



<https://jurnal.unigal.ac.id/index.php/jall/index>

JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, September, Vol. 4 No. 2, 2020

Received	Accepted	Published
August 2020	September 2020	September 2020

OPTIMIZING WELL (WEB-ENHANCED LANGUAGE LEARNING) IN TEACHING READING

Avita Tri Rahayu

avitatrirahayu13@gmail.com

English Education Program FKIP Galuh University

Lilies Youlia Friatin

lilies.youlia@yahoo.co.id

English Education Program FKIP Galuh University

A.M Surachmat

surachmat08@gmail.com

English Education Program FKIP Galuh University

ABSTRACT

This study investigated on optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading at the tenth grade of a Vocational High School in Cilacap. The purposes of the study were to investigate the teacher's steps in optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading and to figure out the students' responses on optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading. In this regard, a case study was applied as a research design in this study. Using purposive sample technique, the participants were an English teacher and twenty students at the tenth grade of a Vocational High School in Cilacap. Three instruments that were used are the observation, the interview, and the questionnaire. The findings indicated that there are thirteen steps of optimizing WELL which were used by the teacher in teaching reading to the students. The findings also indicated that the students gave their positive responses on optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading to vocational school students.

Key words: WELL (*Web-Enhanced Language Learning*), teaching reading, Vocational High School

INTRODUCTION

As one of subjects included in the national curriculum, English language must be taught at junior and senior high school students as well as at university. The main objective of EFL

teaching and learning in Indonesia is to develop four language skills, namely listening, speaking, reading, and writing. In this case, the students of Vocational High School are focused on mastering these four language skills in the process of teaching and learning English (Wachyu & Rukmini, 2015, p. 61). Moreover, the students should develop and master these four language skills, so they can use English actively and passively. Besides, the students can meet the goal of English learning by mastering these four language skills.

Reading is one of important skills that must be mastered by the students in learning English. In this case, Hedgcock and Ferris (2009, p. 15) define “reading means reconstructing a reasonable spoken message from a printed text, and making meaning responses to the reconstructed message to the spoken message.” It means that reading is a process of understanding written texts, interpreting its meaning, and using them based on the purpose of the readers. Reading is a very important skill for students to obtain knowledge and information from the text, because by reading, readers gain a lot of useful information and knowledge from the text. Therefore, the students are expected to master reading skill in order to understand the meaning of the text.

To investigate the students’ reading skill, the writer conducted a preliminary study on at the tenth grade of a Vocational High School in Cilacap. As a fact, some students get difficulties in interacting with the texts given by their teachers in the classroom. It is supported by Therrien, Gormley, and Kubina (2006, p. 22) who claim “many students have difficulties with reading fluency or active text comprehension, or both.” In addition, the students often feel boring to join in reading class because the texts and the materials are not interesting since the teacher never uses online web-based materials. The application of web-based materials and online courses is not yet commonplace in EFL classrooms due to inadequate number of PCs, lack of high speed internet, lack of administrative support (Khalili, 2015, p. 243).

To overcome these difficulties, the teacher should use technology by means of computer which integrates with online web-based materials in teaching reading. Likewise, when students encounter learning difficulties, they may seek help through learning technologies, such as computers, learning websites, etc. (Wang & Liao, 2017, p. 2). Computers can be useful tools for English language instruction. The writer argues that computers should be used for language instruction. Therefore, the writer investigates the use of CALL (*Computer-Assisted Language Learning*). Zhang and Wang (2017, p. 25) state that “the popularization of

computer in various fields of society is also promoting the application of CALL in language listening, speaking, reading and writing.”

There are several varieties of CALL which can be applied by the teacher in the classroom including CAI, CAL, CALI, CALT, CAT, CBT, CMC, MI, ICALL, TELL, WELL, etc. (Beatty, 2010, p. 58). However, this study is focused on optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading. Web Enhanced Language Learning (WELL) is an example of web-based CALL that aims to raise people awareness about the use of WEB in language teaching of high education (Manda, 2017, p. 3). In this study, WELL (Web-Enhanced Language Learning) is a process implemented in teaching reading.

