

ONLINE READING MATERIALS TO IMPROVE READING CAPACITY OF THE STUDENTS OF NATIONAL UNIVERSITY OF BATTAMBANG OF CAMBODIA

Nov Sampors¹, *Safnil Arsyad², Dedi Sofyan³

Corresponding author's email safnil@unib.ac.id

^{1,2,3}English Education Postgraduate Program, University of Bengkulu, Indonesia

Revised: August 18, 2022

Published: November 30, 2022

Abstract: The Covid-19 pandemic in the world keeps increasing until now. This is the reason that the researchers selected to examine how the students at the National University of Battambang of Cambodia perceive online reading materials to improve their reading capacity. In this study, a mix approach and 50 students participated. In quantitative analysis, the participants were asked to answer 63 items of the questionnaire with 4 answer options, namely strongly agree, agree, disagree, and strongly disagree. In addition, 10 respondents were asked to respond to 21 interview questions to collect qualitative data. The results revealed that the students had a positive perception of using online reading material. However, they encountered issues such as a poor internet connection, inappropriate electronic devices, screen light issues, inability to purchase suitable electronic devices to support online reading material, inability to use appropriate terms for topic searches, lack of reading strategies, eyesight issues, and privacy and security concerns. This study encouraged students to acquire valuable knowledge through the use of online reading material, enhancing their reading capacity and achieving their learning objective.

Keywords: *capacity, online reading, online reading material, perception*

How to Cite: Sampors, N., Arsyad, S., & Sofyan, D. (2022). Online reading materials to improve reading capacity of the students of National University of Battambang of Cambodia. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 9(2), 180-202. <http://dx.doi.org/10.36706/jele.v9i2.18717>

INTRODUCTION

Reading is a skill of language foundation which can help learners master other three important skills, like listening, speaking, and writing. Unfortunately, not all learners have good reading ability. As Capellini and Pinheiro (2015) described that school failure, poor school, and education performance with much involvement in self-evaluation of the child, family, teachers, community, and institutes are the factors that cause students' lack of good reading habits. Therefore, they all have to take much effort for finding the best way to promote their students' or children's study

successfully. There are many ways for urging learners in reading English besides the factors that the writer raised from the previous researchers. The teachers can guide their students to improve their reading skills by reading materials in printed or online reading material. According to Wu et al., (2012) mentioned that rapid Technology has pushed online information used for the education process so that online or digital reading materials are considered as one of useful learning tools to make learners get knowledge or information everywhere or every time without spending much money on buying expensive printed documents.

When Covid-19 spread rapidly in Cambodia from March 2020 until now, it forced 13,300 schools for all levels to close on March 6, 2020. The students cannot go to school to interact with their teachers. This situation can make students get into trouble in learning, so the Ministry of Education, Youth, and Sport (MoEYS) is cooperating with UNICEF to continue establishing online learning activities for all learners to join distance learning. They create useful online learning materials such as videos and e-lessons. Then, they broadcast the teaching lessons or relevant learning and teaching activities through social media platforms, televisions, radio, telegram groups, and the Facebook page of MoEYS or other apps to support students learning for all skills. Even though the reading ceremony cannot be celebrated in the real school as an annual on the 11 of March, the government of education continues its mission by promoting the reading ceremony online which is broadcasted through the official Facebook page of MoEYS or TV channels and so forth.

Among those above advantages, educators can also teach students reading through online reading tools or ask them to do research on their topics or tasks given. They can search through fruitful online reading resources like online articles, newspapers, or other qualitative websites that can help them reach the goal of reading level. As Sudiran (2015) said that to make students' ability succeed in reading comprehension, the learners themselves have to have strong commitment and positive thinking on using all of the online reading materials which are real advantages for them, but if their overviews are negative using the online reading resources, like searching work through is wasting time, they will not be successful readers. Moreover, they are skilful in using technology to access the internet and have skills in reading on the internet.

According to the participants' responses in a study by Saaïd and Wahab (2014), the participants were not sure whether to read or reject online reading. Also, Sey (2021) raised his finding that the students were not familiar with an online reading tool, like Google Classroom. These urge the writer took these into account and had to fill these research gaps.

In conclusion, to investigate the perspective of the students to utilize online reading materials to enhance their reading abilities, three research problems are addressed as follows: 1) What factors inhibit students from online reading? 2) What are students' suggestions to overcome the problems with online reading material? 3) What are students' suggestions to overcome the problems with online reading material?

METHODOLOGY

Subjects

The population of this study were 100 students who are studying in the first, second, third, and fourth year at the National University of Battambang (NUBB).

However, 50 participants were selected to be sample or respondents as it was taken through convenience sampling. Hancock, et al., (2007) stated that sample size is the size that researchers have selected participants who are available and likely to participate, perhaps at a specific time, and it depends on the type of research-big or medium or small which will be useful for the researchers to implement the research. Ten participants from three different academic year were selected for interview: 3 students from year4, 3 students from year 3, 2 students from year 2 and 2 students from year1.

Design and Procedures

Mixed method – quantitative and qualitative research from Creswell (2012) was employed in this study to find out students' perceptions towards utilizing online reading material improving reading capacity. The data collections were done through both questionnaire with Google Forms and interview with Zoom Meeting application. Ultimately, quantitative data was used to answer the three research problems. Aside from that, the interview was used to obtain qualitative data for additional quantitative details.

The Instrument

Questionnaire adapted from Sudiran (2015)–Measuring Computer and Web Attitudes Using CAS and WAS Measurement Instruments. It consisted of the similar questions such as “Internet is essential to access reading materials, the Internet is important to improve reading skills, the Internet is important to solve reading problems, the internet is important to increase knowledge, the Internet is essential to promote creativity, Students should often access the Internet, Students should access Internet two hours a day and two more questions related to the time spent on reading digital text per day and technique in online reading (Saaid & Wahab, 2014). Moreover, the writer also adopted more from her own experience in the real context.

