The Use of Telegram Based E-learning for English Language Learning during The Covid 19 Pandemic

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Abstract:
During this Covid-19 pandemic, technology is widely used, including in the world of education. All schools in the world are forced to use E-learning as their teaching. With the media, it will make learning easier during this pandemic. Researchers use the Tiktok application as a learning medium to find out how students and teachers perceive the use of Telegram with Telegram BOT in learning English. The use of telegram BOT certainly makes it easy for students to receive material and the teacher is easy to develop material in the form of video and audio with a longer duration. In this study, the researcher used a qualitative method. The researcher uses descriptive qualitative research to analyze the data, there are four activities to analyze: data reduction, word presentation and conclusion drawing. Researchers took samples from 2 students of class VII SMP IT INSAN HARAPAN. The results showed that using telegram bots made it easier for students to learn English material delivered by the teacher.

Keywords: *English learning, Telegram, Teaching English*

INTRODUCTION

English is an international language that is expected to be used by everyone in the world, especially in the era of globalization where the importance of using English is increasing so that it cannot be separated from globalization. Currently, learning English is very difficult for the community because of the spread of a dangerous virus called Covid-19, there have been various polemics and problems in people's lives, such as economic, social, political, religious issues, especially in the field of education. Regarding the Minister of Education & Culture of the Republic of Indonesia, Nadim Makarim, gave a decision that all formal and non-formal education and teaching activities prevent the spread of the Covid-19 virus for conventional teaching, moving to online teaching, namely learning and teaching is done from home through the teaching and learning process. Requires technological tools that can help students to support their knowledge needs. The application of integrating technology is one of the innovations in the learning process, namely helping students independently, persistently and actively. In the use of technology, of course, a teacher really needs creativity and activeness in using technology.

In the context of Indonesian education, online learning is a fairly new topic. It has not been extensively studied and the literature on the subject is limited to teacher professional development or educator and student training programs. However, with the integration of ICT

and mobile technology in learning, this topic has attracted increasing attention, especially from language teachers and researchers. Although the learning process has not yet been carried out completely online, it features English learning activities that link learning inside and outside the classroom. Invite students to learn online through various mobile apps and learning platforms. To organize an online class program there are several information technology (ICT) that can be applied. Dumiyati & Wardhono (2017: 1) States that the development of information technology and computers is very rapid, various community services have implemented ICT. In the world of education, it is known as e-learning. In e-learning learning, the internet is a multi-faceted medium, on the one hand the internet can be used for interpersonal communication, for example by using e-mail and chat as a means of interpersonal communication (one-to-one communication), on the other hand by e-mail. can also communicate with more than one person or another group of users (one-to-many communication). Social media applications that can be used for remote or online classes such as: Zoom cloud (one-to-many communication) as seen in teleconferences, WhatsApp groups and also Telegram groups (one-to-many communication) using readable text messages and seen by all members of the same group.

One of the applications to support online learning in learning English, namely the mobile application, is "Telegram". This telegram application is a cloud-based application that allows users to exchange videos, images and audio or files stored on a server without occupying space on the mobile device. Telegram applications have different contributions among various fields other than education. It is a suitable platform for advertising where many advertising associations and businesses promote their services and products, create awareness and receive feedback from consumers. different studies reveal arguments whether the telegram app enhances or diminishes the teaching and learning of English language process.

