

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

In the research that the researcher examines, the researcher has 2 research questions. The first is the process of using Telegram group as a media in Teaching English at SMAN 1 Pamukan Barat and the second is students' difficulties of using Telegram application in Teaching English at SMAN 1 Pamukan Barat.

In this section the researcher will answer the two research questions. Researcher have conducted research at SMAN 1 Pamukan Barat, and have collected data through students and teachers of English at SMAN 1 Pamukan Barat by conducting interviews and observations.

The English teacher at SMAN 1 Pamukan Barat usually uses the telegram application for English classes, as an intermediary for collecting assignments and additional material. However, during the Covid-19 Pandemic, schools were closed and students of SMAN 1 Pamukan Barat were required to learn from home. Because of this Pandemic, the telegram application was used by the English teacher of SMAN 1 Pamukan Barat as a media of learning delivery, the teacher uploaded and gave assignments through this application.

Researcher conducted this research to find out how this telegram application was used as an intermediary media for learning during the Covid-19 Pandemic. Researcher conducted research by examining class X IPS I students of SMAN 1 Pamukan Barat and also English teachers at SMAN 1 Pamukan Barat who used the telegram application in the learning process.

In collecting data to answer how the telegram application is used in the learning process, the researcher made several observations. The researcher made 5 observations in the process of learning English using the Telegram application. Because the school was conducted online, the researcher also conducted online observations. Researcher made observations by joining in class group used by English language teachers in the learning process. Researcher can observe how to use this telegram application in online learning.

### **1. The process of using Telegram group as a media in Teaching English at SMAN 1 Pamukan Barat**

In SMAN 1 Pamukan Barat, English teachers use the telegram application as a media for sharing information about learning, to share learning materials or collect assignments. However, during the Covid-19 Pandemic, the Telegram application was also used as a medium for online learning. All English

learning activities at SMAN 1 Pamukan Barat are conducted online using the Telegram application.

Researchers used observations in data collection to answer this research question. Because learning is done online, the researchers also made online observations. Researchers also joined the class X IPS 1 group, which is this class which is the research subject. by joining this class group the researcher conducts research, the researcher can observe this online learning process.

The use of the telegram application in learning English has been going on for quite a long time. Before the Covid-19 Pandemic, English teachers at SMAN 1 Pamukan Barat had used the Telegram application for media or a discussion tool if there were assignments or materials, it was also commonly used as a tool to collect English assignments. However, during the Covid-19 Pandemic, learning was transferred to online learning, which is why the English teachers at SMAN 1 Pamukan Barat used the Telegram application as a tool for teaching and learning online. This is done to make it easier for students to learn online because Telegram has been used before, so according to the English teacher during a short interview with researchers, the English teacher prefers to use the telegram application than other applications to make it easier for students.

Based on a brief interview with an English teacher at SMAN 1 Pamukan barat, the teacher instructed the steps to use the telegram application directly in class. The English teacher instructs the students to download the Telegram

application, and follow the steps for creating an account as usual in the Telegram application, such as entering a mobile number or giving a name and photo to the account. After all of their accounts have been successfully created, the teacher has created an English study group in the Telegram application, then the English teacher enters or shares the group link with the students so that they can join the group. This is the step of using the telegram application at SMAN 1 Pamukan Barat, but this has been done in the previous semester, so during the Covid-19 pandemic the English teacher only continued using this application, because it was used in the previous semester.

The researcher made 5 observations, in 5 observations there were 3 themes in the learning material taught by the English teacher. In these 5 observations, the researcher was able to conclude how the learning process was using the Telegram application. Researcher found the results of researchers using the Telegram application on 5 observations as follows:

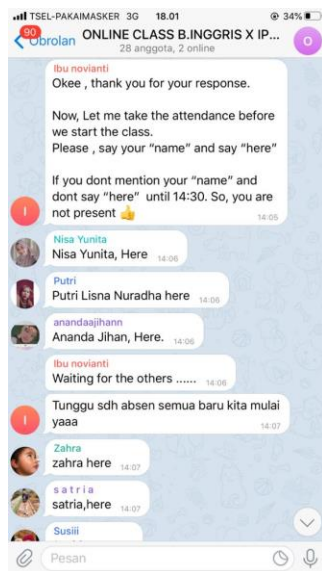
#### **a. Pre-Activities**

Researcher conducted research by means of observation 5 times. Observations were made online because learning was also carried out online. The researcher joined the English learning group X IPS 1 at SMAN 1 Pamukan Barat, so that the researcher could observe firsthand how the online learning of English

at SMAN 1 Pamukan Barat took place. In this pre-activity, the researcher will write down the results of the researcher through observations that have been made at the beginning of learning.

