TELEGRAM TO ACCOMMODATE ENGLISH LEARNING OF NARRATIVE WRITING: STUDENTS' PERCEPTIONS

Mega Mulianing Maharani[1*], Nadya Intan Arisanti[2]
[1,2]Universitas Islam Sultan Agung, Semarang, Indonesia
Corresponding author's email: megamulianing@unissula.ac.id

Abstract

Among the technological platforms that can be used to teach English story writing is *Telegram*. The purpose of this research was to learn how students felt about using *telegrams* to learn narrative writing skills during the Covid-19 pandemic. Thirty 11th graders at one school in Central Java participated in this study as respondents. The instrument used in this research was a questionnaire. This research found that using *Telegram* as a technology medium facilitated narrative writing amongst the 11th graders. The students studying English as a second language through narrative writing could potentially benefit from *Telegram's* many capabilities. Finally, they concluded that *Telegram* was the best technological medium to learn narrative writing during the Covid-19 Pandemic.

Keywords: *Telegram*, technology, narrative, writing

INTRODUCTION

During the Covid-19 pandemic, the government encouraged people to limit their social interactions. The public was urged to avoid contact with others, work from home, institute a lockdown in their communities, and remain indoors in order to limit the spread of the Covid-19 infections. In-person instruction and learning had to be rescheduled. According to Robandi (2017), students' entitlement to a safe and secure learning environment, regardless of the severity of the Covid-19 situation, remained unabated. All instructional components, including the distribution of course content, the assignment of homework, and the administration of assessments, were conducted digitally. During the Covid-19 pandemic, online instruction in English was also provided.

Skills in writing are the most difficult to acquire in English. Choosing the right media to aid in the process of learning to write in English is crucial. *Telegram* has emerged as a popular platform for teaching English handwriting. According to Wiranegara & Hairi (2020) and Abu-

Ayfah (2019), *Telegram* is one of the most widely used social media platforms, and it may be put to use in the service of learning a new language by storing videos, photos, and other file types in the cloud, where they can be accessed from any device without using up precious storage space. *Telegram's* features can facilitate online education for students. The use of *Telegram* has influenced students in a wide variety of ways. Because of this trend, the study was undertaken on how students felt about using *Telegram* to improve their English narrative writing skills.

Gobadi and Taki (2021) and Muchlisin (2019) state that with its quick interface and open-source foundation, *Telegram* is a popular messaging app. People can utilize *Telegram* without having to pay anything. Since it is a multipurpose messaging program, *Telegram* can help its users accomplish a wide range of tasks. Abbasi and Behjat (2018) state that *Telegram* is a messaging app that allows users to instantly share and receive text, photos, videos, and even their current locations with one another. This makes *Telegram* a simple chat service that can assist folks to stay connected with their loved ones (Modrzyk, 2019). *Telegram's* many useful features—such as search, sticker chat, gif, channel, bot, group chat, *Telegram* web, username, dark mode, cloud-based storage, multi-gadget platform, multi-login, and open source/free—make educational pursuits more engaging and fruitful for students. Channel, *Telegram* bot and group chat are the most often used features for facilitating educational endeavors. *Telegram's* many useful features make it a promising platform for teaching and practicing writing online. Online writing instruction is facilitated through the usage of the Group Chat function. *Telegram* chat rooms were actually designed with student activity tracking in mind (Muchlisin, 2019).

Writing is one of the most essential English abilities which allows one to express one's thoughts and ideas in a clear and concise manner, facilitates communication between people, and serves as a medium for teaching English (Sinaga, 2020). In the context of learning English as a second language, students are challenged to write a variety of texts, including narratives. According to Oshima & Hogue (2017), the act of narrating is a narrative. To put it simply, narratives are stories with a plot and a set of characters. Fitriani (2019) states that this genre of writing is meant to make the reader laugh or smile through the use of creative writing. The purpose of a narrative is to engage the reader's imagination and provide some form of entertainment (Fitriani, 2019). Fairy tales, fables, myths, mysteries, science fiction, legends, ballads, slices of life, romance, horror stories, adventures, historical narratives, and first-person accounts are just a few of the various types of narrative texts. Readers can think of a narrative as having three sections: introduction, conflict, and conclusion (Beckwith, 1996).