Heidari, at.el., (2018) Many previous studies have proven the effectiveness of the Telegram application in teaching and learning English language (Heidari-shahreza & Khodarami, 2018; Xodabande, 2017). Adopt Telegram in English language learning improves various angles of EFL learners' English skills, such as reading comprehension skills (Naderi & Akrami, 2018), vocabulary (Ghobadi & Taki, 2018), writing skills (Aghajani & Adloo, 2018), and improving speaking skills (Setiawan & Wahyuni, 2017; Xodabande, 2017). However, it is it is important to know how EFL students find Telegram as a tool that helps them in learning English. It is very important to realize that students' perceptions of the use of telegram play a very important role in determining the success of the telegram application program. If English students feel that Telegram is easy to implement and useful, they are likely to show high satisfaction, motivation, and positive attitude, which will lead them to conclude this application. Furthermore, Gangaiamaran and Pasupathi (2017) recommend conducting a further study that there is a need for highlighting students' perceptions of mobile applications as ELL tools; however, Dashtestani (2013) pointed out the need for further research to evaluate the efficiency of the MALL implementation of language learner overview.
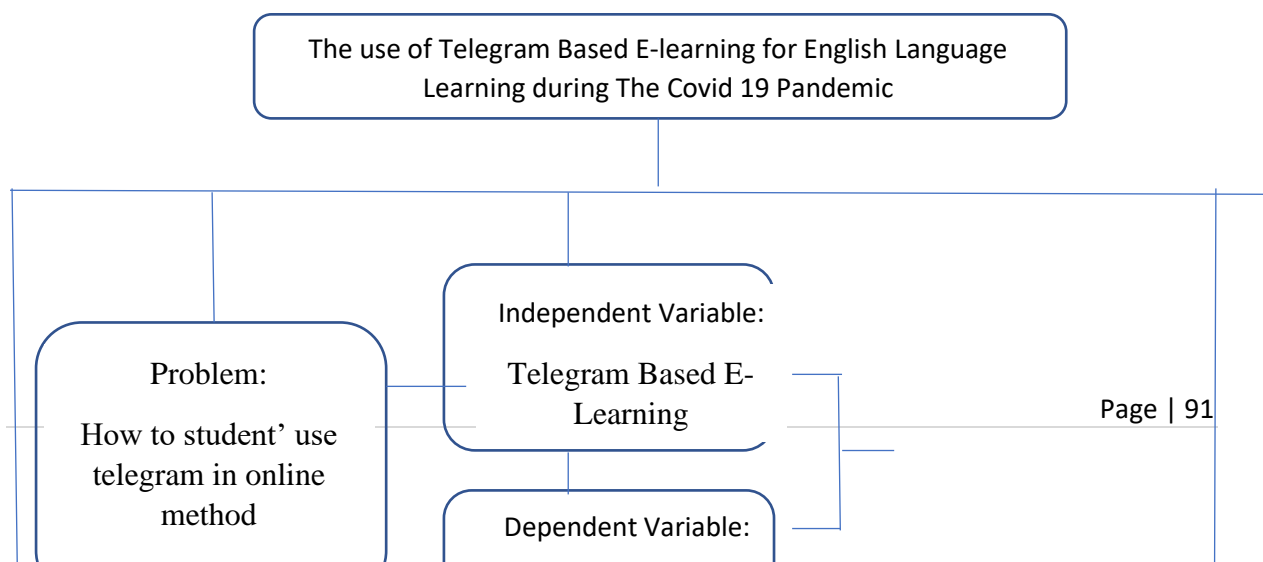
The purpose of this study was to explore students' views on the use of Telegram as a tool for learning English. It is worth observing insight into what is the role and effect of the telegram in language learning from the perceptions of students and teachers. In this purpose, the following research questions will be examined: Students' perceptions of how to use Telegram in learning English?

English learning is to develop students' English language skills contextually and gratefully according to the context and conditions and situations of daily life. This is to produce a form of English learning that touches more on the language needs of learners. English language learning is to develop communication skills in English in both oral and written form. English learning is a necessity for students who want to communicate well in using English.

Telegram is one of the free mobile applications and has a high level of security,can transfer files in any extension, instant messaging, group messaging and based Cloud. When used as a learning medium, telegram is able to help students in understanding learning materials. , telegram is a means of transmission to distribute learning content. Learning content can be in the form of text, audio or video.

The independent association of variables with dependent variables is Telegram as a tool in english learning.Media Learning Media has a very important role in education as a means or device that serves as an intermediary or channel in a process of communication between communicators and communion. Media is a tool that can be used as a message provider to achieve teaching goals. Learning media is everything that is used to convey a message to students so that there is an interest in learning students and produce a conducive learning atmosphere. Learning media, can improve the quality of learning because its function makes learning more contextual, real, and interesting. Teachers innovate the use of learning media in the form of the use of learning media for English learning activities. one of the media that can be used in the condition of pandemic covid 19 is the use of telegram as a tool of english learning process during the pandemic, the advantage of using telegram in English language learning is that english content content or English language material can be received quickly and there is no limited delivery so that students can receive the complete material.

Diagram of theoretical framework:

The use of Telegram Based E-learning for English Language Learning during The Covid 19 Pandemic

Problem:

How to student' use telegram in online method

Independent Variable:

Telegram Based E-Learning

Dependent Variable:

> Students' perception

RESEARCH METHODOLOGY

. The approach in this Research, researchers wanted to describe the use of the Telegram App as a medium in teaching and learning English. In addition, researchers also want to know the difficulties of students about using Telegram in teaching and learning English. Thus, this research is categorized as descriptive qualitative research.

According to Miles and Huberman (2014, p.9) Qualitative Data is the source of well-reasoned and rich descriptions and process explanations in an identifiable local context. The purpose of qualitative descriptive is to reveal the events or facts, circumstances, phenomena, variables and circumstances that occurred during the study by presenting what really happened. The purpose of the researchers using qualitative descriptives was to produce a direct description of the participant's experience with words similar to what the participants said possible.

This research subject is the subject researcher aims to study. Reseacher subject are objects that are the focus of a study. In this research was conducted at SMP IT Insan Harapan In Telagsari, Karawang. The school was chosen as a research because this school used telegram application in teaching and learning English. This research was conducted for 2 weeks starting from research planning, research implementation, to the creation of research reports. The research was conducted in May 2021 until the completion of the research. research conducted for 2 weeks is to save time and neutralize time.