The research was conducted from 7 October 2020 - 21 October 2020. In 5 observations the researcher found that learning began at 14.00. At the beginning of the lesson the English teacher will first send a message to the learning group on Telegram. The initial message that teachers usually send to start learning is greetings and asking how the students are doing. After asking how there are some students who have responded to the teacher's greeting, the teacher will continue learning. After greeting the students, the teacher then instructs the students to do absences in the Telegram study group. Absence is done by saying the name and then stating "present" or "here", for example "Okta Arliana Santi, Here". The teacher also makes rules if within 30 minutes the student does not attend, the student cannot participate in the learning that takes place in the Telegram group. Students who do not attend are considered not present in learning, these students can only see learning activities, they cannot ask questions or respond to ongoing learning. In addition, students who did not attend were also unable to collect or work on assignments given by the teacher because students were deemed absent from learning. In 5 observations made by the researcher, the researcher found various numbers of student attendance. The first observation that made absence was 25 students out of 27 students. The

observations of the two researchers found that 22 students attended. In the third study, 26 students were present in the group. In the fourth study the researcher found 25 students who attended. At the end of the fifth observation, the researcher found 23 students who were absent in the telegram group. In five observations made by researchers, the number of student attendance in the online learning group on the Telegram application varied.



(Picture 4.1 the students absen)



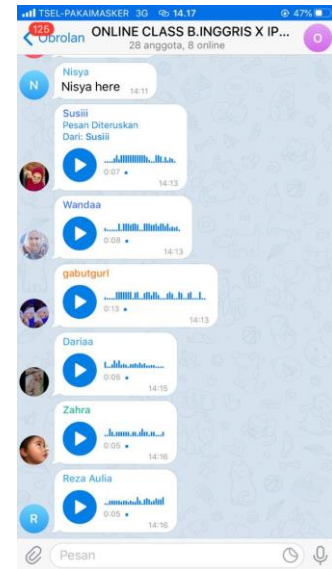
(Picture 4.2 the student absen)

After completing the absence, the teacher instructs them to memorize vocabulary through the voicenote feature in the telegram application. This memorizing vocabulary activity is an activity that has been carried out before online learning is carried out. Even though the Covid-19 Pandemic situation requires students and teachers to carry out the learning process online. However, the English teacher still carries out memorizing vocabulary activities, but the

difference is that during the Covid-19 pandemic, memorizing is done online. Memorizing is done in a way that students have to memorize vocabulary while recording their voices. The recordings will be sent via their telegram group. The process of absence and memorizing vocabulary was carried out for 30 minutes, so when 30 minutes had passed the students could no longer attend and memorize the vocabulary. This is the Pre-Activity that the researcher found after 5 observations made.



(Picture 4.3. Memorizing)



(Picture 4.4. Memorizing)

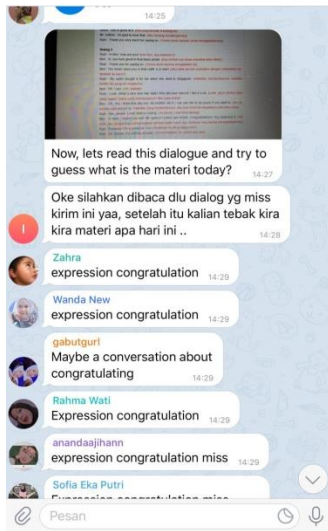
(Picture 4.5. Memorizing)