The questionnaire with Likert scales with four options including such “Strongly agree”, “Agree”, “Disagree”, and “Strongly disagree” was chosen and the participants could also add their answers to other questions besides the Likert scales options. Anggraini (2021) mentioned that the Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (as cited in Sugiyono, 2014). The Likert scale was treated as an interval scale with the mean of the whole participants' answers in each question. Score ranging from 3.35 to 4.00 is categorized as strongly agree. The largest score was 4 for the positive items, and the lowest score was 1. An item or perception was said to be positive if the largest number was in the largest number was the strongly agreed response, whereas if the item or perception was negative, the largest number was the strongly disagree response. This study used semi structured interview with 21 questions based on three research questions formulated. Interview could help the writers get strong reliable data to support the research topic.

Data Collection and Data Analysis

SPSS version 21 was used for analysing and interpreting quantitative data through frequency and percentage. Meanwhile qualitative data which was interview results were transcribed. Sa'Adah (2016) mentioned that qualitative data are data in the form of written or oral words and descriptively analysed without including any calculation

or numerating (as cited in Moleong & Lexy ,2002). The techniques adapted from Sa'Adah (2016) and Lonfgret (2013) are: 1) Listen to the recording carefully, 2) List down the information as transcripts as a whole, 3) Read the transcripts carefully, 4) Make note of the important points related to the topic, 5) Read again and again line by line then label the information into the group or the same codes, 6) Analyse the data without biased, and 7) Make a conclusion based on the data analysis.

FINDINGS AND DISCUSSION

Students' perception of using online reading material

The analysis of quantitative data was discussed in this section. There were 20 items used for exploring students' perception towards using online reading materials with four options such as strongly agree, agree, disagree, and strongly disagree. Besides that, there were 1 more interview question related to students' perception of on duration of online reading.

Table1. Students' perception of using online reading material

No	Items	Fre. & %	SDA 1pt	D 2pt	A 3pt	SA 4pt	Tot	Tot.	Mean
English reading favourite									
1	I like online reading material the most.	F %	0 0	10 20.	35 70.	5 10.	50 100.	145	2.9
Students taking time in English reading online material									
2	I spend much time reading online reading material to achieve study purpose	F %	0 0	15 30.	32 64.	3 6.	50 100.	138	2.76
Online reading materials from teachers' suggestion									
3	I like the online reading material teachers gave me	F %	0 0	6 12.	42 84.	2 4.	50 100.	146	2.92
Independent reading through online reading materials									
4	I like the way that my teachers allow me to find online reading material by myself	F %	0 0	4 8.	37 74.	9 18.	50 100.	155	3.1

In table 1, there was a mean of 2.9 in item 1 which showed students agreed to their favourite for using online English reading the most. The second item expressed that students take much time in reading English online reading material with a mean of 2.76. The third item showed the students' perception agreement on online reading materials from teachers' suggestion with the mean of 2.92. The fourth one displayed independent reading through online reading materials with a mean of 3.1.

Table 2. Students' perception of using online reading material with the advantages of online reading material

No.	Items	Fr. &%	SDA 1pt	D 2pt	A 3pt	SA 4pt	Tot	To Sco	Mean
The advantages of online reading material									
5	I can choose suitable reading levels through online reading material	F %	0 0	2 4.	42 84.	6 12.	50 100	154	3.08
6	Online reading material can improve my reading ability like pronunciation	F %	0 0	2 4.	44 88.	4 8.	50 100	152	3.04
7	Online reading material can improve my reading ability like vocabulary	F %	0 0	2 4.	40 80.	8 16.	50 100	156	3.12
8	Online reading material can improve my reading ability like sentence structure	F %	0 0	5 10.	42 84.	3 6.	50 100	148	2.96
9	Online reading material can improve my reading speed	F %	0 0	3 6.	39 78.	8 16.	50 100	155	3.1
10	Online reading material can improve my speaking skill	F %	0 0	8 16.	36 72.	6 12.	50 100	148	2.96
11	Online reading material can improve my listening skill	F %	0 0	5 10.	43 86.	2 4.	50 100	147	2.94
12	Online reading material can improve my writing skill	F %	1 2.	6 12.	40 80.	3 6.	50 100	145	2.9
13	Online reading material can improve my reading skill	F %	0 0	2 4.	40 80.	8 16.	50 100	156	3.12
14	Online reading	F	0	7	39	4	50	147	2.94

No.	Items	Fr. &%	SDA 1pt	D 2pt	A 3pt	SA 4pt	Tot	To Sco	Mean
	material can improve my grammatical knowledge	%	0	14.	78.	8.	100		
15	Online reading material can improve my technological skills	F %	0	5	42	3	50	148	2.96
		%	0	10.	84.	6.	100		
16	Online reading material can make me easy to read and understand the text well	F %	0	8	39	3	50	145	2.9
		%	0	16.	78.	6.	100		
17	Online learning materials can help my research topics or assignment run well	F %	0	1	41	8	50	157	3.14
		%	0	2.	82.	16.	100		
18	Online reading material can improve my critical thinking	F %	0	4	41	5	50	151	3.02
		%	0	8.	82.	10.	100		
19	Online reading materials can help me reduce buying expensive hard document	F %	0	1	35	14	50	163	3.26
		%	0	2.	70.	28.	100		
20	Online reading material is very useful for my study purpose	F %	0	3	41	6	50	153	3.06
		%	0	6.	82.	12.	100		

Table 2 displayed the students' agreement ideas on the advantages of online reading material. There was not any negative perception from learners 'experience of using online reading material with a mean of 2.9 to the highest one was 3.26. Similarly, online reading material is mentioned as a kind of effective online resource tool that can help students to improve their reading skills with speed reading, increasing vocabulary, and getting more understanding (Yudi & Irmawanty, 2019 as cited in Juniardi, 2008). Furthermore, they added that reading is one of the basic languages which can urge readers to succeed in other language skills, like speaking, listening, and writing. In addition, Army (2020) also mentioned that reading is very fruitful for all activities in learning, and it can make learners succeed in their studies.