Participants or subjects in this study are students from grade 7 at SMP IT INSAN HARAPAN telagasari Karawang as respondents and English teachers who use telegram application in learning English. Researchers chose 1 Class which is 7D class with a total of 27 students but the researcher chose 2 students as a sample in this study. In addition, there is also one teacher who will be a participant or subject in this study, an English teacher who uses the Telegram application. The participants in this study were all female and aged between 13 and 14 years of age. For the teacher 36 years of age. The materials used during the study were laptops, and handpone. The sample selected based on some criteria which is it

is called purposive sampling. According to Arikunto (2010), purposive sampling is the method of choosing sample by taking subject not based on the level area, but based on the particular purpose.

Researchers chose the respondent because they wanted to know the ability of students and teachers in using the telegram application. Their experience in using telegram is judged to be able to establish their attitude towards the use of the app in a classroom setting and as a useful application in learning.

To the research in this research method in this research will related to the observation, interview,and Documentation.

1. Observation

    Observation or observation is a technique or a way of collecting data by making direct observations on an ongoing activity. Observations are directed at accurately paying attention, recording emerging phenomena, and considering the relationship between aspects of the phenomenon. From observation, will get data about a problem, so obtained understanding or as a means of re-checking or proof of information / information obtained earlier. (Nana Syaodih, 2013: 220). In this study, researchers conducted this observation to observe the use of telegrams in students' English language learning and how teachers use telegram as a medium to teach and learn English at SMP IT INSAN HARAPAN.

1. Interview

    An interview is a conversation with a specific intent. Conversation conducted by two parties, namely interviewers who ask questions and interviewees who give the answer or question (Lexy Moloeng, 2005:186). Collect data through interviews Researchers will interview English teachers and 7D graders using telegrams in their English learning to find out more about how telegram apps are used in learning and will also interview 7D students to find out how students have trouble using the telegram app in learning the telegram app in learning.

2. Documentation

    According to Sugiyono (2012: 329), the document is a record of past events in the form of writings, drawings, or monumental works of a person. The results of the observations and interviews would be more credible if supported by documents support.

    Data analysis is the process of organizing sequence, organize it into a pattern, category, and unit basic description thus, the data is easier to read and Concluded. Whereas according to Taylor, (1975: 79), data is as a process that formal efforts to find themes and formulate hypotheses (ideas) as suggested and as an effort to provide help and themes on hypotheses. If reviewed, basically the first definition focus more on organizing data while the second is more objectives of data analysis. The analysis techniques used are descriptive data analysis techniques, i.e. by collecting factual data and describing. Data from all information obtained from the interview results as well

as documents through several stages. According to Miles and Huberman (1994) said that we define analysis as consisting of three concurrent flows of activity: data reduction, data display and conclusion drawing/verification.

a. Data Reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. The researcherdividedthe data based on each need. Suppose which databeused to answer how Telegramis used, and data to find out student difficulties of using Telegram. The data obtained by the researcherbe in the form ofraw data so the researcherseparate the data first based on their needs.

b. Data Display

The second major flow of analysis activity is data display. Generically, a display is anorganized, compressed assembly of information that permits conclusion drawing and action.At this stage the researcherpresent the data that already exists. The researcher present observational data and interviews to the students and teacher.

c. Conclusion Drawing/Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean-is nothing regularities, patterns, explanations.Atthis stage the researcher draw conclusions from the data obtained so that the data can answer the research questions above.

RESULT AND DISCUSSION

Result

The data collected in this study, researchers have conducted observations, interviews and documentation that help researchers to find results and answer research questions. Observations were only made once in a student's class where the researcher participated in class activities to find out how students learn, teachers teach, and how to learn to use telegrams in class. From these observations, the researchers found that teachers apply blended based learning in learning and students not only learn in class or face-to-face but teachers also do distance learning or online learning. Researchers also found that teachers use telegrams using BOT telegrams such as channels on telegram teachers provide material using videos and images that are in accordance with the material being taught.

In this section the researcher will explain the results of the interviews, the researchers conducted interviews with the students of SMP IT Insan Harapan. Collecting interview data from May 26 to June 1 for 3 students.

From the results of the interviews, the researchers found that students were able to use the telegram application with the telegram BOT provided by the teacher. The three interviewed students stated that they had studied telegram bots so that they could develop English with

telegram bots. When the researcher asked about the use of Telegram, all the informants answered that they needed Telegram for learning. In this day and age, technology has an important role in the development of our lives, including the world of education.

Discussion

In this study, the perspectives of teachers and students on the use of telegrams for learning English. Judging from the literature review, it is known that the use of telegrams has a positive impact on learning because it can increase students' motivation to learn English and this application is very interesting so that students enjoy learning English. using the Telegram application also makes it easier for teachers to provide material online during this pandemic, besides that telegram is also very efficient to use.

With increasingly sophisticated technology, learning is not only done in the classroom, outdoor learning can also be effective. There are many applications that support distance learning, one of which is Telegram.

Conclusion

In conclusion, the results of this study explain that the perspective of students in using telegram as an English learning tool. According to telegram students, using BOT telegram has a good way, sending assignments, receiving assignments and materials is very easy and the appearance is attractive and not too complicated.

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