METHOD

Thirty students participated in this study. A questionnaire was used to retrieve information from respondents. The researcher employed a closed-ended questionnaire for this investigation. Questions that can only be answered with a yes-or-no answer or a small list of options are considered closed-ended. In this investigation, we employed the usage of a Likert scale. There are four possible responses on the Likert scale: "Strongly Agree" (SA), "Agree" (A), "Disagree" (D), and "Strongly Disagree" (SD). Form was used to distribute the questionnaire. Reducing data, presenting data, and drawing conclusions are the three components of data analysis. In data reduction, the gathered information was stripped down to its essentials. After that, the data was displayed in the form of simplified graphs, figures, or tables. The final step was to draw conclusions based on the facts that had been streamlined and presented.

FINDINGS AND DISCUSSION
Findings
Description related to the aspect of perceived ease of use
The survey begins with the remark, "*Telegram* is convenient." The tabular outcome of the respondents' answers is stated in Table 1.

Table 1. The Result the of the 1st Statement

		Frequency	Percentage
Valid	SA	12	40.0
	A	18	60.0
	Total	30	100.0

The majority of respondents (as shown in the table) agreed with the first statement. Out of 30 people who were polled, 18 (60%) said they agreed and 12 (40%) said they strongly agreed. It means that the majority of respondents perceived *Telegram* to be simple to use.

The comment "It is easy for me to learn how to operate *Telegram*" comes as the second item in the questionnaire. Tabulated in answer 2 are the results from the survey takers.

Table 2. The Result of the 2ⁿᵈ Statement

		Frequency	Percentage
Valid	SA	10	33.00
	A	20	67.00
	Total	30	100.00

The majority of respondents (as shown in the table) indicated their agreement with the second statement. Twenty people (66%) responded "agree," while ten people (33% responses) responded "very agree." It was therefore conclusive to say that the students had no trouble picking up and using *Telegram*.

Next, "*Telegram* is flexible to engage with teacher and students" is the third item in the questionnaire. Table 3 displays the replies obtained from the survey.

Table 3. The Result of the 3ʳᵈ Statement

		Frequency	Percentage
Valid	SA	5	17.00
	A	25	83.00
	Total	30	100.00

The majority of respondents (as shown in the table) indicated their agreement with the third statement. Twenty-five people (83.03%) responded by choosing the option "agree" and five people (16.07%) responded with "very agree." The conclusion which can be drawn is that *Telegram*'s adaptability made it a useful tool for facilitating communication between the instructor and pupils.

The fourth item in the questionnaire says, "*Telegram* is a light and straightforward program to install." Table 4 displays the results from the survey.

Table 4. The Result of the 4ᵗʰ Statement

		Frequency	Percentage
Valid	SA	10	33.00
	A	20	67.00
	Total	30	100.00

Looking at the data, it appears that the majority of respondents selected "agree" for the fourth statement. Twenty people (67%) chose "agree," and ten people (33%) picked "very agree". In sum, *Telegram* was a small, straightforward program to set up.

To sum up, the "yes" scale predominated on four separate questions in the questionnaire. This signified that the participants agreed with the claims made in the first stage, which dealt with the 'perceived ease of use. The respondents' responses lend credence to this theory, suggesting that students used *Telegram* for online communication because of the app's many useful features for facilitating distance education.

Description related to perceived usefulness
The fifth item in the questionnaire is "I can finish my writing assignment sooner with the help of the *Telegram*." The tabular outcome of the respondents' answers is shown in Table 5.

Table 5. The Result of the 5ᵗʰ Statement

		Frequency	Percentage
Valid	SA	3	10.00
	A	25	83.00
	D	2	7.00
	Total	30	100.00

It was noted that the majority of respondents selected "agree" for the fifth statement. There were 25 "agree" votes (83%), 3 "very agree" votes (10%), and 6 "disagree" votes (7%). It was therefore sufficient to say that *Telegram* helped the students to finish their papers much quicker.

