	1.17	Medium
3. Learning to read in English is important because it helps us handle international situations.	4.15	1.14	High
4. I'm learning English reading because I might study abroad someday.	3.10	1.30	Medium
5. By learning to read in English, I aim to gain a deeper understanding of the cultures and lifestyles of English-speaking countries like America, England, Australia, and New Zealand.	4.02	1.03	High
6. I would still enroll in a reading class even if it was not mandatory for my studies.	3.56	1.19	High
7. I'm learning to read in English only to achieve high grades in class.	3.35	1.20	Medium
8. Long and complicated English passages demotivate me.	2.97	1.24	Medium

Part 2: English Reading Motivation	Levels		
	$\bar{X}$	S.D.	Interpretation
9. I'm only taking a reading class because it's mandatory.	2.54	1.21	Medium
10. I want a job that utilizes the skills I've learned in my English reading classes.	3.85	1.01	High
11. I excel at reading in English.	2.96	1.04	Medium
12. I enjoy reading English novels.	2.85	1.21	Medium
13. I enjoyed my reading classes in junior and senior high school.	3.23	1.00	Medium
14. By learning to read in English, I aim to read English magazines and newspapers.	3.79	1.16	High
15. Reading English books is enjoyable.	3.58	1.03	High
16. I enjoy reading English magazines and newspapers.	3.04	1.04	Medium
17. English reading is my weak point.	3.17	1.29	Medium
18. Learning to read in English is important for my overall education.	4.02	0.93	High
19. By learning to read in English, I hope to explore various perspectives worldwide.	1.96	1.06	Low
20. I believe learning to speak, listen, and write in English is more important than reading.	3.79	0.99	High
21. My grades in English reading during junior and senior high school weren't great.	3.25	1.20	Medium
22. I find pleasure in solving challenging reading passages.	3.15	1.14	Medium

Part 2: English Reading Motivation	Levels		
	$\bar{X}$	S.D.	Interpretation
23. I have no interest in reading in English, even if the content is interesting.	2.29	1.22	Low
24. Learning to read in English is essential for broadening my perspective.	3.96	1.00	High
25. By learning to read in English, I aim to access information on the internet.	3.96	0.96	High
26. Learning to read English is vital for becoming a well-educated individual.	4.08	1.02	High
27. Learning English reading is not a waste of time.	1.81	1.10	Low
28. I wouldn't voluntarily read in English unless it's assigned as homework or part of an assignment.	2.19	1.13	Low
29. I tend to be more engaged when reading in English.	3.56	1.03	High
30. Reading in English is difficult and uncomfortable for me	2.85	1.30	Medium
Total	3.32	0.56	Medium

Table 4 illustrates the levels of English reading motivation of respondents. Overall levels of English reading motivation are at a medium level ($\bar{X} = 3.32$). Three items revealed high levels, namely, item no. 3: Learning to read in English is important because it helps us handle international situations ($\bar{X} = 4.15$). Item no. 26: Learning to read English is vital for becoming a well-educated individual ($\bar{X} = 4.08$). Item no. 5: By learning to read in English, I aim to gain a deeper understanding of the cultures and lifestyles of English-speaking countries like America, England, Australia, and New Zealand. Item no. 18.: Learning to read in English is important for my overall education. Thus, no.5 and 18 are equal levels ($\bar{X} = 4.02$).

Results Conclusion and Discussion

It is obvious that the mean scores of both groups are higher than the pre-test at a significant level. For those who received online English media in the classroom, they were quite capable of dealing with online learning tools. It has interactive features that could enhance reading abilities. Kahoot was especially used as an integral part of English reading. According to Marsa et al. (2021), the Kahoot game had the potential to improve students' reading abilities. There are various functions that could draw learners' attention. It could create ideal quizzes to test English reading abilities. Moreover, Setiawan (2020) and Korkmaz and Öz (2021) examined the Kahoot game in teaching reading comprehension. The findings illustrated that using Kahoot impacts students' learning engagement, especially motivation, perception, and positive attitude. In other words, it could serve as an effective online medium for motivating and inspiring EFL learners' reading comprehension in various kinds of texts. Wells (2011) recommended that games could enhance language learning. More importantly, Altun (2015) explored technology in teaching. The results showed a positive learning atmosphere in the classroom.

