

Integrating Google Docs And Meet In Teaching Reading At UIN Raden Mas Said Surakarta: Students' Perceptions

Ana Wiyasa Nugrahawati

UIN Raden Mas Said Surakarta

Email: anawiyasa.nugrahawati@iain-surakarta.ac.id

Abstract

Traditionally, the teacher was the main informant and the only lecturer in the classroom, but with the shift to the learner-centered paradigm, things changed, and learners take their responsibility to enhance their own different skills with a small guidance from their teacher. Recently, the teaching-learning process has witnessed an increasing use of information and communication technologies (ICTs) which are always developed and changed throughout history and all over the world. The ICT platform is used in this study, namely: Google Docs and Meet as a tool to teach reading comprehension at UIN Raden Mas Said Surakarta. In this regard, this study aims at inspecting the students' perceptions regarding the use of Google Docs and Meet in teaching reading. The study was descriptive qualitative study whose subjects were sixty seven (67) second semester students from English Education Study Program at UIN Raden Mas Said Surakarta. Based on the data collected through questionnaires and interviews, there were various points concluded like: the using google docs and meets help learners to improve their reading ability, which facilitates reading activities. In addition, students observed that using visual aids increases students' excitement and motivation towards reading and the course becomes more interesting and creative. Moreover, students faced problems while using Google Docs and Meet like the lack of computers and infrastructure. Accordingly, the study concludes that the use of Google Docs and Meet enable students to engage easily with reading texts and make interaction with other students when discussing the reading texts. Therefore, this study proclaims that teachers should try to create new ways to use Google Docs and Meet while teaching reading as much as possible

Keywords: *Teaching Reading, Reading Comprehension, Students Perception, Google Docs and Meet*

INTRODUCTION

Reading comprehension is one of the language skills that must mastered by students or someone who concern with language acquisition. Reading is one of the language skills which is very important to be learned by the students. Reading is very important for teacher to establish reading skills for their students. Many specialists defined reading as the process

of putting the reader in contact and communication with ideas. According to Harmer (2007) reading is simply one of the many ways in which human beings go about their basic business or making sense of the world. Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe, 2002). Harmer (2007) states that reading is useful for language acquisitions; the more the students read, the better they get at it. In addition, reading also has positive effect on students' vocabulary knowledge, on their spelling, and on their writing. Furthermore, reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Reading is one of the basic skills of language learning that cannot be separated from other skills of language. The goal of reading comprehension is to help the students understand written languages. The students who comprehend well monitor their understanding as they read and use strategies or technique to understanding breaks down meaning, then the students can understand what the content about the texts, finally they can make a conclusion about what they have read to show their understanding after reading activity.

The teaching of reading comprehension as one of the language competencies in English is considered being important as through reading, the students will be easier to add and get new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit, make the students able to understand the meaning of text, and represent what they have read in their own language. In other words, the teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading itself. According to Aswan et al (2010), teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has been planned. In other words, teaching strategies are approaches to teaching students. The teachers must apply the strategy to balance between the methods the teacher uses and the way the teacher applies the material. Furthermore, Nunan (1999) argues that "success in teaching depends on many factors; one of them is teaching strategies. In fact, it is probably true to say that more time is spent on teaching reading than other skills".

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Teaching strategy is a teacher's plan in teaching and learning process to achieve which have planned. In other word, teaching strategies are approaches to teaching students. The teacher must apply the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material (Aswan, et. al., 2010). The strategies for teaching the English skills should be made appropriate for each skill to attain the expected outcomes.

In a globalized world, education is pivotal and the role of teachers and learners to be technologically adept remains critical in the digital era. Technology is leading lots of aspects of human life and if incorporated appropriately can further enhance the teaching and learning process and uphold the academic experience of both teachers and learners. In the last decades, there has been an increasing call for the integration of ICTs into teaching and learning. ICT covers a wide range of technologies. It refers to all technological tools and resources used for communication, creation, dissemination, storage, management, and retrieval of information (Nordin, Embi, and Yunus, 2010; Thierer, 2001). These technologies include computers, mobile phones, television, radio, internet, and so on. ICT plays a very