Moreover, Picton (2014) proved that online readers are also able to choose and read suitable levels through online reading material to fit their ability. As Juniard (2018) mentioned that online reading source material can be effective to improve students reading comprehension. It can enhance students' vocabulary, speed reading, and reading comprehension. Moreover, according to Jiang (2015) in a written context, the students have to understand the lexical words, grammatical structures, and discourses to form the meanings. Based on Anderson (2008) mentioned that to get reading comprehension, readers have to have a suitable level of reading text; first, they must have literal comprehension which refers to the ability of understanding and can describe the ideas or information, second refers to the ability the learner can summarize the ideas from the reading by using their meaning and third refers to critical comprehension which readers can interpret, assess and get the information.

Furthermore, table 3 of the interview section below revealed to readers that the students in year 1 spend their reading time only 20 to 30 minutes a day which is less than the second-year, third, and fourth-year students who took time to read for 1 to 5 hours per day.

This result showed that it is better than what Saaid and Wahab (2014) revealed in their study on digital-based material on readers' habits that "39.8% of the respondents read digital text every day (much lower than the printed text materials which are 46.6% while the other (31.1%) read 3-5 times a week and (29.1%) less than 5 times a week. The time spent on reading digital text per day showed that most of the respondents read less than one hour (56.3%), followed by 1-2 hours (32%) and less than 3 hours (11.7%). In addition, we could see clearly from item 2 or the second statement of table 1 in the first research question "I spend much time reading online for study purposes" 70% of students agreed. Jeffrey et al. (2011) did research on students' perception of reading at different ages, for instance, most of year 4 students mentioned that learning hard words could make them good readers. Conversely, the year 8 students argued that enjoy reading books and focus on what they read is the good way to help them improve reading ability. However, they met the same point which is the main factor to push reading successfully is reading a lot.

Table 3. Spending time of students on online reading per day

Theme	Participants									
	Y1	Y1	Y2	Y2	Y3	Y3	Y3	Y4	Y4	Y4
spending time on online reading per day										
20-30 mins	✓	✓								
30-1hour			✓							✓
1hour-2hours				✓			✓	✓		
1-3hours					✓	✓				
3-5 hours									✓	

The factors inhibit students from using online reading Material

The researcher used 27 items to examine the factors that forbid students from consuming online reading material. Students disagreed with 17 statements rating from the mean of 1.98 to the highest percentage with the mean of 2.50. Besides, there were 7 problems for online readers and two more statements were neutral. There was also 1 supported interviewed question.

Table 4. Students' problems inhibit using online reading materials with extrinsic factors

No	Items	Fr.& %	SDA 1 pt.	D 2pt	A 3pt	SA 4pt	Tot	Tot sco	Mean
Extrinsic factor									
Family									
1	My family has never motivated me to read online reading material	F %	9 18.	19 38.	13 26.	9 18.	50 100	122	2.44
2	My parents have never guided me on how to read since I was young	F %	11 22.	18 36.	17 34.	4 8.	50 100	114	2.28
3	My family does not have enough money for buying an electronic device to read online	F %	6 12.	19 38.	17 34.	8 16.	50 100	127	2.54
4	My family does not support my finance for online reading	F %	7 14.	24 48. 0	16 32.	3 6.	50 100	115	2.3
Teacher factor									
5	My teachers do not teach me how to read through online reading material	F %	11 22.	30 60.	8 16.	1 2.0	50 100	99	1.98
6	My teachers do not motivate or encourage me to use online reading material	F %	11 22.	30 60. 0	8 16.	1 2.0	50 100	99	1.98
Curriculum									
7	The course and the program at my university do not include skills in reading online	F %	7 14.	26 52. 0	13 26. 0	4 8.0	50 100	114	2.28
8	There are not enough workshops to promote students' reading online at my university.	F %	5 10.	23 46.	20 40.	2 4.	50 100	119	2.38
9	There are not enough computer lops for students to access the internet	F %	11 22.	24 48.	14 28.	1 2.	50 100	105	2.1
10	There are not enough sources in the e-library for the reader to search for their study purpose	F %	9 18.	24 48.	13 26.	4 8.	50 100	112	2.24
Other services									
11	I always have problems with the internet connection	F %	2 4.	9 18.	29 58.	10 20.	50 100	156	3.12
12	My electronic device is not appropriate for	F %	2 4.0	21 42.	21 42.	6 12.	50 100	131	2.62

No	Items	Fr.& %	SDA 1 pt.	D 2pt	A 3pt	SA 4pt	Tot	Tot sco	Mean
	accessing the internet			0	0	0			
13	My electricity is always cut when I access the internet	F %	3 6.0	29 58.	16 32.	2 4.0	50 100	117	2.34
14	Online reading sources or links found are not relevant to my research topics even though I am good at searching the sources	F %	2 4.0	25 50.	22 44.	1 2.0	50 100	122	2.44
15	The screen light of my reading device harms my reading	F %	2 4.0	13 26.	32 64.	3 6.0	50 100	136	2.72

Table 4 showed that family factors with 3 statements (motivation, guiding, and supporting finances for online reading) were not the problem for the participants, but buying a suitable electronic device for children to read was neutral with the mean 2.54. Thus, the result of the family factor was not a problem for students to read online.

According to National Literacy Trust (2007) mentioned that Parents' involvement is crucial for children's literacy. Furthermore (NLT, 2007 as cited in Feinstein & Symons, 1999) showed that parents are the factor that raises their children to high achievement with greater cognitive ability, skills of solving problems, learning enjoyment, avoiding bad attendance, and not many behavioural problems at school. In addition, Hoyne and Egan (2019) said that parents are important role for guiding books to their children in their very young ages. They also could read books aloud to their children to make them build their knowledge in reading (Anderson et al. 1985). There was not any problem with teacher factors 2 statements (motivation, encouraging, and guiding) as well.