## b. While-Activity

After instructing absences and memorizing vocabulary, then the English teacher will upload the learning material and discuss it with the students. In the 5 observations made by the researcher, the researcher found that there were 3 learning materials taught by the English teacher in the 5 observations. The



materials are Congratulating, Describing People, and Describing place. In the first and second observations, namely on the 7th October and 9th October 2020, the English teacher at SMAN 1 Pamukan Barat taught Congratulating material to the students. In the first observation the English teacher uploaded a dialogue example containing congratulating expressions, then after that the teacher instructed the students to guess the material to be taught today. After that the teacher explains a little about congratulation, the teacher explains by sending a message about congratulation explanation. In addition to explaining congratulation, the teacher also explains when congratulation expressions are used, and the English teacher also provides examples of expressing congratulation speech. After that the teacher uploads some expressions of congratulation and their responses. The English teacher and students have a discussion about what the students don't understand. After it is thought that all students understand what the expression congratulation is, then the English teacher uploads 5 situations and out of these 5 situations the students must choose 2 situations. Furthermore, from the situation that has been selected, their students are instructed to make expressions of congratulation based on the situation they have chosen, after that the assignment is photographed and sent a private chat with the English teacher.



(Picture 4.6. The text of congratulation)

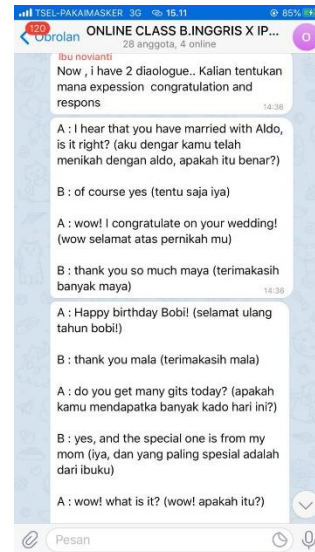


(Picture 4.7. Explanation of congratulation)

In the second observation on October 9, 2020, researchers found that English teachers taught the same material, namely congratulating. At this online meeting the teacher uploaded two dialogues of congratulation and instructed the students to mention what expressions of congratulation and their responses to the dialogue. After that the teacher instructs her to choose her own partner and make a dialogue of congratulation and the assignment is sent via private chat with the English teacher.

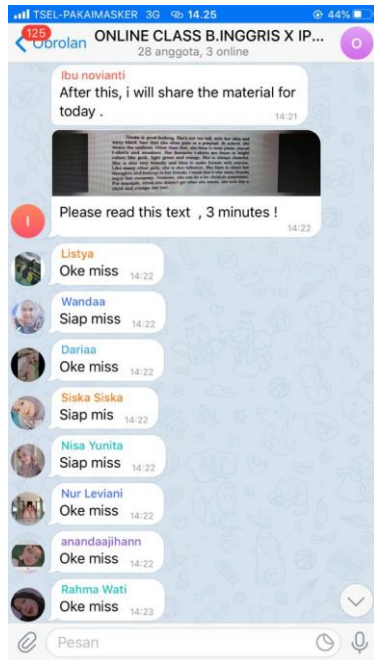


(Picture 4.8. Discussion about congratulating)

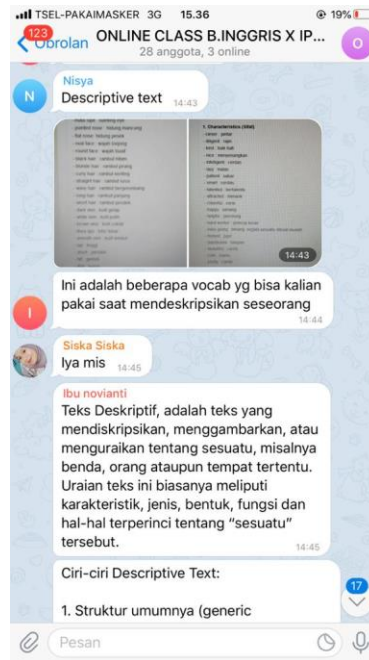


(Picture 4.9. Dialogue of congratulating)

Furthermore, in the third and fourth observations carried out on 14 October and 16 October, in the third and fourth observations, the researcher found that the English teacher taught Describing people material to students. In the third observation the teacher uploads a text and instructs the students to guess what material will be taught. Then the English teacher uploaded some vocabulary which is usually used to describe someone. Then the English teacher explained what describing people was. Then the English teacher then uploaded a photo of Komedia "Sule" and instructed the students to describe Sule. Furthermore, after the students had described a little about Sule, the English teacher then uploaded several photos of the artist. Then the teacher instructs the students to choose one of the artists and describe the artist. The results of the descriptions that have been made by the students are sent via personal chat with the English teacher.