Therefore, the writer chooses WELL (*Web-Enhanced Language Learning*) because of some considerations. Firstly, the writer thinks that it is appropriate to be applied in solving the students' difficulties in learning reading and it can improve their reading skill. Secondly, the writer thinks that it can energize the students' motivation to be interested in reading texts because they can interact with computer by means of online web-based materials at the classroom. Likewise, computers have become so widespread in universities, schools and homes, and their use have expanded so dramatically in a way that motivates some language teachers to use CALL in their classes (Al-Nafisah, 2015, p. 79). Lastly, the writer thinks that it can improve the student's interaction in the process of teaching and learning reading. Similarly, web-based learning teaching process is considered more interactive than paper based one (Manda, 2017, p. 3).

Supporting this current research, previous studies have consistently documented about WELL (Web-Enhanced Language Learning) in teaching reading, for example, Altıncı and Mohammadzadeh (2018) wrote a journal entitled “Research into the Effects of an ICALL Program on Teaching Word Classes to Learners of English.” Zhang and Wang (2017) wrote a journal entitled “The Effects of the CALL Model on College English Reading Teaching.” Wang and Liao (2017) also wrote a journal entitled “Learning Performance Enhancement Using Computer-Assisted Language Learning by Collaborative Learning Groups.” The findings indicated that the use of the use of CALL (Computer-Assisted Language Learning) improved reading activities, reading performance, learning interest and attitude, and reading skill.

Similar with them, this present study also investigates the use of using CALL (Computer-Assisted Language Learning) in teaching reading. However, they do not focus their studies on one of varieties in CALL (Computer-Assisted Language Learning). Therefore, this present study focuses on WELL (Web-Enhanced Language Learning). Besides, they do not use a case study in conducting their research because they use experimental study, comparative experimental study, and true experimental study. Therefore, a case study is used in conducting this present study.

WELL (*Web-Enhanced Language Learning*)

WELL (*Web-Enhanced Language Learning*) refers to CALL that focuses on the WWW as the medium for instruction (Beatty, 2010, p. 58). Web-enhanced Language Learning (WELL) was coined to refer to the Internet as a medium for instruction (Jarvis & Achilleos, 2013, p. 2). Web-based learning teaching process is considered more interactive than paper based one (Manda, 2017, p. 3). Web Enhanced Language Learning (WELL) is an example of web-based CALL that aims to raise people awareness about the use of WEB in language teaching of high education (Manda, 2017, p. 3). Web-based tool was still rated as the most helpful of all eight tools investigated for increasing the students' personal proficiency and for increasing their teaching readiness (Howard & Scott, 2017, p. 58).

From the explanations, it can be summarized that WELL (Web-Enhanced Language Learning) refers to CALL that focuses on the WWW as the medium for instruction. It is used because of having more interactive than paper based one, raising students' awareness about the use of WEB in language teaching of high education, and increasing the students' personal proficiency and for increasing their teaching readiness. Therefore, it is expected that optimizing WELL (Web-Enhanced Language Learning) in teaching reading can improve the student's reading skill and ability.

Reading in EFL Teaching

The general goal of English learning is to develop four language skills that are listening, speaking, reading, and writing skills. Reading is one of the language skills that should be mastered and developed by the students in the classroom. Hedgcock and Ferris (2009, p. 15) define that "reading means reconstructing a reasonable spoken message from a printed text, and making meaning responses to the reconstructed message to the spoken message." It means

that reading is a process of understanding written texts, interpreting its message, and using them based on the purpose of the readers.

Reading is a psycholinguistic process in which a reader uses a variety of skills to infer the writer's intended meaning and the reader's repertoire includes knowledge of phonics, linguistic skills, knowledge about the surrounding world, and problem-solving strategies (Tecnam, 2013, p. 19). Sprat, Pulverness, and Wiliams (2005, p. 21) define "reading is a receptive skill that involves responding to the text, rather than producing it." It means that reading is a receptive process of inferring the meaning and using strategies to improve knowledge and linguistic skills of written text to interact with the texts.

METHOD

A case study was used by the writers because it explored and observed the detailed case of language teaching and learning of reading by optimizing WELL (*Web-Enhanced Language Learning*). Furthermore, Phakiti (2014, p. 59) states that "case studies allow researchers to explore and observe an individual's language learning without intervening." Purposive sample technique was used to select the participants in this study. Matsumoto and Vijver (2011, p. 130) also add that "as with the case study approach, sampling of study participants will typically be purposive." Therefore, the writer selected an English teacher and 20 students at class X-B as the participants.