Further, Dobler (2003) summed up and compared seven comprehension strategies in both printed and online reading such as "activating prior knowledge, monitoring comprehension, repairing comprehension, determining important ideas, synthesizing, drawing inferences, and asking questions".

Based on the teacher's factors mentioned above, it can be seen clearly that teachers have to motivate and encourage students to read English and make them feel confident in reading without feeling shame from their classmates who might criticize or laugh at them. For instance, Kathryn (2012) said that to make students desire in reading, teachers can make them create their own intrinsic motivation by letting them choose their own favourite reading texts and teachers can provide them rewards or grades for their reading tasks.

The other point was the curriculum with the positive factor on 4 statements (the course and the program, workshops, computer labs, and enough sources in the e-library). Due to the information in table 4, there were not any troubles with the curriculum. Conversely, the participants in table 5 of the interview section showed that there were 9 students among ten who never joined workshops related to online reading skills and there was only one used to join the master's degree program. On

Table 6. Problems that inhibit students from using online reading materials with
Intrinsic factors

N	Items	Fre. & (%)	SDA (1pt)	D (2pt)	A (3pt)	SA (4pt)	Tot.	Tot. scor	Mea n
Intrinsic factors									
16	I am not able to buy a suitable electric device for supporting my study	F %	3 6.	16 32.	30 60.	1 2.	50 100	19 0	3.8
	I cannot support myself with finance for online reading material	F %	4 8.	19 38.	25 50.	2 4.	50 100	12 5	2.5
18	I do not motivate myself to read online because of poor technology	F %	5 10.	29 58.	14 28.	2 4.	50 100	11 3	2.26
19	I do not motivate myself to read online because of my poor English	F %	8 16.0	24 48.0	15 30.0	3 6.0	50 100	11 3	2.26
20	I feel complicated in online reading because of many unknown functions on the internet.	F %	5 10.0	17 34.0	24 48.0	4 8.0	50 100	12 7	2.54
21	I'm not familiar with the online reading platform, for example, Zoom, google classroom, etc	F %	4 8.0	20 40.0	23 46.0	3 6.0	50 100	12 5	2.5
22	I cannot catch up with the meaning through my online reading text	F %	4 8.0	22 44.0	23 46.0	1 2.0	50 100	12 1	2.42
23	I am not good at using suitable terms or keywords for searching my research topics	F %	2 4.0	10 20.0	33 66.0	5 10.0	50 100	14 1	2.82
24	I do not know suitable strategies for reading online appropriately	F %	1 2.	12 24.	34 68.	3 6.	50 100	13 9	2.78
25	I cannot spend much time on online	F	1	23	26	0	50	12 5	2.5

	reading material because of my unhealthy condition	%	2.	46.	52.	0	100		
26	I cannot read on screen for a long time because of my eyes problem	F	1	10	30	9	50	14	2.94
		%	2.	20.	60.	18.	100	7	
27	I'm concerned about privacy and security problems through online reading	F	2	7	33	8	50	14	2.94
		%	4.	14.	66.	16.	100	7	

Based on table 6, there were 8 problems from 3 items in external and 5 items in the internal factor. Yet, the result of “they feel complicated in online reading because of many unknown functions on the internet” with a mean of 2.54. As can be seen in external factors such as internet connection with 3.12, for instance, Munira (2018) displayed that poor internet service, and the failure of electricity are also factors to interrupt students’ studies. Moreover, most participants in the interview section agreed with this, their solution is finding the places that are available for access, a suitable time for accessing the internet or they had to use their mobile data to connect to the internet replacing school Wi-Fi. Next, the second problem was their electronic devices are not appropriate for accessing the internet with a mean of 2.62. The last problem was the Screen light of their reading devices with a mean of 2.72. For example, there were two interviewees told the investigator about their eyes problem affected by the light.

On the other hand, the other 5 troubles in the internal factor inhibit students from using online reading material are first they could not buy suitable electronic devices to support online reading material with a mean of 3.8. The other problem was they were not good at using suitable terms or keywords for searching topics with the mean 2.82. They also did not know suitable strategies for reading online appropriately with a mean of 2.78. Table 6 mentioned about the problem of using suitable terms, functions or other problems used in searching online reading materials like all of them showed their ideas that they had a problem with using suitable terms for gaining the relevant sources to fit the research topics, and they did not understand a few functions on the internet. So, when they met those problems, they can solve their trouble by trying to type other terms related to key terms many times and ask help from friends or teacher.

Exploring students’ suggestions to overcome the online reading problems

To fulfil the third research question, the researcher created two parts of suggested questions which concluded with 17 items to examine the suggestions of students for solving their online reading material problem and 1 more supported idea from the interview section.

Table 7. The way students read for study purposes

Items	Fre.	Per.
Direct reading on the internet (Screen Reading)	16	32.

Direct read on the internet (Screen Reading); Download and read on screen	7	14.
Direct read on the internet (Screen Reading); Download and read on-screen; Download and print out then reading	2	4.
Direct read on the internet (Screen Reading); Download and print out then reading	1	2.
Download and read on the screen	11	22.
Download and read on-screen; Download and print out then reading	7	14.
Download and print out then reading	6	12.
Total	50	100

Table 7 showed about the students' technique in reading online. The highest percentage of students' techniques was direct reading on the internet (Screen Reading) and the next higher one was downloading and reading on screen. Due to this finding, it was similar to Ansari (2018) identified 46% of participants direct read on the internet because the internet is suitable to access everywhere information, and the next technique 44% of respondents download the information first and then read on screen.