(Picture 4.10. describing text)



(Picture 4.11. Describing Vocabulary)

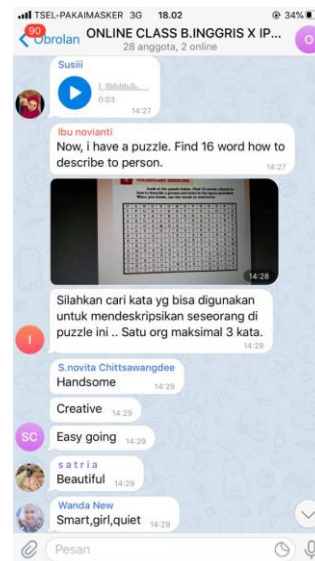


(Picture 4.12 Describing the picture)

In the fourth observation made by the researcher, the researcher found that the English teacher in teaching advanced material describing people repeats the material by instructing it to explain what group describing people is. After that the English teacher uploads a puzzle task, and instructs the students to find vocabulary related to describing people in the puzzle. Furthermore, the English teacher gave assignments. The task is to make a paragraph that tells about describing someone, the person chosen to be described can be anyone, the assignment is written and then sent via personal chat with the English teacher.



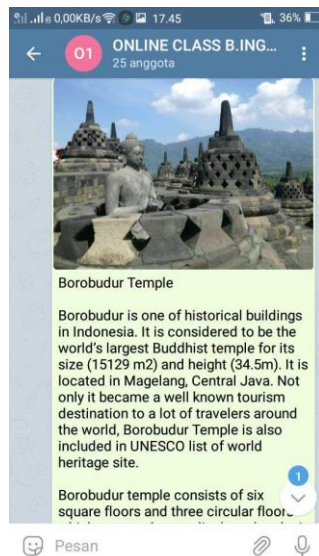
(Picture 4.13 discussion of describing people)



(Picture 4.14. Puzzle of vocabulary)

The researcher conducted the last research or the fifth observation on October 21, 2020. At this last meeting the researcher found that the material taught at this meeting was a describing place. In the learning activities the English

teacher uploads a picture of Borobudur temple and a text describing the Borobudur temple. After that the English teacher instructed the students to read the text and guess what the text was related to. Then the teacher explains what describing places and how to describe a place. Then the English teacher uploads some vocabulary related to describing places. Then the English teacher uploaded some photos of the place and some descriptive text. Then the English teacher instructed the students to match which images were related to the text. After instructing the students to make descriptive text to describe a place, the assignment was sent personally to the teacher.



(Picture 4.15. Describing Borobudur)



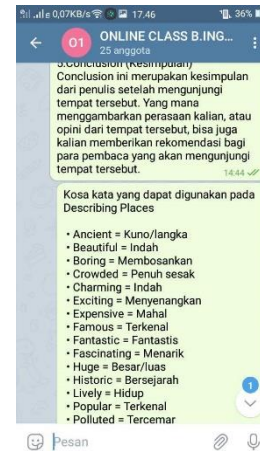
(Picture 4.16. Guess the material)



(Picture 4.17. Pictures of places)



(Picture 4.18. The Text)



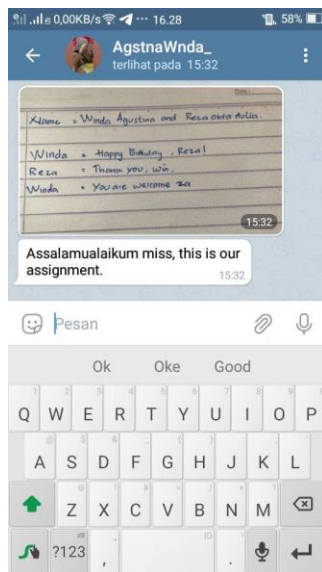
(Picture 4.19. Vocabulary)

These are activities that occur in While activity, all activities are related to material explanation. The material is uploaded and then explained. The way of explaining the material varies each week as well as the assignment given. In the explanation of each material in the telegram application, the English teacher always asks questions and answers with the students regarding the material being taught.