considerable role in enhancing English teaching. It is considered a must to survive the digital era we live in (Suhedri, 2017). EFL teachers may integrate ICT in their EFL classrooms, as many learning resources are available online which they may use in their lessons. In addition, they may use ICT to deliver their teaching, for example, by using computers and projectors in presenting the materials. ICT can bring a real-life experience for the learners by presenting them to them the way that natives use their language in communication. Furthermore, teachers may use audiovisual materials to facilitate and stimulate target language (Çakir, 2006). As a matter of fact, ICT can be a useful tool to reinforce the language skills. Case and Truscot (1999) emphasized the importance of computers and the internet as good resources in developing reading skills. They argued that computer-based reading helps in increasing students' interaction with texts, attention to individual needs, and independence through an ability to read texts that they would not otherwise be able to read. It also helps them in improving their sight word vocabulary, fluency and comprehension which are critical for reading.

ICTs has a lot of tools in general, but this research is focused on the products from Google, namely: Google Docs and Meet. Google Docs is an online word processor included as part of the free, web-based Google Docs Editors suite offered by Google, which also includes: Google Sheets, Google Slides, Google Drawings, Google Forms, Google Sites and Google Keep. Google Docs is accessible via an internet browser as a web-based application and is also available as a mobile app on Android and iOS and as a desktop application on Google's ChromeOS. Google Docs allows users to create and edit documents online while collaborating with other users in real time. Edits are tracked by the user making the edit, with a revision history presenting changes. An editor's position is highlighted with an editor-specific color and cursor, and a permissions system regulates what users can do. Updates have introduced features using machine learning, including "Explore", offering search results based on the contents of a document, and "Action items", allowing users to assign tasks to other users. Google Docs supports opening and saving documents in the standard OpenDocument format as well as in Rich text format, plain Unicode text, zipped HTML, and Microsoft Word. Exporting to PDF and EPUB formats are implemented.

Google Meet (formerly known as Hangouts Meet) is a video communication service developed by Google. It is one of two apps that constitute the replacement for Google Hangouts, the other being Google Chat. It replaced the consumer-facing Google Duo in late 2022, with the Duo mobile app being renamed Meet and the original Meet app set to be phased out. In the early months of the COVID-19 pandemic, Google announced Meet was to be made available to all users, not just Google Workspace users, in which it previously was. The use of Meet grew by a factor of 30 between January and April 2020, with 100 million users a day accessing Meet, compared to 200 million daily users for Zoom as of the last week of April 2020.

Contrary with Fadel in his article with the title *Exploring ESP Teachers' and Learners' Attitudes towards the Impact of ICTs on Developing Reading Comprehension*, he stated that Reading is a skill of paramount importance. In addition, ICTs have a considerable role in teaching and learning language skills So, this study comes to explore ESP teachers' and learners' attitudes towards the impact of ICTs on developing the reading comprehension. In this case, he did not mention the type of ICTs is used in this research. So that the researcher

takes this opportunity to focus on the utilizing Google Docs and Google Meet. After that, the researcher investigates the perception from the students from this integration.

In addition, *Teaching Reading Comprehension through Videoconferencing at Souk-Ahras University during the COVID 19 Pandemic: Challenges and Prospects*, an article from Chahira Blanchet, Rima Badi, Pr. Abdelhak Elaggoune. This research mention Videoconferencing as a tool in teaching reading. It is different with the recent researcher use two tools from ICTs, namely Google Docs and Meet.

Firstly, the current research aims at investigating the perception of students in using online learning to teach or learn reading comprehension using ICTs at the UIN Raden Mas Said Surakarta during the lockdown period. Secondly, the aim is to determine the process of teaching the reading skill course via the synchronous videoconference tool through Google Docs and Meet.

LITERATURE REVIEW

Reading Comprehension

According to Davies (1968), reading is the ability to interact with different written forms by using cognitive abilities. He also adds that the reading skill can involve different processes like figuring out some answers to questions by drawing conclusions and results, knowing the writer's intention and different used techniques so that the reader can recognize the passage mood. Another point of view was introduced by Munby (1978) who believes that reading also include the ability of understanding explicit and implicit kinds of information, and the ability of deducing hidden messages under the use of unfamiliar lexical items.