Table 8. When I met misunderstanding in online reading text

Items	Fre	Per
Take note of the main points	5	10.
Take note of the main points; Check an online dictionary	18	36.
Take note of the main points; Check online dictionary; Ask for help from friends	4	8.
Take note of the main points; Check online dictionary; Ask for help from friends; Ask for help from teachers	3	6.
Take note of the main points; Check the online dictionary; Ask for help from teachers	5	10.
Take note of the main points; Ask for help from friends	2	4.
Check online dictionary	6	12.
Check online dictionary; Ask for help from friends	1	2.
Check online dictionary; Ask for help from friends; Ask for help from teachers	1	2.
Check online dictionaries; Ask for help from friends; Ask for help from teachers; Sometimes, I try to understand that word from the sentence that it was in.	1	2.
Ask for help from friends	2	4.
Ask for help from teachers	2	4.
Total	50	100

Moreover, table 8 proved to the readers the solutions that the students used to solve their problem when they did not get the points from the online reading text the highest percentage of students 'solutions were taking note of the main points and checking an online dictionary.

Table 9. The online reading searching machine that can motivate me in reading for study purposes are listed below

Items	Fre	Per
Google	4	8.
Google; Chrome	2	4.
Google; Chrome; YouTube	4	8.
Google; Chrome; YouTube; Facebook page	3	6.
Google; Chrome; YouTube; Facebook page; Online searching journal websites	1	2.
Google; Chrome; YouTube; Facebook page; Online searching journal websites; Wikipedia	4	8.
Google; Chrome; YouTube; Facebook page; Wikipedia	2	4.
Google; Chrome; YouTube; Online searching journal websites	1	2.
Google; Chrome; YouTube; Online searching journal websites; Wikipedia	1	2.
Google; Chrome; YouTube; Wikipedia; Facebook sources are unreliable and mostly fake	1	2.
Google; Chrome; Facebook page; Online searching journal websites	1	2.
Google; Chrome; Online searching journal websites	2	4.
Google; Chrome; Wikipedia; Use Google translate sometimes.	1	2.
Google; YouTube	3	6.
Google; YouTube; Facebook page	6	12.
Google; YouTube; Facebook page; Wikipedia	1	2.
Google; YouTube; Online searching journal websites	2	4.
Google; YouTube; Online searching journal websites; Wikipedia	1	2.
Google; Facebook page	4	8.
Google; Facebook page; Wikipedia	1	2.
Google; Online searching journal websites	1	2.
Google; Online searching journal websites: Wikipedia	1	2.0
Chrome; YouTube; Facebook page	1	2.0
YouTube; Facebook page	2	4.0
Total	50	100

Table 9 shows that the most online searching materials that the students use are Google, Chrome, online searching journals, and YouTube. Munira (2018) also raised that educational websites and Google helps learners to be independent with lifelong learning skills because it gives readers a lot of relevant topics which are updated and most cited in the hyperlinks and other related links about the key term of research topics for investigators to take considering and develop their understanding on their searching. There were a few online searching materials they chose to search such as Wikipedia, Facebook, and YouTube, which meant that most of the sources they found from those were not totally true or reliable. Hsin (2009) also said that online reading materials that readers often used are Yahoo and Wiki answers. Therefore, it can be seen that Wiki answers are not good ways for learning purposes because the answers that they got are not reliable.

Table 10. The online reading platform that improves my reading skill

Items	Fre.	Per.
Google Classroom; Microsoft Teams; Google Meets	1	2.
Google Classroom; Microsoft Teams; Google Meets; Telegram; Messenger	1	2.
Google Classroom; Microsoft Teams; Google Meets; Messenger	1	2.
Google Classroom; Microsoft Teams; Telegram	1	2.
Google Classroom; Microsoft Teams; Telegram; Messenger	3	6.
Google Classroom; Telegram	1	2.
Google Classroom; Telegram; What's App; Messenger	1	2.
Microsoft Teams	3	6.
Microsoft Teams; Google Meets; Telegram	2	4.
Microsoft Teams; Google Meets; Telegram; Messenger	2	4.
Microsoft Teams; Telegram	5	10.
Microsoft Teams; Telegram; Messenger	5	10.
Google Meets	2	4.
Telegram	6	12.
Telegram; Messenger	5	10.
Never used the online reading platform above	8	16.
Never used the online reading platform above; Google	1	2.
Never used the online reading platform above; Google and Chrome	1	2.
Total	50	100

Table 10 showed that Telegram, Google Classroom, Microsoft teams, and Google Meet are mostly used by the participants. Obviously, the strength of Google Classroom is teachers can give feedback or comments on their students' work as homework or assignments to students immediately (Sey, 2021 as cited in Alqahtani, 2019). However, Sey (2021) proved that the data from their respondents' responses were moderate with a mean score of 3.17 because it is a new way of learning experience for many Cambodian students.

Focusing on what extent students agree with the following suggestion statements

Table 11. Students' suggestions on using technology

No	Items	Fr & %	SDA 1pt	D 2pt	A 3pt	SA 4pt	Tot	Tot . sco	Mean
Technology experiences									
5	If I learned how to use technology when I was in Primary school, I would use the online reading tool well	F 0	5	33	12	50	157	3.14	
		% 0	10.	66.	24.	100			
6	If I learned how to use technology when I was in Secondary school, I would use	F 0	2	39	9	50	157	3.14	
		% 0	4.	78.	18.	100			

	the online reading tool well									
7	If I learned how to use technology when I was in High school, I would use the online reading tool well	F	0	5	37	8	50	15	3	3.06
		%	0	10.	74.	16.	10		0	
8	Learning how to use technology when I am in university, is enough for me to improve my reading through online reading material	F	3	17	26	4	50	13	1	2.62
		%	6.	34.	52.	8.	10		0	

The first suggestion for using technology is to start learning in secondary school and primary school with a mean of 3.14. The next higher score is learning in high school with a mean of 3.06 and the last suggestion on learning technology is in university which the mean was the lowest one among the three mentioned. Most of them said that starting learning at this age was enough time to learn and easy to understand the functions of the technical terms, improve their critical thinking, and easy to remember and understand the functions well. (Pardede, 2019 as cited in Jeong ,2012 and Lim & Hew, 2014) mentioned that students have a positive attitude toward reading, which demands the students' ages, and their experience in reading digital text. Indeed, learners can understand the text well if they know how to use and/or are familiar with the technology at a young age.

