

STUDENTS' PERCEPTIONS : THE USE OF TELEGRAM APPLICATION AS AN E-LEARNING TOOL IN ENGLISH CLASS

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Abstract

This study aims to determine students' perceptions of using the Telegram Application as a tool in learning in English class and also to find out what benefits they get when using the Telegram Application. In this study, the researcher used a qualitative descriptive method. Researchers used a questionnaire to determine the perceptions of students who were given to and interviews, namely to gain deep information about the questionnaire and to find out what benefits they got. There were 65 students who filled out the questionnaire and 26 students who had been interviewed. The results showed that the students' Perceptions towards the use of Telegram Application as an e-learning tool have positive perceptions. Moreover it was also revealed that the students get benefits when studying through the Telegram Application, they get many benefits. From the results, the majority of students agree that through Telegram students can make it easier to get material, make it easier for students to understand the material, as well as the many benefits they get from learning through the Telegram Application.

Key words: *perceptions, E-Learning tool, telegram application*

INTRODUCTION

Media technology or tools in learning are very important in the running of the learning process in interaction and communication. Media is used by teachers and students to facilitate the learning process. Syafei, et al. (2021) stated that the impact of the Covid-19 pandemic has brought changes in the education system, namely in teaching, assessment, and the learning process. This is certainly an obstacle and challenge for teachers, especially at the secondary school level. The teacher must be more creative in choosing e-Learning tools during the Covid-19 pandemic.

Electronic-Learning is a teaching and learning method that utilizes technology from formal and non-formal that uses the internet and media applications available on mobile phones, laptops, iPads, etc. According to Mayes & de Freitas (2013), E-learning or Electronic Learning is a technology that is used to support learning so that practice can improve. E-learning is used in the teaching and learning process using information and communication technology networks, (Chitra & Raj, 2018). According to Wolfe & Cedillos, (2015) stated that E-Learning is an electronic tool to support the teaching and learning process using a computer supported by the internet with learning materials provided by the instructor through the media.

This study focuses on students' perceptions and the benefits they get from learning tools used for teaching and learning via smartphones to support English classroom learning. One of the E-learning tools used by some students, teachers, and lecturers is Telegram. Besides being

used to exchange messages, some teaching staff use Telegram as a medium for online teaching.

Telegram is considered an online medium that can provide various information for students using asynchronous teaching methods (Yinka & Queendarline, 2018). Telegram can be used as a video conference that can be joined by more than 1,000 members according to the number of members who are in the group. In creating a telegram group, the group can have up to 200,000 members. In addition to having a chatbox, voice notes, and video conferencing. Telegram has an interesting feature in groups, which can make group video calls that can be used for screen sharing for discussions, debates, matches, etc, and also has a recording start feature, which can be followed by a thousand viewers, (Team, 2021).

Previous study on the use of Telegram have conducted doing research and the results is online learning using telegram has a positive impact because the use of telegrams can significantly encourage the teaching and learning process Iksan & Saufian (2017). Moreover, Irma & Latifa (2021) states that the use of telegrams in teaching English has a positive effect, namely the influence of the application of telegram so that they have attractiveness, can expand the learning process outside of the classroom and can build good communication between teachers and students based on students' perceptions. Al Momani, (2020) also stated that telegrams have effectiveness in the education process because the services provided can improve students' reading skills through audiovisuals. In addition, it can also motivate students in seeking knowledge and information by creating an educational environment that motivates students to play an active role in learning so that they can achieve the desired results.

Online learning at SMA Negeri 1 Donorojo is using the Telegram application as an E-Learning tool, especially in English classes. The Telegram application was chosen because it has excellent features, it can help teachers and students communicate and provide information, materials, and assignments to students.

Therefore, the researchers are interested in conducting a research entitled *students' perceptions towards the use of Telegram Application as an E-Learning tool in English Class at Eleventh Grade students at SMA Negeri 1 Donorojo*.