The writers administered three instruments in form of the observation, the interview, and the questionnaire. In conducting observation, the writer observed the teaching and learning activity in the class by using videotaping for three meetings. The observation was carried out for 3 meetings which were on January 24th, February 7th, and February 14th, 2019. In conducting the interview, the English teacher was interviewed by using five questions which were adapted and edited from Rodríguez (2017, p. 118). At the same time, all the interview conversation was recorded. The interview was carried out on February 14th, 2019. After that, the questionnaires were also distributed to the students. In filling out the questionnaire, the students should respond the questions by marking checklist [] in the responses column that consisted of two responses, namely "Yes" and "No" based on their opinion regarding to optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading. The questionnaires consisted of 15 (fifteen) questions which were adapted and edited from Saka (2014, p. 280). Furthermore, the questionnaire was carried out on February 14th, 2019.

The writers used qualitative data analysis which was adapted from Miles and Huberman (1994), cited in Phakiti (2014, p. 154-155) to analyze the data that consisted of three main components: data reduction; data display, and drawing and verifying conclusions.

FINDINGS AND DISCUSSIONS

After collecting the data from the observation, the interview, and the questionnaire, the writers conducted the analysis of each instrument that was described as follows:

WELL (Web-Enhanced Language Learning) in Teaching Reading

The first research question that the writers formulated was as follows: “How does the teacher optimize WELL (Web-Enhanced Language Learning) in teaching reading?” As stated in previous chapter, the results of the observation from the first to the third meetings were triangulated with the results of the interview on the first question to answer the first research question. The results of data analysis were aimed to investigate the teacher’s steps in optimizing WELL (Web-Enhanced Language Learning) in teaching reading.

To conclude, the results of the observation had been analyzed and correlated with the results of the interview from the first question to answer the first research question. The findings showed that there are thirteen steps of optimizing WELL which were used by the teacher in teaching reading to the students. The steps were explained as follows. The first step, the students were introduced about the definition of website. The second step, the teacher also explained the advantages of using website in learning reading to the students. In this case, the use of WELL (*Web-Enhanced Language Learning*) can make the interactive reading process because the students do not depend only on paper based in reading the materials. The third step, the steps of using WELL (*Web-Enhanced Language Learning*) were also explained to the students. In this case, the teacher explained about using website from WWW resources. Furthermore, the students were guided to search texts by using Google Chrome, Mozilla, or other Software Browser. The fourth step, the students were asked to search materials about narrative texts from the website. Similarly, the web gives access to what seems to be an infinite source of information: teachers and students alike can browse through a wide variety of websites in the target language meant for users in the target culture, where images, video, and audio documents accompany the written text (Donaldson & Haggstrom, 2006, p. 96). Moreover, the website was used to search texts because teachers and students could browse a wide variety of texts.

The fifth step, the students were asked to make a group of four students. Then, the teacher guided them to follow the teacher's instructions. Likewise, one of techniques that can be taken into consideration to overcome reading difficulties is guided reading (Nation, 2009, p. 3). Guided reading leads the students to understand that reading is a process of actively constructing the author's intended meaning and allows teachers to support students while they are reading. After the students grouped, the teacher asked them to search one of narrative texts derived from website. Next, they should also read and discuss the content of the texts. The sixth step, the teacher also implemented independent reading technique. In implementing independent reading technique, the students were asked to search narrative texts by themselves in-group from website of www.freeenglishcourse.info. Then, they should also read and discuss the content on the texts. Likewise, in independent reading, the learner chooses a book to read and quietly gets on with reading it. During this quiet period of class time, the teacher may also read or may use the time as an opportunity for individual learners to come up to read to the teacher (Nation, 2009, p. 5).