Furthermore, reading can be considered as the core for learning various subjects and enhance different skills. Reading efficiently will enhance learners' ability to interact in an effective way. Moreover, Maduabuchi (2007) has considered reading as the interaction or the relationship between the written text and the reader which leads to the comprehension of the hidden messages. In addition, Nwaiwu (2007) stated that reading is also an interaction between various thoughts encoded by the writer and the language decoded by the reader. He also explained the reading process as a communication form in which the reader tries to interpret and analyze the writer's mind and thoughts. Thus, reading be an important process that would be developed with practice, to be familiar with its different aspects like word recognition and vocabulary building that can be learned, improved and mastered with time.

Teaching Reading

In learning English at school, the students try to be able to read English text in which it is an important skill to achievement the goal of their study about English. Reading is useful for other purposes in which any exposure to English is a good thing for language students. Reading texts provide good models for English writing. They also provide opportunities to study language such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph, and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

To gain the better result on language learning process, there will be a need of good and appropriate strategies in reading comprehension. Brown (2001) states that reading

comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. There are ten such strategies in which they can be applied to the classroom technique that will be explained as follows:

Identifying the purpose of reading. This strategy needs the teacher to make the students know their purposes in reading something. It is needed to make an efficient reading during the teaching learning process in which an efficient reading consists of clearly identifying the purposes of reading something. By doing so, the students know what they are looking for and can weed out potential distracting information.

Using graphemic rules and patterns to aid in bottom-up decoding especially for beginning level learners). At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities. While you can often assume that one to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might prove difficult.

Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced learners). At the intermediate-to advanced level, students do not need to be speed readers. They only need the help to increase the efficiency by using a few silent reading rules taught by the teacher. Aside from these fundamental guidelines, which if followed can help students to be efficient readers, reading speed is usually not too much of an issue for all but the most advanced students. Academic reading, for example, is something most students manage to accomplish by allocating whatever time they personally need to complete the material. If your students can read 250 to 300 words per minute, further concern over speed may not be necessary.

Skimming the text for main idea. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas. This gives them a head start as they embark on more focused reading.

Scan the text for specific information. Scanning can be defined as a technique of quickly searching for some pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is essential. In vocational or general English, scanning is important in dealing with genre like schedules, manuals, forms, etc.

Guessing when you are not certain. Students can use guessing to these advantage to guess the meaning of a word, a grammatical relationship (e.g., a pronoun reference), a discourse relationship, a cultural reference, content message and infer implied meaning ("between the line"). They should utilize all their skills and put forth as much effort as possible to be on target with their hypotheses where the key to successful guessing is to make it reasonably accurate. We can help students to become accurate guesser by

encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

The Concepts of ICT

Information and Communication Technology (ICT) can be considered as an interdisciplinary process of collecting, storing, transforming, sending, receiving, analyzing and other different functions that are used through an electronic devices and tools. Similarly, Kent (2004) points out “ICT in education point of view refers to Information and Communication Technology such as computers, communications facilities and features that variously support teaching learning and a range of activities in education” Kent (2004) In the light of his words, integrating ICTs in the teaching-learning process did open new dimensions that could raise the quality of education. Such integration can also empower education since ICTs be media that help learner to have a wide range of information with a free and easy access. Thus, students are not obliged to be in the classroom to learn as learning can happen anytime and anywhere with the help of such technological tools.(Wernet, Olliges and Delicatch, 2000). According to Nordin et al (2010), ICT can be viewed as a professional and valuable means to foster the didactic process. For teachers, it seems to be like a delivery mode and a source of authentic and valid text different types. And for learners, it is considered as valuable tool that provides them with different opportunities to develop their communicative skills and literacy skills by allowing them to search in an easy way (Nordin et al, 2010). In addition, it facilitates finding original sources, like articles from international journals, so students can them just by sitting in front of their computers and connecting to the internet network. By doing that, students can be autonomous learners and the learner-centered approach can be encouraged as well. All in all, Yunus and Salehi (2012) claimed that the use of information and communication technologies in the didactic process improves the quality of education and provide both teachers and learners with more learning and teaching supports

ICTs in Teaching Reading

National Literacy Trust Director, Jonathan Douglas (2014) said: *“Technology is playing a central role in young people's literacy development and reading choice. While we welcome the positive impact which technology has on bringing further reading opportunities to young people, it's crucial that reading in print is not cast aside”*. In the light of his words, ICTs have a vital role in enhancing learners' reading competencies because they give them the opportunity to read more and better than the printed materials do. Traditionally, teachers and their handouts, textbook, and the different materials they brought to their class were the only sources students can find in front of them while studying. However, with the ICTs, finding different books, articles and scientific papers becomes as piece of cake, so students can get further information, details, and other sources everywhere and whenever they need them. Doubtlessly, reading can be considered as the core of the didactic process, by which other skills can be enhanced, as an example the writing skill which requires lots of reading to create a well-formed piece of writing.