### c. Post-Activity

In the post-activity, the researcher found that the teacher always gave assignments to the students. The assignments were collected through personal chat with the teacher. The tasks each week vary. The assignment given is also related to the material being taught. The method of carrying out the task also varies.

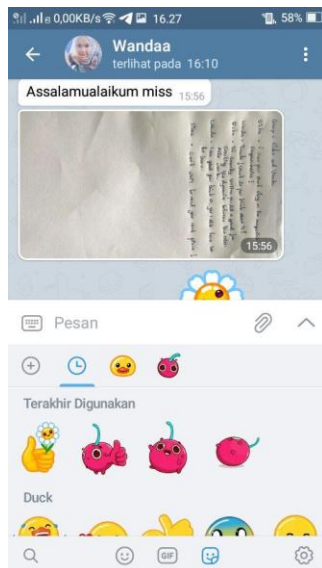
In the first observation, the material taught was Congratulating. The task given was to choose several situations, then the English teacher instructed the students to give congratulations based on the situation they had chosen. The assignment is written in a book or paper and then collected with the English teacher via private chat.



(Picture 4.20. Collect the assignment 1)

In the second observation, the material taught is the same, namely Congratulation. In this second observation, the researcher found that the English teacher at SMAN 1 Pamukan Barat instructed the students to choose their own partner. After they have decided on their partner, the English teacher assigns them the task of making dialogue which contains congratulations with their partners. The assignment was handwritten and photographed then collected by means of a personal chat by the English teacher.





(Picture 4.21. Collect the assignment 2)

The researcher then found that in the third observation, the material being taught at that time was Describing people. The English teacher uploaded several photos of the artist and then instructed the students to choose an artist. Then the task is that students must describe the artist that has been selected. The assignments were collected personally by the English teacher.



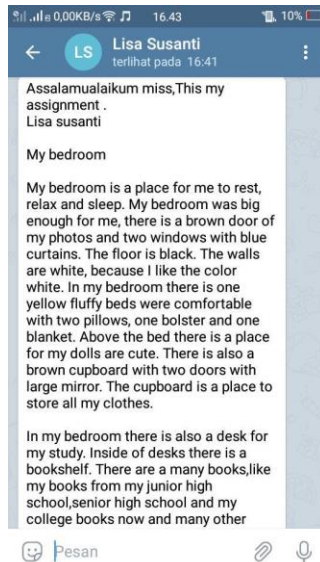
(Picture 4.22. Collect the assignment 3)

In the fourth observation, the researcher found that the material taught was the same, namely describing people. The English teacher instructed the students to make descriptive text, they had to choose their own person whom they would describe. The assignments were also collected again by means of personal chat with the English teacher.



(Picture 4.24. Collect the assignment 4)

The last observation is the fifth observation. The researcher found that the material taught by the English teacher at SMAN 1 Pamukan Barat was describing place. In this study, the researchers found that at the end of the lesson the teacher gave students assignments to describe a place they chose. Then as usual the assignment was sent personally to the English teacher.



(Picture 4.25. Collect the assignment 5)

During 5 observations made by researchers. Researchers found that at the end of the lesson the English teacher at SMAN 1 Pamukan Barat always gave assignments related to the material being taught. The assignments given vary depending on the material being taught. Assignments are always sent personally to the English teacher using the Telegram application.

## **2. Students difficulties of using Telegram group application in Learning English**

Researcher collected data through interviews to find out what difficulties students had in using the telegram application to these difficulties. Researcher conducted an interview to 15 students of SMAN 1 Pamukan Barat,

consisting of 8 boys and 7 girls. The researcher conducted interviews from 2 October to 20 November 2020. Researcher conducted online interviews by chat, telephone,voicenote and in person interviews, because of the holidays due to Covid-19, therefore the researcher decided to conduct an online interview.