"*Telegram* aids and facilitates story writing" is the sixth statement in the questionnaire. The responses from the respondents are summarized in Table 6.

Table 6. The Result of 6ᵗʰ the Statement

		Frequency	Percentage
Valid	SA	1	3.00
	A	28	94.00
	D	1	3.00
	Total	30	100.00

From the data presented above, it is clear that the majority of respondents (those who marked the sixth statement as "agree") had a similar opinion to the statement. Twenty-eight people (94%) picked "agree," one person (3%) picked "strongly agree," and one person (3%) picked "disagree."

It was sufficient to say that *Telegram* facilitated and simplified the students' process of story writing.

In the sixth statement "*Telegram* enhances narrative writing performance," the respondents indicated their agreement with this proposition. The tabulated replies from the survey participants are as follows.

Table 7. The Result of the 7th Statement

		Frequency	Percentage
Valid	SA	2	6.00
	A	26	88.00
	D	2	6.00
	Total	30	100.00

From the data in the table above, it is clear that the vast majority of respondents agreed with the seventh assertion. Twenty-six people (88%) picked "agree," two (6%) picked "strongly agree," and two (6%) picked "disagree." It was sufficient to say that the students' story telling abilities were boosted by the use of *Telegram*.

The eighth statement reads as follows: "*Telegram* allows me to write narratives while learning online." The tabulated results of the respondents' answers are as follows.

Table 8. The Result of the 8th Statement

		Frequency	Percentage
Valid	SA	1	3.00
	A	27	90.00
	D	2	7.00
	Total	30	100.00

As can be seen in the table above, the majority of respondents (90% or twenty-seven students) who were asked their opinion on the topic said "agree" to the eighth item. One person (3%) picked "strongly agree," while two people (7%) picked "disagree." In conclusion, online learning using *Telegram* enabled students to produce narratives with relative ease.

"*Telegram* makes me active to write" is the seventh statement in the questionnaire. Table 9 displays the tallied replies from the survey's respondents.

Table 9. The Result of the 9th Statement

		Frequency	Percentage
Valid	SA	1	3.00
	A	22	74.00
	D	7	23.00
	Total	30	100.00

According to the data presented above, the majority of respondents (22 people or 74%) marked the ninth statement as "agree". One (or 3%) said they strongly agreed, and 7 people (or 23%)

said they disagreed. Students were more motivated to write as a result of using *Telegram*, it seems.

Description related to activity in the class when learning narrative writing

The next item in the questionnaire reads "To teach English in *Telegram*, English teachers must be fluent in both English and the language they were teaching". The tabulated responses from the respondents are as follows.

Table 10. The Result of the 10th Statement

		Frequency	Percentage
Valid	SA	4	13.00
	A	24	80.00
	D	2	7.00
	Total	30	100.00

The data in the table above shows that the majority of respondents (59%) found the tenth item to be true. Out of the 30 respondents, 24 (80%) said they agreed, 4 (13%), said they strongly agreed, and 2 (7%), said they disagreed. The conclusion that may be drawn was that the English teacher in *Telegram* used English as the language of instruction when teaching English.

"Teacher explains narrative in *Telegram*" is the ninth statement in the questionnaire. Table 11 displays the respondents' responses.

Table 11. The Result of the 11th Statement

		Frequency	Percentage
Valid	SA	4	13.00
	A	24	80.00
	D	2	7.00
	Total	30	100.00

From the data in the table above, we can infer that the vast majority of respondents agreed with the eleventh statement. Twenty-four people (80%) said they agreed, five people (17%) said they strongly agreed, and one person (3% said they disagreed). We can infer that the teacher provided a narrative explanation via *Telegram*.

Statement 12 in the questionnaire is "Teacher describes the steps involved in writing narratives using *Telegram*." Table 12 displays the compiled responses from the survey.