METHOD

Data Gathering Tools

Since the main purpose of this paper is to investigate students' perceptions use ICTs namely Google Docs and Meets to enhance their reading skill, a descriptive qualitative study was conducted, in which a mode of triangulation was used. A questionnaire was administered to students at the English Education Program Study at UIN Raden Mas Said Surakarta. According to Brown (2001), as cited in Dornyei (2003), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". Questionnaires represent any form of list of questions which need to be answered; they can be list of questions, checklists, multiple choice items, and/or other sorts (Dornyei, 2003). And the researcher had an interview with students of English.

Participants

The participants who were selected to take part in this study were second year students at the English Education Program Study at UIN Raden Mas Said Surakarta. The number of informants who were randomly selected in this study was sixty-seven (67) students.

Description of the Questionnaire

The questionnaire includes sixteen (16) questions divided into three sections. Section one is concerned with background information questions about the students. Section two is devoted to teaching reading and reading habits from the students. Lastly, section three is designed to explore learners' awareness of implementing ICTs while reading.

Description of the Interview

The students' interview aims at investigating their attitudes towards the influence of ICTs while checking the students' reading skill. The students were asked several questions. The most important questions were about: The students' awareness of the significance of using ICTs while reading, the students' motivation and interest to read and the different difficulties faced by students while using ICTs in their courses to read something

FINDINGS AND DISCUSSION

In this part, this paper elaborates findings and discussion in three part, they are: Teaching Reading Classroom Activity, then the process of Teaching Reading in integrating Google Meets and Google Docs, and finally the Perception from students using Google Docs and Meet in Teaching Reading activity

Teaching Reading Classroom Activity

Critical and evaluative reading course is held in 14 meeting in one semester. Every meeting is held approximately 100 minutes or 2 credits courses. This course is held in Even Semester 2020/2021. This teaching activity is held virtually by using videoconference through Google Meets. Pandemic Covid - 19 made this teaching learning activity must in virtually form.

No	Meeting	Teaching material Description
1	I	Introduction and Learning Contract

2	II	Pre Test
3	III	Critical Thinking and Critical & Evaluative Reading
4	IV	Fact and Opinion (Distinguish Fact and Opinion from the text)
5	V	Author's Opinion (Evaluating an Author's opinion; Justisfy Opinion, Unjustisfy Opinion, and Hasty Generalization)
6	VI	Meaning (Analyze Conotation and Denotation)
7	VII	Tone (Finding out author's intention and author attitude when write the text)
8	VIII	Bias (Finding out the bias of author)
9	IX	Implication and Inference
10	X	Definition (Implicit Definition and Explicit Definition)
11	XI	Theme (Theme of the text)
12	XII	Reasoning Skills and Criticize Text
13	XIII	Genre Based Text
14	XIV	Post Test and Review Material

Table.1. Teaching Material

This table is teaching material that spread in one semester in Critical Reading activity from the first meeting until the last meeting.

Teaching Reading Process using Google Docs and Meet

Skimming and Scanning is taught by teacher when the teacher utilizing the integration Google Docs and Meets. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas. This gives them a head start as they embark on more focused reading. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

This teaching Reading process is held on the 12nd meeting. This meeting explores about reasoning skills that use by author when write their text. This section the researcher shows the procedure in teaching learning activity. Here the following steps in teaching learning activity:

In the pre teaching, Teacher prepare the material in Google Docs. The teacher open Google Docs and then upload the material in the Google Docs. The Material that uploaded by teacher is Critical Reading and Reasoning skills