There were several difficulties students found when using the telegram application in English learning that the researcher found at the time of the research, the researcher classified them as follows:

- a. Lack of interaction between teacher and student or even between students themselves.

In the interviews conducted by researchers with 15 students of class X IPS 1, the researcher found a shortage that occurred in learning using the Telegram application during the Covid-19 Pandemic. Students stated that they felt a lack of communication between themselves and the teacher as well as with their classmates. Because in this English class group, only learning activities are carried out which usually starts at 02.00 noon and only learning activities, question and answer is only about learning. They do not communicate or ask anything other than about the learning material, sometimes the teacher just says hello to how they are at the beginning, but there is no other communication. According to them, initially this online learning made them excited because they only

had to study at home with their respective smartphones. However, because this has been done online for almost a year, now students feel bored. They also want to play at school with their friends, they want to meet their friends because they haven't seen each other for a long time. According to them learning online is getting boring now, they want to learn face-to-face. They also said they missed their teachers and school.

- b. The teaching and learning process tends towards training rather than education.

Researchers also found that according to the students' statements they had a lot of work to do in this online based learning. Every time learning starts, it always ends with a given assignment, and this applies to almost all subjects including English. They stated that there are many tasks that must be done every day. They said that learning usually starts with absence, then the teacher uploads the learning material, explains a little about the material by typing in the group, then after that the teacher will ask if the students understand and ask several students to explain again, after that it ends with giving assignments. All this happens repeatedly, therefore they feel bored with this online learning. Most of them said that sometimes they didn't understand the material being taught, but they had to keep doing the assigned assignments. They also said that

even though sometimes there were some that had not been understood, they felt reluctant to ask questions in the group because there were many other group members, besides that they also thought it was okay or relaxed with their lack of understanding because they thought this was just online learning. They feel normal about their lack of understanding because this is online learning. According to them, learning always goes like that, and ends with a task. So according to them, they often don't understand the material but still do their assignment.

- c. Not all places have internet facilities (maybe this is related to the problem availability of electricity, telephone, or computer).

Students also stated in the interview that the main difficulty that all the students interviewed experienced was the internet facility. According to them online learning takes place 6 days a week, almost every day they have to use the internet to study and that they have to do. According to them the internet in their place is not smooth all the time, sometimes the network is good and sometimes the network is bad. The state of the network is unpredictable. Meanwhile, online learning must be done in the morning depending on the study schedule. They stated that sometimes it was very difficult for them when the assigned task had a short processing time, whereas they had to do it first, when they wanted to send the

internet network task down, it was very difficult for them because the task had time. According to them, it is also very difficult for them to always buy internet quota, sometimes tasks that require watching videos or listening to voicenotes make their internet quota run out quickly and make the network less good, this is also very difficult for them to learn.

d. Lack of human resources who control the internet.

Researchers also found that students had difficulty using the internet if there were tasks that required them to do something such as making videos and uploading them on social media or doing other things that students had never done.

e. Students can be frustrated if they cannot access graphics, pictures, and videos due to inadequate equipment.

As explained above, sometimes there are some tasks that require student expertise, but sometimes they also have difficulty doing assignments such as making videos and others.

f. Information may vary in quality and accuracy in terms of references and features question is required.

According to the students in learning English, all uploaded material is always explained by the teacher. However, sometimes even though it has been explained about the material, sometimes they don't understand it or even some students claim that there are some



materials that they don't understand at all. Even though it has been explained because the explanation is only in the form of chat content and when they do not understand the content or meaning of the material. They said they were reluctant to ask because there were many other group members besides that, they also thought this was only online learning.

g. Learners can feel isolated.

The students stated that they felt bored with online learning because they only learned through cellphones, they could not face to face with friends and teachers. This made them bored. They stated that they wanted to meet to learn and discuss directly with their teachers and friends.

## **B. Discussion**

After collecting data through observation and interviews, as described above. Furthermore, in this section the researcher will link the results of the study with several expert opinions. Researchers of course already know how the process of using the telegram application and the difficulties of students in using the telegram application.