RESEARCH METHOD

In this study, the researcher used descriptive qualitative research. Creswell (2009) defines qualitative research as a means to explore and understand the meaning of individuals or groups that are ascribed to social or human problems. The researcher used questionnaire and semi-structured interview to collect all data. The questionnaire which was filled out by 65 students was used to determine students' perceptions of the use of the Telegram Application as an E-Learning tool and 26 students were interviewed to support the answers to the questionnaire and to find out what benefits students get while studying through Telegram. Filling out the questionnaire was done through a google form which was done offline in accordance with health protocols as well as interviews were conducted by face to face and recorded their answers and then transcribed. There are five categories in the questionnaire, there are: (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, (5) Strongly Disagree. The researchers take several steps in analyzing the data as

follows:

1. Read the questionnaire that will be filled out by students.
2. Selecting and organizing answers from questionnaires based on the categories.
3. Tabulating of questionnaires based on the categories.
4. Counting student answers by category into percentages, as below:

$$P = \frac{F}{N} \times 100$$

P : Percentage

F : Frequency

N : The total number of cases

5. Interpreting the result and making a conclusion.

In interpretation, the researcher makes categories and percentage of student perceptions in the telegram based on students' responses and the benefits of using the telegram based on their experiences, as follow:

Score (%)	Interpretation
1-34%	Negative Perception
35-64%	Neutral
65-100%	Positive Perception

RESULTS AND DISCUSSION

In the questionnaire, there are 6 aspects, (1)Perceptions of ease of access to the use of the Telegram Application (2 questions), (2) Perceptions of the usefulness of the use of the Telegram Application (4 questions), (3)Perceptions on communication and interaction with the use of the Telegram Application (2 questions), (4)Perceptions on satisfaction with the use of the Telegram Application (3 questions), (5)Perceptions on obstacles to the use of the Telegram Application (2 questions), (6)Perceptions on utilization the use of the Telegram Application (3 questions). The findings of the questionnaire results are displayed in the table below:

Table 1. The results of the Students' Perception Based on Questionnaire

No	Statements	Items										Total Score		
		SA		A		N		D		SD		f	x n	%
		F	P	F	P	F	P	F	P	F	P			
Perceptions on ease of access the use of the Telegram Application														
Q1	I can access English material sent by the teacher via the Telegram Application.	14	21,5	36	55,4	14	21,5	1	1,6	0	0	243	75%	

Q2	I can receive and send assignments in the Telegram Application.	22	33,8	34	52,3	9	13,8	0	0	0	0	273	84%
Perceptions on usefulness of the use of the Telegram Application													
Q3	Telegram can be used to share the English materials in the form of pdf, ppt, video files, links to websites, or images.	26	40	28	43,1	11	16,9	0	0	0	0	275	85%
Q4	Learning activities in English help me to understand, evaluate, and apply what I have learned via telegram.	3	4,6	23	35,4	33	50,8	5	7,7	1	1,5	217	67%
Q5	Telegram is a very good application for social interaction (teacher and student as well as student and student) in the English learning process.	8	12,3	25	38,5	29	44,6	2	3,1	1	1,5	232	71%
Q6	Learning through telegram improves my reading	2	3,1	16	24,6	35	53,8	12	18,5	0	0	227	70%
Perceptions on communication and interaction with the use of the Telegram Application													
Q7	I feel comfortable expressing my opinion in English through Telegram in the process of learning English.	1	1,5	15	23,1	41	63,1	7	10,8	1	1,5	203	63%
Q8	I feel comfortable interacting with teachers and other students in the process of learning English through Telegram.	4	6,2	21	32,3	32	49,2	6	9,2	2	3,1	214	66%
Perceptions on satisfaction with the use of the Telegram Application													
Q9	I like learning English through Telegram because this application	9	13,8	21	32,3	25	38,5	9	13,8	1	1,5	223	67%

	has many advantages.													
Q10	I enjoy learning English through Telegram.	4	6,2	23	35,3	33	50,8	5	7,7	0	0	226	70%	
Q11	I will recommend this Application as e-learning to be applied to other subjects.	5	7,7	24	36,9	32	49,2	4	6,2	0	0	225	69%	
Perceptions on obstacles to the use of the Telegram Application														
Q12	I get the connection problem while using the Telegram application.	14	21,5	21	32,3	25	38,5	3	4,6	2	3,1	237	79%	
Q13	I find it difficult to understand the learning English materials via Telegram	2	3,1	15	23,1	35	53,8	13	20	0	0	201	62%	
Perceptions on utilization the use of the Telegram Application														
Q14	Telegram can accommodate group members of more than two hundred participants.	28	43,1	25	38,5	9	13,8	2	3,1	1	1,5	272	84%	
Q15	Telegram has a large storage capacity.	13	20	33	50,8	15	23	4	6,2	0	0	250	77%	
Q16	I used the Telegram app because my classmates agreed.	6	9,2	21	32,3	31	47,7	7	10,8	0	0	221	68%	

From the results above, the researchers accumulated using a bar chart. There for, the diagram below illustrates the results of each item.