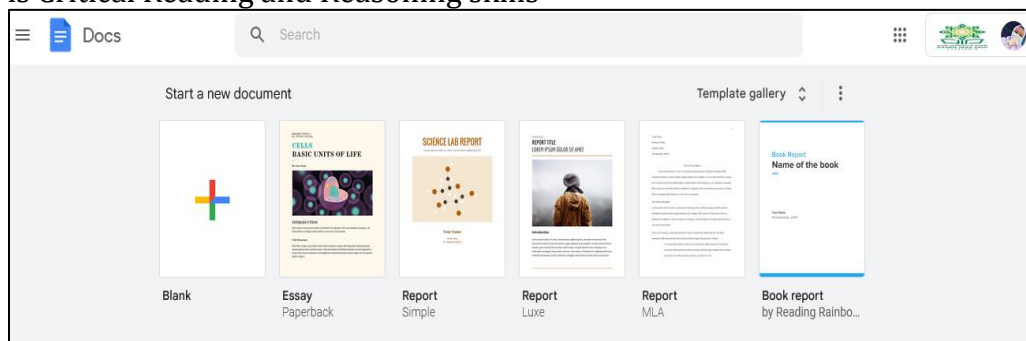


Figure 1. Google Docs Start Page

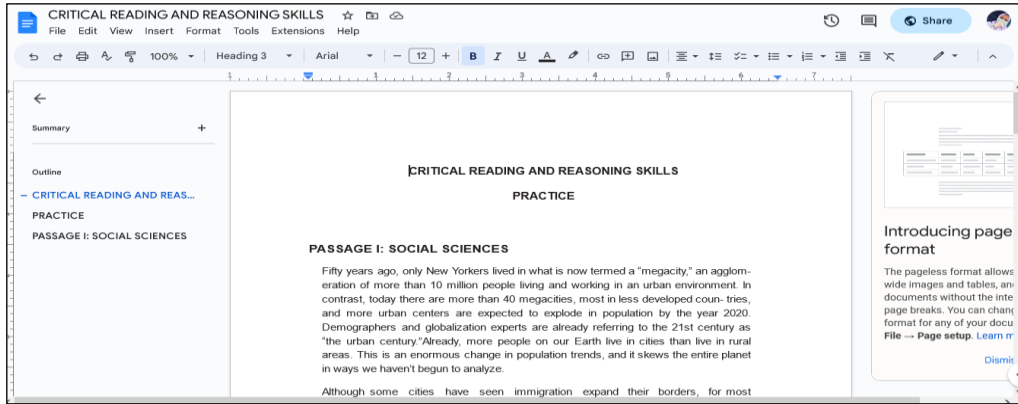


Figure 2. Teaching Material

The next step is while teaching, Teacher invites the students to join in Google Meets and discussing Reasoning skills in Critical Reading. The teacher made an invitation link from the start page of Google Meets and click new meeting after that the teacher announce it through WA group from the class

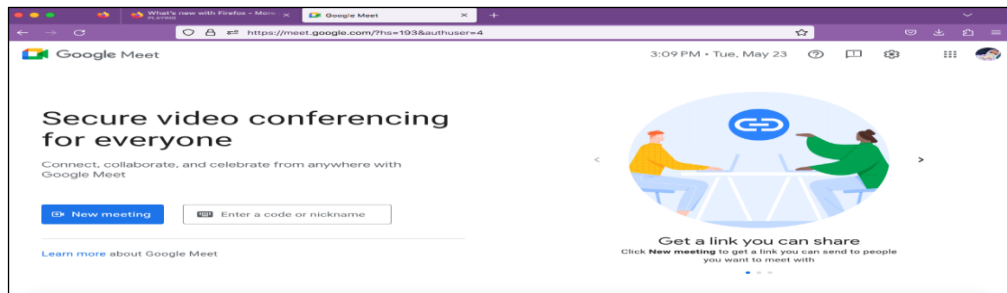


Figure 3. Google Meets Start Page

The teaching and learning were started in the Google Meets. Then, teacher were waiting for the students who want to join the classroom virtually.