Table 12. Students' suggestions on extrinsic factors

No	Items	Fr & %	SD A 1pt	D 2pt	A 3pt	SA 4pt	To	Tot sco	Mean
Extrinsic factors									
9	Financial support is very important for giving me chance in online reading	F	1	7	34	8	50	14	2.98
		%	2.	14.	68.	16.	100	9	
10	Family support is the key factor motivating me in improving reading	F	0	5	34	11	50	15	3.12
		%	0	10.	68.	22.	100	6	
11	Teacher support is the key factor in helping me improve my reading	F	0	4	37	9	50	15	3.1
		%	0	8.0	74.	18.	100	5	
12	The school	F	0	4	33	12	50	15	3.1

	support (computer labs, e-library, curriculum) help me in improving online reading									5
13	Debating in public or class can improve my ability in reading online.	F	0	8.	66.	24.	100.			
										0
14	Giving research topics can improve my reading capacity through online	F	0	0	44	6	50	15	3.12	
										6
										10

Financial support was agreed with the mean of 2.98. The whole participants who took part in the interview shared their ideas that we needed to access the internet, contact teachers or friends for help, and can pay for some online documents. Family support was suggested with a mean of 3.12. It was a crucial rule for pushing children in reading since they were at a young age. Further, most of the interviewees agreed that family support is the key factor for motivating them in improving reading since they were young.

Teacher support is suggested with a mean of 3.1. Teacher support is the key factor in helping them improve their reading online. Moreover, all the interviewees (100%) showed their agreement that teacher support is very important because they need motivation, and guidance in reading and searching online from them.

School support is also the key point to help students in learning with the term 3.1. Most of the interviewees said that it is very important to make internet service at school run smoothly in case of having no own internet access, have more guest speakers or experts to guide them in doing research and the way to reading online, need more e-books library for ease in doing research. Furthermore, there were two more strongly suggested points related to school support one was the debate in public or class with a mean of 3.00. Surprisingly as it can be seen clearly in table 5.14, the data showed that all the interviewees support having a debate program. Based on this view, it means that all the participants respond through quantitative and qualitative data support to have a debate program in the class to promote their reading ability, critical thinking, and speaking skills and build confidence effectively. Yang and Rusli (2012) mentioned creating debate can make students improve their public speaking skills and confidence based on their reading sources. Moreover, debate can be as a teaching and learning tool for students to think critically and have higher-order thinking skills. Then, the second important suggestion was school support need to give students research topics with a mean of 3.12. So, we noticed that there were 100% or 50 students who agreed with this idea.

Table 13. The advantages of debating in class or public

Theme	Participants									
Is debate in your class or in public use for upgrading your reading ability through online reading material?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	1	1	2	2	3	3	3	4	4	4
Have class support for keeping this program						✓	✓	✓		
used to have in class last year and want to take part too									✓	✓
used to have in class last year and it is good to have for year 1 students to year 3 students.										✓
Not yet have one, but want to join		✓	✓	✓	✓					

Table 14. Students' suggestions on using online reading material with intrinsic factor

N	Items	Fr & %	SDA 1pt	D 2pt	A 3pt	SA 4pt	Tot.	To. Sco	Mean
	Intrinsic factor								
15	My strong commitment pushes me to read and use online reading material	F	0	3	43	4	50	15 1	3.02
		%	0	6.	86.	8.	100		
16	Practice reading online a lot can develop my reading ability	F	0	2	42	6	50	15 4	3.08
		%	0	4.	84.	12.	100		
17	Spending much time on online reading can make my reading process	F	1	5	37	7	50	15 0	3.
		%	2.	10.	74.	14.	100		

The third suggestion for using online reading material was needed from intrinsic factors, such as strong commitment with a mean of 3.02. Furthermore, practice reading a lot was also suggested by most of the students with a mean of 3.08 and spending much time reading with the mean 3.00.

CONCLUSION AND SUGGESTION

The results of this research revealed the positive perception of university students on using online reading material for improving their reading ability. They agreed that online reading materials are very fruitful for their study goal with higher percentages of agreeing on the benefits of online reading material such as their English online reading material favourite, students' taking time in reading English online reading material, teachers' suggestions on online reading materials, independent reading through online reading materials, available of choosing the reading level and the advantages of online reading material such as developing their ability like improving

pronunciation, vocabulary, sentence structure, grammatical knowledge, four main skills, technological skill, their critical thinking, reducing buying expensive hard documents and making topics or assignments run well. The researcher noticed that more than half of the students among 50 participants have a positive perception of spending much time reading online for 14 hours a week if we compare to the previous study.

For the second questionnaire, they raised some points on challenges in using online reading material including extrinsic factors with other services which conclude internet connection, inappropriate electronic devices, and screen light. The problems in internal factors such as they cannot buy suitable electronic devices to support online reading material, are not good at using suitable terms or keywords for searching topics, do not know suitable strategies for reading online well, having eyes problem, and are in doubt about privacy and security problems through using online reading. However, there are disagreement ideas on family factor, teacher factor, and the other services “My electricity is always cut when I access the internet; Online reading sources or links found are not relevant to my research topics even though I am good at searching the sources” and the internal factor “I do not motivate myself to read online because of my poor English, and poor technology, and cannot catch up the meaning through my online reading text” which are not the problem for online readers.

For the third research question, the views of students on utilizing online reading material to support their English academic study consist of the highest percentage of students’ technique is direct reading on the internet (Screen Reading) and the next higher one is downloading and reading on screen, the highest percentage of students ‘solutions are taking note the main points and check the online dictionary before they ask help from their teachers or friends, The most online searching material that the students use for motivating them in online reading are Google, Chrome, online searching journals, and YouTube. We noticed that Telegram, Google Classroom, Microsoft teams, and Google Meet are mostly used by the participants as their reading platforms. The online reading materials they use are EBooks, online journals, online websites, online articles, and online dictionaries.