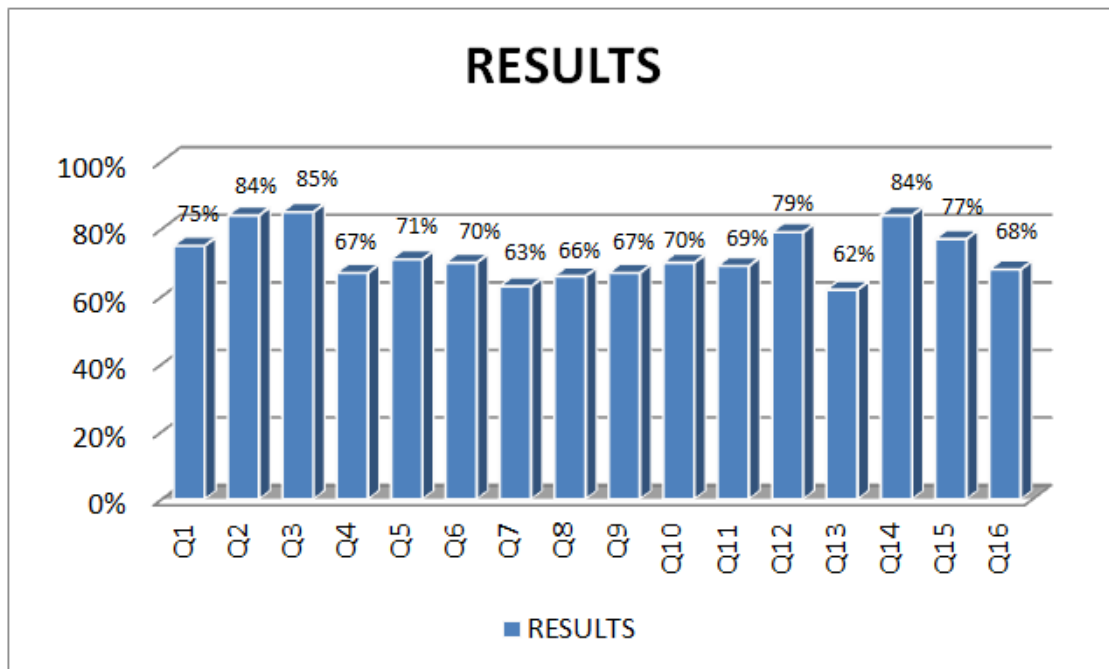


Figure 1. Results of the percentage of Questionnaire

Students' Perceptions of The Use of Telegram Application

In the results obtained through the questionnaire in the first aspect Perceptions on ease of access to the use of the Telegram Application, (Q1) students' perceptions of the ease of access material sent by the teacher in using the Telegram application with a total percentage of 75% of students considered that Telegram was easy to use in the teaching and learning process. 55.4% of students agree about the statement. Only 1.6% of students Disagree about the statement. (Q2) 52.3% of students agree that Telegram can receive and send assignments easily. With the total percentage 84%. And there are no students who do not agree with the statement. The online channel has made education convenient and easily accessible by one and all, one of which is in terms of receiving and sending materials easily (Nambiar, 2020). In these results, it is stated that students' perceptions of the use of Telegram have positive perceptions because most students agree with this statement.

The results of the analysis in the second aspect on the usefulness of the use of Telegram Application obtained that most students chose Agree. (Q3) On the statement about the usefulness of sending material through files (85%), (Q4) helping to make it easier to understand the material (67%), (Q5) facilitating communication between teachers and students (71%), and (Q6) improving students' reading (70%). Here it shows that students can be facilitated in learning and communication through the use of the Telegram Application. This is in line with Irma & Latifa (2021) that Telegram has a positive effect on teaching English because Telegram has many interesting features that the teachers and students can use in learning and through the use of telegram students and teachers can build better communication.

The result of the aspect about communication and interaction is obtained that most students choose neutral with ease in communication and interaction. In the statement, (Q7) students feel comfortable expressing their opinion in the process of learning English (63%) and (Q8) students feel comfortable interacting with teachers and other students in the process of learning English (66%). In that statement, it means that dominant students can express their opinions and also students feel that they are comfortable interacting with teachers and students via the Telegram Application. As Alwamleh (2020) found in his research stated that communication between teachers and students can enhance a positive learning experience. Effective communication itself is a process of exchanging ideas, knowledge, thoughts, and information to get certain goals.

The results of the fourth aspect most students choose neutral satisfaction with the use of the Telegram Application. In the statement, (Q9) students like learning English through Telegram because this application has many advantages (67%), (Q10) students enjoy learning English through Telegram (70%) and (Q11) will recommend this Application as e-learning to be applied to other subjects (69%). In calculating the final results obtained, this shows that students have a positive perception of the satisfaction with the use of the Telegram Application in terms of convenience, and advantages and they also recommend Telegram as an e-learning tool in other subjects.