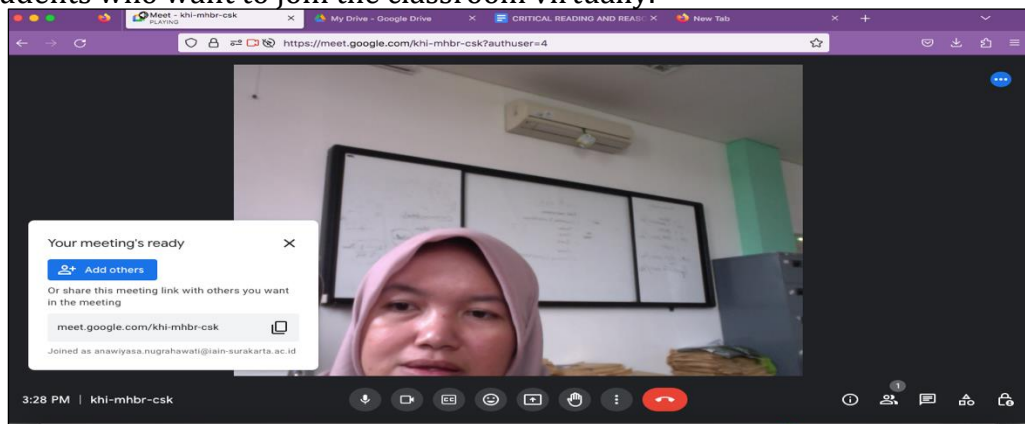


Figure 4. The Meeting

Before the discussion is started, then teacher explain the concept of reasoning skill and correlation the reasoning skills and critical reading.

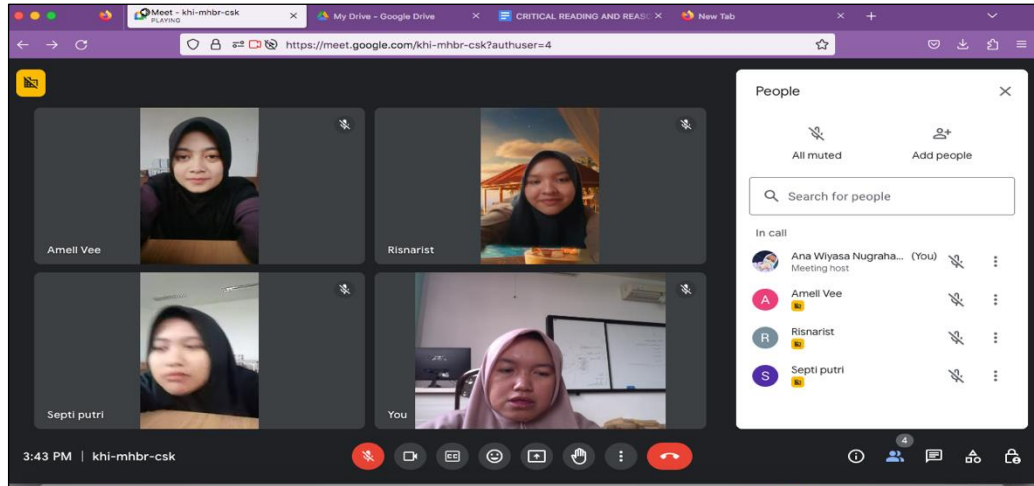


Figure 5. Virtual Meeting among the teacher and students

Next step is the teacher shared the material to the students with share the link and copied the link to the students through WA group from the classroom

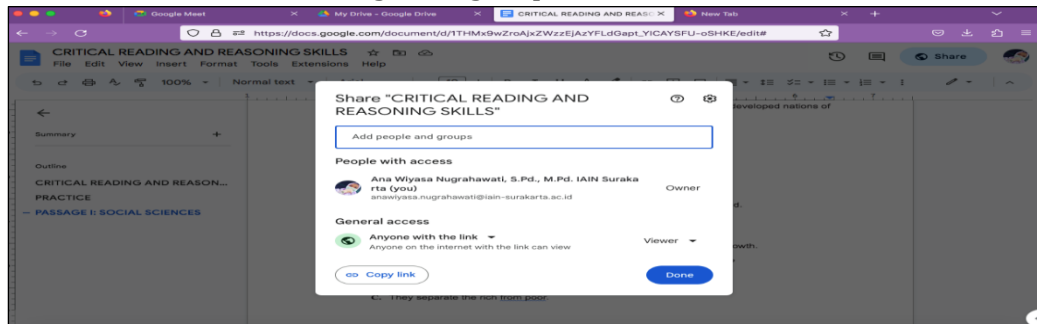


Figure 6. The teacher shares the material to the students

The discussion through the google meets and the students can write the topic or main idea or concluding 5 W + 1 H(who, what, where, when, why and how) in the text or material from the teacher directly, namely this activity is discussing skimming and scanning. In the following picture, the students are trained to find the topic from the passage. The students are able to write the topic in the passage directly. The students are excited because they can read their own answer and compare it with other friends