Table 12. The Result of the 12th Statement

		Frequency	Percentage
Valid	SA	5	16.00
	A	22	74.00
	D	3	10.00
	Total	30	100.00

The data in the table above shows that the majority of respondents agreed with the 12th statement. To this question, 22 people (74%) responded with an "agree" option, 5 people (17%) responded with a "strongly agree" option, and 3 people (10%) responded with a "disagree" option. Therefore, it was safe to assume that instructor used *Telegram* to walk students through the steps of composing a story.

"In response to the teacher-provided narrative writing prompts, students actively asked and answered questions" is the questionnaire's thirteenth statement. Results from the respondents are shown in Table 13.

Table 13. The Result of the 13ᵗʰ Statement

		Frequency	Percentage
Valid	SA	4	13.00
	A	21	70.00
	D	5	17.00
	Total	30	100.00

The majority of respondents (as shown in the table) indicated their agreement with the thirteenth statement. There were 21 "agree" votes (70.00%), 4 "very agree" votes (13.3%), and 5 "disagree" votes (17.3%). It was safe to assume that the students were engaged in discussing the teacher-provided narrative writing material by asking and responding to questions.

Discussion

The first measurement focused on how simple it was to utilize *Telegram*. *Telegram* was deemed "simple to access," "it is easy for me to learn to operate *Telegram*," "*Telegram* was flexible to communicate with teacher and students," and "*Telegram* was a light and easy application to install," among other positive attributes. The "agree" scale predominated in every single item. According to the first metric, the researcher discovered that *Telegram* allowed for open communication between educators and their classes. The vast majority of students agreed that *Telegram* was an app that simplifies communication. These findings are consistent with those of a previous study (Aladsani, 2021) whose majority of participants said that *Telegram* boosted students' contact and that their use of the platform was representative of their interactions with both professors and classmates.

Second, in terms of perceived usefulness, five respondents said that they were able to finish their writing assignments sooner via *Telegram*, while another five said that they benefited from the assistance and found it was simpler to write their narratives via *Telegram*. The participants also agreed with statements like "Online learning boosts students' ability to write narratives," and "*Telegram* increased students' motivation". *Telegram* also allows students to have the freedom to freely express themselves through the writing of narratives, and it keeps them motivated to keep writing. The "agree" scale predominated in every single item. The second indicator uncovered by the study showed that some students felt they were more engaged in writing when using the *Telegram* app. Additional findings from the study reveal that *Telegram*, according to the majority of students who have used it for story-based online education, is a useful tool. These findings were consistent with the study by Wayne (2018) who found *Telegram* to be a useful tool for distance education.

Indicator 3 addressed classroom engagement with narrative writing instruction, such as "Teacher explained narrative in *Telegram*", "Teacher explained the narrative writing processes in *Telegram*", "Students actively asked and answered questions related to the narrative writing material given by the teacher", and "English teacher used English as the language of instruction for teaching English in *Telegram*". According to the data, the "agree" scale predominated in four items in the questionnaire. This data demonstrated the success of using *Telegram* in an online classroom setting.

CONCLUSION

According to data gathered through questionnaire, students' opinions of *Telegram* as an online platform for creative writing varied widely throughout the Covid-19 pandemic. Firstly, the students' responses indicated that the vast majority of them found *Telegram* to be a simple and straightforward tool. There was no expense to set up *Telegram* and it was simple to use. Second, in terms of perceived utility, most students thought that *Telegram* was effective for completing narrative writing tasks despite the Covid-19 pandemic. Educators could use *Telegram* to communicate a wide variety of file types to their students, including photographs, documents, presentations, and more. Finally, most students thought that using *Telegram* apps, where the teacher delivered the topics through voice chat or *Telegram* zoom, would be an effective means of delivering online narrative learning. It did not matter that they were learning online, because they were still able to practice face-to-face interaction and both the students and teachers might connect directly with one other even though they were in separate locations. Learning via Zoom *Telegram* or voice chat made it easier for pupils to absorb the information being given. This means that *Telegram* had the potential to serve as a tool for learning narrative writing online.

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