Additionally, students also suggest positively on learning technology well in secondary school, family support, financial support, teacher support, and school support are very important for facilitating them in online reading. As we can see that debate is one of the solutions for learners to learn to read more through online reading materials to achieve their supporting research topics effectively. Surprisingly, 100% of the whole participants support to have research topic. Furthermore, students’ intrinsic factors are positive suggestions for having a strong commitment, getting more practice, and spending much time on online reading which is very fruitful for their reading ability and academic study.

Future researchers can expand this research on students’ perception towards using specific online reading material with a large number of participants and can conduct with many universities or other study fields according to their possibilities as well as studying on issues and challenges of using that kind of online reading which will be the useful results for the future online teaching and learning in Cambodia.

REFERENCES

- Ansari, M. N. (2018). Impact of online reading on skills of professional. *Library Philosophy and Practice* (e-journal).1753. Retrieved in June 2022 from <https://digitalcommons.unl.edu/libphilpra/1753>
- Acheaw, M.O. (2014). Reading habits among students and its effect on academic performance. *Library Philosophy and Practice* (e-journal).1130. http://digitalcommons.unl.edu/libphilprac/1130?utm_source=digitalcommons.unl.edu%2Flibphilprac%2F1130&utm_medium=PDF&utm_campaign=PDFCoverPages
- Angraini ,G. (2021). Students' perceptions of online learning English during the Covid-19 pandemic. [Master thesis at University of Sulthan Thaha Saifuddin Jamai]. University Of Sulthan Thaha Saifuddin Jamai <http://repositoryuinjambi.ac.id/7098/1/TE161734%20Students%27%20Perceptions%20Of%20Online%20Learning%20English%20During%20The%20Covid-19%20Pandemic%20-%20lampiran%20fulltext.pdf>
- Alqahtani, A. S. (2019). The use of Edmodo: Its impact on learning and students' attitudes toward it. *Journal of Information Technology Education: Research*, 18, 1-12. <https://doi.org/10.28945/4389>
- Bana, A. (2020). Students 'perception of using the internet to develop reading habits: A case study at the English education department of Universitas Kristen Indonesia. *Journal of English Teaching*, 6(1), 60-70. DOI: 10.33541/jet.v6i1.46
- Ballen, J. & Moles, O. (n.d). The impact of family involvement. Retrieved June 2021 from <https://www.readingrockets.org/article/impact-family-involvement>
- Chen H, Y. (2009). Online reading comprehension strategies among general and special. Education Elementary and Middle School Students. [Doctoral dissertation, Michigan State University]. Michigan State University <https://files.eric.ed.gov/fulltext/ED506429.pdf>
- Coiro, J., (2011): Predicting reading comprehension on the internet: Contributions of offline reading skills, online reading skills, and prior knowledge. *Journal of Literacy Research*, 43(4), 352–392. <https://doi.org/10.1177%2F1086296X11421979>
- Creswell, J.W. (Ed.). (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research [https://www.scirp.org/\(S\(351jmbntvnsjt1aa dkposzje\)\)/reference/ReferencesPapers.aspx?ReferenceID=757162](https://www.scirp.org/(S(351jmbntvnsjt1aa dkposzje))/reference/ReferencesPapers.aspx?ReferenceID=757162)
- Catherine, D. (2002). Practical research methods. (pp. 31-112). Cromwell Press. <http://www.howto books.co.uk>.
- Chhabra, P. (2012). Use of e-learning tools in teaching English. international. *Journal of Computing & Business Research*. SSN (Online):2229-6166. <http://www.researchmanuscripts.com/isociety2012/9.pdf>
- Clark. (2007 January). Why it is important to involve parents in their children's literacy development? National Literacy Trust. <https://eric.ed.gov/?Id=ED496346>
- Dobler, S.E. (2003). Reading on the Internet: The Link between Literacy and Technology. *Journal of Adolescent & Adult Literacy* 47(1):80-85. <https://www.jstor.org/stable/40026906>
- Feinstein & Symons. (1997). Attainment in secondary school. *University of Sussex* 51(2):300-321 <https://doi:10.1093/oep/51.2.300>.Oxford economic papers

- Gilbert, J. (2017). A study of ESL students' perceptions of their digital reading. *An International Online Journal*, 17(2), 179-195. <https://readingmatrix.com/files/17-z2d49xa9.pdf>
- Hancock, et.al. (2009). An Introduction to Qualitative Research. https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/5_Introduction-to-qualitative-research-2009.pdf
- Hoynes, C. & Egan, S.M. (2019). Shared Book Reading in Early Childhood: A Review of Influential Factors and Developmental Benefits. *An Leabhb Oig*, 12(1), 77-92. https://www.researchgate.net/publication/335627073_Shared_Book_Reading_in_Early_Childhood_A_Review_of_Influential_Factors_and_Developmental_Benefits?enrichId=rgreq-e729fde48623b22dfefa27855e6b30f5-XXX&enrichSource=Y292Z_XJQYWdIOzMzNTYyNzA3MztBUzo3OTk3NDkzNzIzODMyMzJAMTU2NzY4NjUxNzA1MQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf
- Juniardi, Y. & Irmawanty (n.d): Students' critical thinking and their reading comprehension. Retrieved from ability. https://www.researchgate.net/publication/323596199_students'_critical_thinking_and_their_reading_comprehension_ability
- Johnson, L. (2011). Ten reasons non-readers don't read (and how you can change their minds). *Scholastic Instructor*. 121(2), 58-65. <https://eric.ed.gov/?id=EJ945727>
- Juniardi, Y. & Irmawanty. (2019, April 10-12). Online reading sources material (ORSM): Enhancing students' reading comprehension. Unika Atma Jaya. https://www.academia.edu/41161188/online_reading_sources_material_orsm_enhancing_students_reading_comprehension
- Jafarnejad, R. & Tavakoli, M. (2011). Investigating the relationship between discourse markers, language proficiency and reading comprehension: A case of some Iranian university students. *Procedia-Social and Behavioral Sciences*. 1526-1530 <https://www.sciencedirect.com/science/article/pii/S1877042811005039>
- Jeong, H. (2012). A comparison of the influence of electronic books and paper books on reading comprehension, eye fatigue, and perception. *The Electronic Library*, 30, 390-408. <http://dx.doi.org/10.1108/02640471211241663>
- Jeffrey et al. (2011). Developing Digital Information Literacy in Higher Education: Obstacles and Supports. *Journal of Information Technology Education*. <http://doi.org/10.28945/1532>
- Kanha C., (2020). Unicef's work in continuous learning, as a response to the Covid-19 education crisis in Cambodia. Retrieved from <https://www.unicef.org/cambodia/stories/continuous-learning-during-covid-19>
- Kumar, R. (Ed.). (2011). Research methodology a step-by-step guide for beginner. SAGE. <http://www.sociology.kpi.ua/wp-content/uploads/2014/06/ranjit-kumar>
- Longfret, K.(2013). Qualitative analysis of interview data: A step-by-step guide [video file]. Retrieved from <https://youtu.be/DRL4PF2u9XA>
- Lim & Hew. (2014). Students' perceptions of the usefulness of an E-book with annotative and sharing capabilities as a tool for learning: a case study. *Innovations-in-Education-and-Teaching-International*. 51 (1) <https://doi.org/10.1080/14703297.2013.771969>