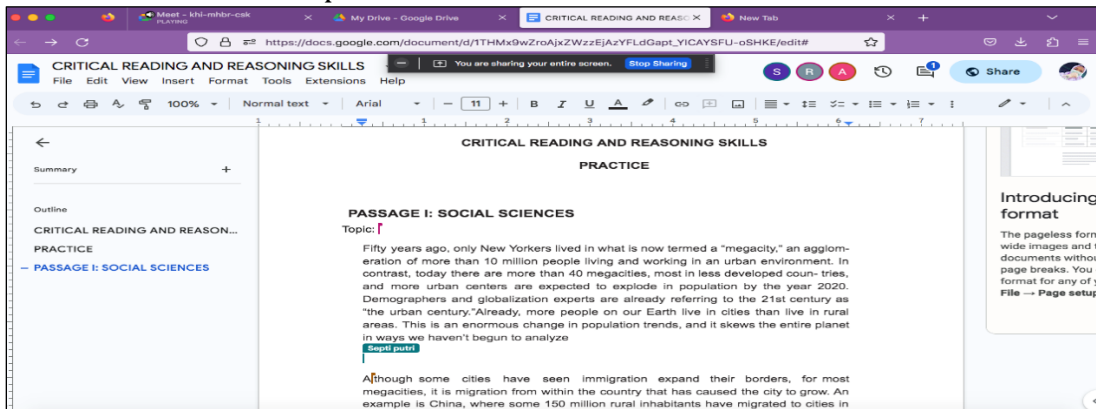


Figure 7. Discussing the text by skimming and scanning virtually

Here the interaction students discussing the exercise from the text. They can discuss it through Google Meets and mark the best answer directly in the Google Docs.

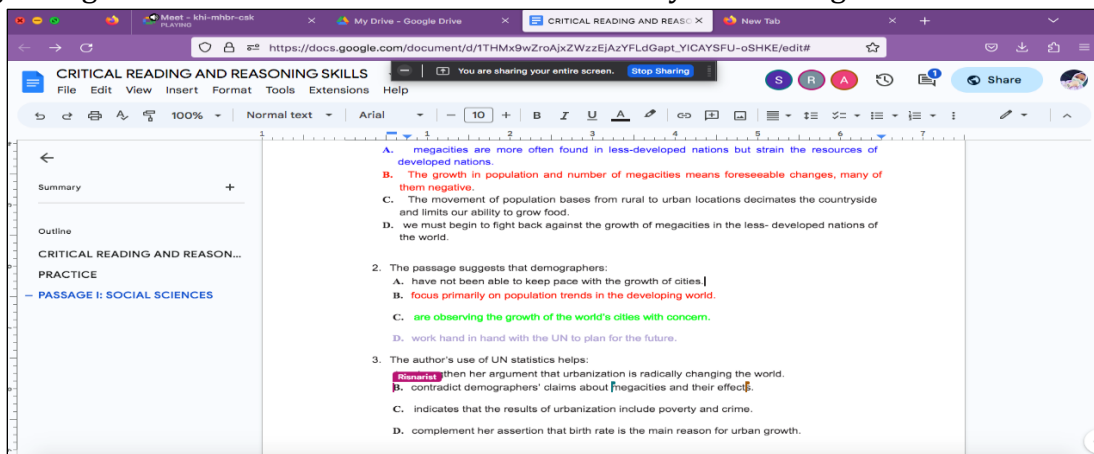


Figure 8. Interaction students in discussing the exercise

After finishing the exercise, the teacher gives the feedback for the students works after that teacher ends the virtual meeting in Google Meets