The seventh step, the students were also asked to analyze the information of the texts. It was implemented through cooperative learning instruction. The cooperative learning instruction allows students to learn while being engaged in the learning process with other students (Alliance for Excellent Education, 2004, p. 4). In implementing cooperative learning instruction, the teacher asked the students to analyze the information of the texts they choose including the theme, the characters, the characterization, the setting, the ending, and the moral values. It was done for ten minutes for the students to do the task. The eighth step, the students were also asked to present and discuss their task in group to the other groups. It was done in front of the class by using directed response/questioning. In directed response/questioning, treatment description related to dialectic or Socratic teaching, the teacher directing students to ask questions, the teacher and student or students engaging in reciprocal dialogue (Cain & Oakhill, 2007, p. 180). After presenting and discussing their task, the students should also let the other groups to ask questions relating to the topics. Moreover, the students should answer the other groups' questions.

The ninth step, the first group students were asked to come forward and present their discussion of the text by implementing small-group instruction. Statements in the treatment description are about instruction in a small group, and/or verbal interaction occurring in a

small group with students and/or teacher (Cain & Oakhill, 2007, p. 180). The tenth step, the other groups were asked to ask questions relating to the first group's discussion by implementing question generating. Question generating is students are taught to create (and then answer) their own questions about information in a text (Alliance for Excellent Education, 2004, p. 5). After the other groups delivered the questions, the first group was also asked to answer the questions.

The eleventh step, the second group students were also asked to come forward and present their discussion of the text by implementing small-group instruction. Statements in the treatment description are about instruction in a small group, and/or verbal interaction occurring in a small group with students and/or teacher (Cain & Oakhill, 2007, p. 180). The twelfth step, the other groups were asked to ask questions relating to the second group's discussion by implementing question generating. Question generating is students are taught to create (and then answer) their own questions about information in a text (Alliance for Excellent Education, 2004, p. 5). After the other groups delivered the questions, the second group was also asked to answer the questions.

The last step, the teacher reviewed and summarized the materials that have been taught to the students. It was implemented to remind the students about the material learned. In line with this, summarization instruction requires students to identify the most important information in a text and eliminate redundant and unnecessary details. It also requires that students read and re-read text, which promotes greater comprehension. It is a widely used strategy, and research shows that it is enables students to be independent learners (Alliance for Excellent Education, 2004, p. 5).

The Students' Responses on Optimizing WELL (*Web-Enhanced Language Learning*) in Teaching Reading

The second research question that the writers formulated was as follows: "How do the students respond on optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading?" As stated in previous chapter, the results of the questionnaire were triangulated with the results of the interview on the second to the fifth questions to answer the second research question. The results of data analysis were aimed to figure out the students' responses on optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading.

Having analyzed the questionnaire from the first to the fifteenth questions, the writers also classified the students' answers into table 1.

Table 1 The questionnaire's results

No	Question	Answers (%)	
		Yes	No
1.	Does reading by optimizing WELL broaden students' perspectives for the events they have never experienced before?	100	0
2.	Does reading by optimizing WELL provide students with a better understanding for different behavior?	100	0
3.	Does reading by optimizing WELL enable students to see the events from different perspectives?	100	0
4.	Does reading by optimizing WELL make students develop empathy with the people in different situations?	85	15
5.	Does reading by optimizing WELL enable students to think about the reasons rather than the result?	65	35
6.	Does reading by optimizing WELL show students different life styles?	90	10
7.	Does reading by optimizing WELL increase students' understanding about the personal relations?	70	30
8.	Does reading by optimizing WELL provide students with a comparison between his/ her own culture and other cultures?	90	10
9.	Does reading by optimizing WELL teach students ethical and moral values of other cultures?	85	15
10.	Does reading by optimizing WELL increase students' wish to read more?	95	5
11.	Does reading by optimizing WELL increase students' appreciation for literature?	90	10
12.	Does reading by optimizing WELL make students more tolerant?	80	20
13.	Does reading by optimizing WELL improve students' motivation in learning reading?	100	0

14. Does reading by optimizing WELL improve students' confidence in learning reading?	100	0
15. Does reading by optimizing WELL improve students' interest in learning reading?	95	5

From the table 1, it could be described that the students gave their positive perceptions on optimizing WELL (Web-Enhanced Language Learning) in teaching reading. The students perceived that reading by optimizing WELL broaden their perspectives for the events they have never experienced before (20 students or 100%). Besides, they perceived that reading by optimizing WELL provides them with a better understanding for different behavior (20 students or 100%), enable them to see the events from different perspectives (20 students or 100%), and make them develop empathy with the people in different situations (17 students or 85%). Meanwhile, they perceived that reading by optimizing WELL enable them to think about the reasons rather than the result (13 students or 65%), show them different life styles (18 students or 90%), and increase their understanding about the personal relations (14 students or 70%).