- Manalu, B.H. (2019). Students' perception of digital texts reading: a case. *Journal of English Teaching*, 5 (3), 2087-9628. <https://dx.doi.org/10.33541/jet.v5i3.131>
- Moeys. (2014). Education reform, English language learning and the Asian community. Retrieved from [https://scholar.google.com/scholar?q=Moeys+\(2014\)+Education+reform,+English+language+learning+and+the+Asian+community.+Retrieved+form&hl=en&as_sdt=0&as_vis=1&oi=scholar](https://scholar.google.com/scholar?q=Moeys+(2014)+Education+reform,+English+language+learning+and+the+Asian+community.+Retrieved+form&hl=en&as_sdt=0&as_vis=1&oi=scholar)
- Mcdonald, S.M. (2011). Perception: a concept analysis. *National Journal Nursing Knowledge*. 23(1) 2-9 <https://doi.org/10.1111/j.2047-3095.2011.01198.x>
- Muijs, D.(Ed.). (2010). *Doing quantitative research in education with SPSS*. Edition London, GB. SAGE Publications (In Press). Retrieved from <https://eprints.soton.ac.uk/165853/>
- Munira, N. A. (2018). The impact of online reading on skills of professionals. Retrieved from https://digitalcommons.unl.edu/libphilprac/1753?utm_source=digitalcommons.unl.edu%2flibphilprac%2f1753&utm_medium=pdf&utm_campaign=pdfcoverpages
- Moleong & Lexy. (2002). Metodologi Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya <http://www.sciepub.com/reference/122993>
- Pardede,P.(2019). Print vs digital reading comprehension in EFL. *Journal of English Teaching*, 5 (2), 77-87. <http://dx.doi.org/10.33541/jet.v5i2.1059>
- Piction.I. (2014). The Impact of ebooks on the reading motivation and reading skills of children and young people. Retrieved from <https://eric.ed.gov/?id=ED560635>
- Ruchika, S. M. & Lokesh, J. (2014). Capacity building in education sector. An exploratory study on Indian and African relations. Retrieved from <https://www.sciencedirect.com>
- Sürücü, I., & Maslakçı, A. (2020). Validity and reliability in quantitative Research. *Business & management studies. An International Journal*, 8(3), 2694-2726. <https://doi:10.15295/bmij.v8i3.1540>
- Sudiran. (2015). Students' perception towards the use of internet as learning media to promote reading comprehension skill. *Sino-US English Teaching*, 12(9), 684-692. doi:10.17265/1539-8072/2015.09.007
- Sey, K. (2021, July 30). E-readiness of Cambodian undergraduate students in using google classroom. *Cambodian Education Forum*. Retrieved May 2022 from <https://www.cefcambodia.com>
- Saaid, S.A & Wahab, A.Z. (2014). The impact of digital-based materials on undergraduates' reading habit. *International Journal of Social Science and Humanity*, 3(4), 245-253. DOI: 10.7763/IJSSH.2014.V4.357
- Sugiyono, A. (2014). Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D. Bandung: Alfabeta. <https://scirp.org/reference/references/papers.aspx?referenceid=2526412>
- Sa'adah, K. (2016). A translation analysis of textual and pragmatic equivalence in Freedom. Retrieved from <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/1531>
- Untari, M. B. (2020). Learners' perception of their online reading comprehension at English education department. [Undergraduate Thesis in English Education Departmen, University of Islam Malang]. University of Islam Malang https://S1_FKIP_21601073038_MAZKHINA%20BERLIAN%20UNTARI.pdf?Sequence=1

Wu, et.al. (2012). Review of trends from mobile learning studies: A meta-analysis. *Computers & Education, 59*(2), 817-827. Elsevier Ltd. Retrieved January 6, 2023. <https://www.learntechlib.org/p/66701/>.

Yang, C.H, & Rusli. E. (2012). Using debate as a pedagogical tool in enhancing pre-service teachers' learning and critical thinking. *Journal of International Education Research (JIER), 8*(2). <https://doi: 10.19030/jier.v8i2.6833>

About the Authors:

Nov Sampors is a student at the postgraduate program of English Education of Bengkulu University, Indonesia

Safnil Arsyad is a professor in Applied Linguistics at the English Education Postgraduate Program of Bengkulu University, Indonesia

Dedi Sofyan is a lecturer at the English Education Postgraduate Program of Bengkulu University, Indonesia