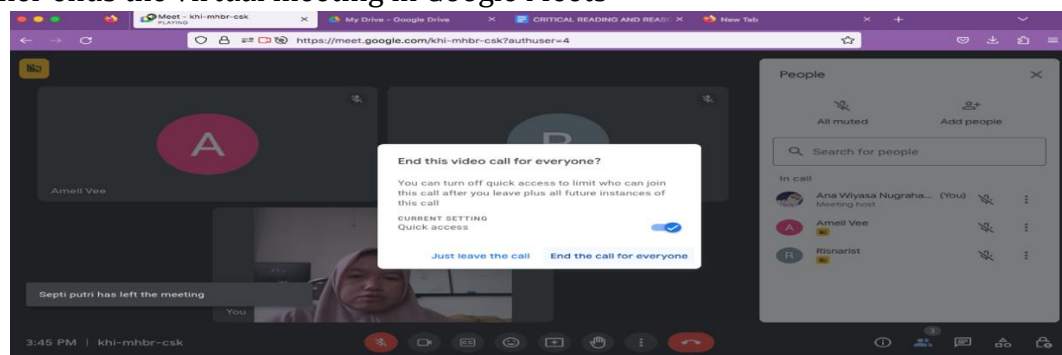


Figure 9. The end of teaching learning process

Perception from students using Google Docs and Meet in Teaching Reading activity Students' Interview

The results of the interview with the students showed that all students are aware of the importance of the reading skill and the role it plays in developing other skills. When asking the students about their perceptions on the integration of ICTs in EFL classes, they all agreed that such integration would be of a help, yet the majority of them complain about the lack of knowledge and competence of using ICTs. So, more training is needed. Moreover, students complain that the lack of infrastructures and the low speed of the Internet hinder them from using the ICTs adequately. In addition, all students claim have lots of software, websites, applications and other tools to facilitate the reading process.

The students become more motivated because of the different sources they can find while using technological tools and they can foster their different learning styles as a result of the variety of information forms that ICTs can provide.

Questionnaire Analysis

Participants' Background Information

The majority of students are females. This shows that females make up a larger share of education and there are more female than male students in classes. The age of the students ranges from 18 to 21 years. When asking the students if studying English was their personal choice, 53 of them stated that studying English was a deliberate choice, while the remaining 14 students claimed that their choice was not intended. This means that either they forced in a way or another to study English or because they had no other choice.

Reading Skill

It is surprising that the big majority of students read only to prepare for examinations, and only two of them read for fun and hobby or part of lifestyle. However, some of the students read to get cultivated or to get ahead in studies. Moreover, the results showed that all the questioned students agree on the fact that they have access to various technological tools such as text - to - speech, animation, online dictionaries, audio books and linked videos, and students use these tools in order to overcome the different difficulties related to the reading skill. Unexpectedly, when asking the students whether reading is a hard task or not, we have found almost very convergent results. Twenty-five students confirmed that reading is a hard task, and other forty-two students claimed the facility of reading in classes. This may ascertain that those who find reading an easy task are good readers, yet they do not concentrate and pay attention to these skills, and those who believe that reading is a difficult task are not interested at all in their studies. Concerning the most used strategies while reading, we noticed that most students' answers range between skimming and scanning. For each strategy twenty in skimming and twenty-one in scanning. Only fifteen students claimed that they use extensive and eleven students use intensive readings.

ICTs Information and Communication Technologies

Trying to investigate the students' insight about the importance of using ICTs in EFL classes, we suggested a scale of importance from "yes" to "no". The results show that second year students are aware of the importance and the necessity of using ICTs in education, mainly in developing reading skill. Forty students' point of view towards the use of ICTs has been "yes" whereas the rest twenty-seven students selected "no" to describe their perception concerning the use of ICTs

These results above indicate that ICTs have a significant impact and important role of the learning process principally reading. When asking the students whether they have access or not to technological tools both in the class and at home, we found out that all of them answered "yes" concerning the class. However, many of them do not have access to these tools at home, because according to them, there are many challenges when using ICTs at home such as internet reliability, the affordability of the devices etc. Concerning the statistic results, the big majority of students think that ICTs help learners to develop the reading skill along with so many other skills.

CONCLUSION

To conclude, Information and Communication Technologies is considered as an interdisciplinary process of collecting, storing, transforming, sending, receiving, analyzing and other different functions that are used through electronic devices and tools that play an

important role in enhancing different learning skills like reading. The latter is a key element in the teaching learning process that can be developed with practice. However, the integration of ICTs in the teaching learning process has a vital role in enhancing the reading skill and other different skills that learners should improve. Thus, both teachers and learners are aware of the importance that ICTs have as a powerful tool that can change the didactic process to be more interesting, motivated and active. On the other hand, it is recommended that both teachers and students to have more training about how to use ICTs adequately

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