Even though the experimental group and control group received different teaching approaches, they could achieve success in English reading classroom. In other words, the teaching-reading process plays a crucial role in the present study. Many scholars have suggested that students absorb or understand messages through words (Tarigan, 2008). Readers deal with constructing knowledge when reading through texts (Songsingchai, 2010). Reading requires readers' background knowledge to connect with what they read (Anderson, 1999).

It is important to note that learner autonomy in the reading classroom is essential topic to discuss. The present study employed online English media for teaching reading. Participants used their own mobile phones to access the Kahoot game to test their reading abilities. Following the test, they received their own results. Most classroom activities provided opportunities for students to expose themselves to their own learning experiences. For example, group reading discussions, self-learning tasks, etc. The researcher served as a learning facilitator. Previous studies have illustrated that fostering learner autonomy in the language classroom could expand their self-learning strategies (Little, 2007; Thanasoulas, 2000; Dafei, 2007).

The efficiency of lesson plans “Online English Media” for experimental group showed E_1/E_2 (85.96/83.08) was higher than the established criteria E_1/E_2 (80/80). This corresponds to the second research hypothesis. More importantly, the online English media plays a vital role in supporting English reading. It has a wide-ranging effect to students’ learning achievement. Anggeraini and Afifah (2017) investigated digital storytelling as a teaching medium in the reading classroom. The results showed that digital storytelling could increase students’ vocabulary knowledge and positive results after implementing it. Moreover, Zarei and Amani (2018) examined the effect of online learning tools second language (L2) reading comprehension and vocabulary learning. The results demonstrated that participants who received online learning tools had higher reading abilities than other groups. The study suggested that various online tools should be integrated into the reading classroom.

Overall, motivation levels for English reading were found to be at a medium level. The present study could shed light on the levels of English reading motivation of different participants in

the classroom. Various participants with different majors are enrolled in this subject. They have distinct aims and background knowledge of English since this subject provided fundamental skills in English reading. They study English as a foreign language. Thus, it could affect their reading habits in daily life. According to Wigfield and Guthrie (1997) explored the scope and diversity of children’s reading habits. They introduced the Motivation for Reading Questionnaire (MRQ) to examine the motivation relevant to reading. Reading motivation can be divided into three different aspects; each has eleven specific components. After implementation, the study confirmed that reading motivation is multi-faceted, as per their hypothesis. Meanwhile in the field of L2 learning, Mori (2002) examined a study on reading motivation. Her study was inspired by Wigfield and Guthrie (1997)’s model. Her model was relevant to the university level. The results presented in reading motivation could be categorized into four different sub-components. For example, Intrinsic Value, Attainment Value, Extrinsic Utility Value, and Expectancy for Success. The present study casts light on EFL students’ motivation in English reading. They need more reading habits and hobbies to

improve their English reading proficiency. Especially reading for pleasure to increase vocabulary knowledge and collect reading experiences.

The notion of classroom size in GE subjects is needed for consideration. There were many students in the classroom in an inappropriate learning environment. According to Krashen (1985), teachers should provide a low-stress environment with meaningful to facilitate language learning. Comprehensible input in the language classroom is needed. In other words, teachers should present reading content that related to their ages. Content should suit their learning and challenge for unlocking their next level. It highlights that language learning happens when learners are faced with challenge, but it also provides understandable language in reading. The present study sheds light on various suggestions and recommendations. The next topic will be discussed.

Suggestions and Recommendations

The present study provides recommendations and suggestions for teaching English reading in EFL classroom. Online English media (i.e. Kahoot Game) should be employed as guidelines to

teach Business English, English major, and other ESP courses. The integration of ICT into EFL classroom could attract learners' attention. Providing training on online English media for teaching other GE subjects, the participants who pass the training might share their experiences with others. More follow-up on students who received an online English media in the long term should be emphasized to see their improvement in English skills and English reading motivation.

Further studies should be investigated on implementing online English media training in GE subjects, which cover listening, speaking, reading, and writing. Online English media should be examined, especially in one major, because the students have different background knowledge of English. Thus, it could be tested with appropriate statistics and yield accurate results. Future studies should be investigated English reading motivation levels in a separated group, an experimental group, and a control group because it will provide accurate statistical results. More extensive reading should be explored to make learners familiar with English books and increase vocabulary knowledge.

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