Moreover, they perceived that reading by optimizing WELL provide them with a comparison between his/ her own culture and other cultures (18 students or 90%) and reading by optimizing WELL teach them ethical and moral values of other cultures (17 students or 85%). Furthermore, they perceived that reading by optimizing WELL increase their wish to read more (19 students or 95%), increase their appreciation for literature (18 students or 90%), and make them more tolerant (16 students or 80%). In addition, they also perceived that reading by optimizing WELL improve their motivation (20 students or 100%), confidence (20 students or 100%), and interest in learning reading (19 students or 95%).

To conclude, the results of the questionnaire from the first to the fifteenth questions had been analyzed and correlated with the results of the interview from the second and the fifth questions to answer the third research question. The findings showed that the students gave their positive responses on optimizing WELL (Web-Enhanced Language Learning) in teaching reading to vocational school students. They perceived reading by optimizing WELL broaden their perspectives for the events they have never experienced before. Besides, it provides them with a better understanding for different behavior, enable them to see the events

from different perspectives, and make them develop empathy with the people in different situations. Meanwhile, it enables them to think about the reasons rather than the result, show them different life styles, and increase their understanding about the personal relations. Moreover, it provides them with a comparison between his/ her own culture and other cultures and reading by optimizing WELL teach them ethical and moral values of other cultures. Furthermore, it increases their wish to read more, increase their appreciation for literature, and make them more tolerant. In addition, it improves their motivation, confidence, and interest in learning reading. Similarly, the results of a study conducted by Zhang and Wang (2017, p. 32) state that “the CALL model plays positive roles in improving college students’ English reading performance and changing their learning interest and attitude.”

To check the trueness of the students’ responses, the teacher also confirmed the use of WELL process in teaching reading brings some advantages such as increasing students’ motivation, giving the opportunity to the students to interact in a variety of skills, reducing anxiety in learning reading, overcoming students’ boredom and stress to be more confident in learning reading, building the students’ critical thinking, and improving students' skills in reading. Therefore, the teacher has optimized the WELL process in teaching reading in the classroom. Likewise, Beatty (2010, p. 58) points out that “WELL (Web-Enhanced Language Learning) refers to CALL that focuses on the WWW as the medium for instruction.”

However, the teacher also faced several difficulties in teaching read by optimizing the WELL process because it has debatable software and lacks of computer knowledge. Likewise, the use of CALL also brings some disadvantages because of technical problems, such as teachers’ or students’ lack of computer knowledge, can limit the learning process (Vahdat & Eidipour, 2016, p. 1610). Therefore, several strategies were done by the teacher to overcome the difficulties in teaching reading by optimizing WELL such as making sure that the number of computer was equal with the number of students, ensuring the internet network and the quality of the source must be suitable, available, and feasible to use, and increasing the ability to use computers and the internet. As stated before that there is technical problems in using CALL, such as teachers’ or students’ lack of computer knowledge, can limit the learning process (Vahdat & Eidipour, 2016, p. 1610).

DISCUSSION

This research has investigated about the use of CALL (*Computer-Assisted Language Learning*) in learning reading to vocational school students. In this case, the results of the observation and the interview from the first question showed that there are thirteen steps of optimizing WELL which were used by the teacher in teaching reading to the students. The first step, the students were introduced about the definition of website. The second step, the teacher also explained the advantages of using website in learning reading to the students. The third step, the steps of using WELL (*Web-Enhanced Language Learning*) were also explained to the students. The fourth step, the students were asked to search materials about narrative texts from the website. The fifth step, the students were asked to make a group of four students. The sixth step, the teacher also implemented independent reading technique. The seventh step, the students were also asked to analyze the information of the texts. The eighth step, the students were also asked to present and discuss their task in-group to the other groups. The ninth step, the first group students were asked to come forward and present their discussion of the text by implementing small-group instruction. The tenth step, the other groups were asked to ask questions relating to the first group's discussion by implementing question generating. The twelfth step, the other groups were asked to ask questions relating to the second group's discussion by implementing question generating. The last step, the teacher reviewed and summarized the materials that have been taught to the students.