The results of the fifth aspect of the data analysis are about the obstacles to the use of the Telegram Application. In this statement, (Q12) in the problem of the connection problem, while using the Telegram application, students dominantly choose to agree and strongly agree that students have problems related to signalling with the total percentage (79%) and (Q13) students who find it difficult to understand the learning English materials via Telegram, it is more dominant to choose neutral with the total percentage (62%).

The results of the sixth aspect of the data analysis are about the utilization on the use of the Telegram Application. In this statement, (Q14) Telegram can accommodate group members of more than 200 participants (84%) and (Q15) Telegram also has a large storage capacity in that case Telegram can make it easier to get and store documents with large capacities (77%). In addition, (Q16) students use Telegram because students agree to use Telegram as an e-learning tool in English class (68%).

Based on the interview results, the researcher found how are students' perceptions. Students gave positive and negative responses about the satisfaction of using Telegram. To their satisfaction, almost all students stated that they enjoyed learning. Satisfaction in learning is very important because with satisfaction students can understand the material easily. In the interview, this is relevant to the questionnaire on question number 10. Which states that they enjoy online learning using the Telegram application.

Then, based on interviews about students' feelings when learning English using the Telegram application, they gave positive and negative responses. Most of the students stated feeling happy when learning English using the Telegram application. The teacher provides fun learning without making students afraid to follow the lesson and is very interesting, so students can easily express opinions. This supports the questionnaire questions in numbers 4, 5, 6, 7, and

8. It is stated that Telegram can help students activities in learning, good application to get interaction, improve reading, and can express their feelings.

Next students' perception of the problems that students get when learning English using the Telegram application. Most students stated that bad connection is a big problem in online learning. In addition, even storage on less supportive telephone devices and sometimes in the chat (the material) is piling up because too many members are hoarding chat. Some students can miss the material and make it less understandable. This is relevant to support the questionnaire on questions 12 and 13, with the questions "I get the connection problem while using the Telegram application" and "I find it difficult to understand the learning English materials via Telegram".

Then students' perception regarding the effectiveness of the Telegram Application for learning English. Most students stated that Telegram is an Effective Application for learning English. It is students stated that Telegram is easy to use, the storage is a lot and the group can be more than 200 thousand members, makes it easier to send files and telegram can be filled with more members, learning can be done in several ways, namely through voice notes, chat, and video calls. This is relevant to support questions 1, 2, 3, and 14.

The last students' perception regarding the benefits of Telegram Application for learning English. Most students stated that Telegram has many benefits. It is stated that learning through voice notes can be repeated many times, being able to send assignments easily, can accommodate many members, and that the images go directly to the gallery. This is relevant to questions 2 and 14.

The Benefits of Using Telegram Applications as an E-learning tool

Lusiana & Maryanti (2020) stated that media is very important in the learning process to convey material to students. There are so many benefits to using the Telegram application as a tool for learning. Starting from the many features that other applications don't have, namely being able to share screens, and voice notes and can also accommodate many members. In addition, when sending pictures, the picture is bright and can send materials easily. On the other hand, students are also able to understand the material well through the Telegram application. The most students' statement about the benefits of the interview, are as follow:

- *The benefits are able to understand the material and can send assignments easily.*
- *The benefit is that it can understand the material, has many features.*
- *The benefits are easier to access and also have many features, understanding the material is easier.*
- *The benefits can accommodate many members, can video conference, the picture is clear.*
- *The benefit is being able to send assignments easily.*

As an the statement of the students stated that in choosing media it is very important to support the implementation of learning that can make it easier for students to capture the material and easy to access.

CONCLUSION

The researcher can conclude that students' perceptions toward the use of the Telegram application as an E-learning tool in English class at eleventh-grade students of SMA Negeri 1 Donorojo are positive perceptions. It can be seen from the total percentage for each question, there are more than 10 questions out of 16 questions that have a positive perception percentage. The Telegram Application has helped students in online learning and the application is also easy to use as a learning tool.

Using Telegram has benefits, including being able to enjoy the features provided and in learning to use Telegram students can understand the material well.

Based on the conclusion above, some suggestions are proposed as follows: The first that students use the Telegram Application as a tool for online learning, because in this technological era, students can benefit from the features provided. Next the researchers recommend for future researchers who conduct research that is similar to this research, namely for the other case to find out more about the use of using Telegram Application as an e-learning tool for English class.

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