Mahnun (2012, p.32) states Communication as an educational medium is carried out using communication media such as telephone, computer, internet, e-mail, and so on. Interaction between teachers and students is not only done through face-to-face relationships but also done using these media. Teachers can provide services without having to deal directly with students. Likewise students can obtain information in a broad scope from various sources through cyber space or cyberspace using computers or the internet.

This is related to the learning activities carried out by the English teacher of SMAN 1 Pamukan Barat. Learning that is done online and not face to face. Although online learning, the learning process can still take place and be carried out.

According to Muhson (2010, p.3), In this era of globalization and information the use of information technology-based learning media becomes a necessity and demands but in its implementation is not an easy thing. In using these media must pay attention to some techniques for the media used it can be utilized with the maximum and not deviate from the purpose of the media.

The opinion above also relates to research conducted by researcher. In this study, the use of the telegram application was used because of necessity and necessity, because learning had to be done online because of the Covid-19 pandemic which required students to study from home.

Tosun (2018, p.195) Stated One of the most prominent examples of the use of social networks formally is the pages that educational institutions start on social networks. In these pages, institutions can share general information about the institution, also academic and administrative announcements, news, and allow their followers' comments and shares. It is possible to see the official pages of many educational institutions that take into account the advantage of the high number of users on social networks as Facebook, Twitter and Instagram.

According to Rosenberg (2001) in Mahnun (2012, p.31), e-learning is a use of internet technology in the delivery of learning in a wide range based on three criteria, namely, E-learning is a network with the ability to renew, store, distribute and share material teaching or information, Transmission to the last user through a computer using standard internet technology, Focusing on the broadest view of learning behind the traditional learning paradigm.

Based on the explanation above, that can be concluded The Telegram or Social Networks is very usefull for send the material and Share the information. This is related to and in accordance with the results of research conducted by researchers where the English teacher used the telegram application as a medium of liaison between students and teachers during the Pandemic Covid-19. Because the school was closed, the school was continued online. Telegram application as a communication tool for their teaching and learning. In this application the teacher sends the material and explains the learning material. In line with the

above statement which states that telegram or social networks are used as a tool to help share information.

According to Tosun (2018, p.196), One of the best examples of such use is the social networking groups or communities. Generally, there may be communities where people who are interested in the same subject come together and share, or a group opened by a faculty member for his/her course. In some social networks, it is possible to access, upload and comment on videos that teach how to do or to give theoretical information. In social networks on video sharing, there are also private channels for individuals or institutions.

Yinka and Queendarlin (2018, p.95) Stated, Telegram gives the ability to send messages and photos with a self-destruct timer, much like another popular app. Like Snapchat, it is still possible to screenshot these images or texts before they disappear within the secret chat. Within a secret chat, documents, videos, locations and searched image can all be shared, last from two seconds from up to a week. The app prides it sides on its enhanced security, which it attributes to time-tested algorithms which combine security with high-speed delivery and reliability.

Based on the statement of Tosun and Queendarline above, this is in line with the research results obtained by the researcher. Where in the use of the telegram application the teacher usually shares material, sound, or video files,

students and teachers also usually respond to each other in the group. Relating to and in accordance with the statement of the Tosun and Queendarline above.

According Huang and Hsiao (2012) in Perveen (2016, p.22) Asynchronous e-learning can be challenging as only a carefully devised set of strategies can keep students engaged and interested in this sort of learning environment to facilitate motivation, confidence, participation, problem solving, analytical and higher order thinking skills. Moreover, it is a self-paced system in which the students have to be self-disciplined to keep themselves active as well as interactive to keep track of e-tivities. Whereas discussions on forums and blogs can keep them active, going off topics can also distract them. Delayed feedback can be another frustrating factor. Moreover, there are insufficient opportunities for socializing and students have to look for ways of networking themselves.

The theory above is related and accordance with what the researcher got when conducting observations where the English teacher at SMAN 1 Pamukan Barat did online learning that was not focused on time like learning that was done in class. If class learning is carried out according to the time available, while online learning is carried out flexibly, the teacher usually uploads the material and explains a little in the telegram group then gives assignments that can be done by students outside of study hours.