Meanwhile, the results of the questionnaires from the first to the fifteenth questions and the interview from the second to the fifth question showed that the students gave their positive responses on optimizing WELL (*Web-Enhanced Language Learning*) in teaching reading to vocational school students. They perceived reading by optimizing WELL broaden their perspectives for the events they have never experienced before. Furthermore, it increases their wish to read more, increase their appreciation for literature, and make them more tolerant. In addition, it improves their motivation, confidence, and interest in learning reading. To check the trueness of the students' responses, the teacher also confirmed the use of WELL process in teaching reading brings some advantages.

To support the findings, previous studies have consistently documented the use of CALL (*Computer-Assisted Language Learning*) in learning reading. This present study was also supported by the previous study carried out by Altıncı and Mohammadzadeh (2018) who

found that the reading activities with CALL system had positive effects on students' word classes learning and their attitudes toward the intelligent computer-assisted language learning tool. In line with the previous study carried out by Altıncı and Mohammadzadeh (2018), the findings of this present research also indicated that the use of WELL process in teaching reading brings some advantages such as increasing students' motivation, building the students' critical thinking, and improving students' skills in reading. However, the previous study focused on using ICALL Program in learning word classes to 38 B1 level students at Foundation English School of Girne American University (GAU). Meanwhile, this present research focused on using WELL (Web-Enhanced Language Learning) in teaching reading to 20 students at the tenth grade of a Vocational High School in Cilacap. Besides that, the previous study used an experimental study, while this present research used a case study.

This present study was also enriched by the previous study carried out by Zhang and Wang (2017) who found that CALL model plays positive roles in improving college students' English reading performance and changing their learning interest and attitude. Similar with the previous study carried out by Zhang and Wang (2017), the findings of this present research also indicated that the use of WELL process in teaching reading brings some advantages such as increasing students' motivation, building the students' critical thinking, and improving students' skills in reading. However, the previous study focused on using the CALL model on improving students' reading abilities to 106 students in Department of Foreign Languages of Shandong University of Political Science and Law. Meanwhile, this present research focused on using WELL (Web-Enhanced Language Learning) in teaching reading to 20 students at the tenth grade of a Vocational High School in Cilacap. Besides that, the previous study used a comparative experimental study, while this present research used a case study.

This present study was also enriched by the previous study carried out by Wang and Liao (2017) who found that after using CALL, the experimental groups improved more than the control group; in the listening, reading, speaking, and writing sections. Similar with the previous study carried out by Wang and Liao (2017), the findings of this present research also indicated that the use of WELL process in teaching reading brings some advantages such as increasing students' motivation, overcoming students' boredom and stress to be more confident in learning reading, building the students' critical thinking, and improving students'

skills in reading. However, the previous study focused on using the CALL on improving students' English proficiencies to 131 students of college freshmen of Chung Shan Medical University, Taiwan. Meanwhile, this present research focused on using WELL (Web-Enhanced Language Learning) in teaching reading to 20 students at the tenth grade of a Vocational High School in Cilacap. Besides that, the previous study used a true experimental study, while this present research used a case study.

CONCLUSIONS

Thirteen steps were used by the teacher in teaching reading to the students by optimizing WELL. The steps were introducing the definition of website, explaining the advantages of using website in learning reading to the students, explaining the steps of using WELL (Web-Enhanced Language Learning), asking to search materials from the website, asking to make a group, guiding them to follow the teacher's instructions, implementing independent reading technique, asking to analyze the information of the texts, asking to present and discussing their task in-group to the other groups, and letting the other groups to ask questions relating to the topics. The steps were also asking to come forward and present their discussion of the text by implementing small-group instruction, asking the other groups to ask questions relating to the first group's discussion by implementing question generating, asking the second group students to come forward and presenting their discussion of the text by implementing small-group instruction, asking the other groups to ask questions relating to the second group's discussion by implementing question generating, and reviewing and summarizing. It revealed that the students gave their positive responses on optimizing WELL (Web-Enhanced Language Learning) in teaching reading to vocational school students.

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