Teacher's and Students' Responses of Using Telegram as a Media in Learning English Listening Skill

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Abstract: This study is to investigate teacher's and students' responses of using Telegram in learning English listening skills. The focus of this study is the teacher's and students' responses about using Telegram as a media in learning English listening skills. This study used qualitative research methods by describing the results of teacher' and students' responses obtained from questionnaires distributed to the teacher and the students. The findings of this study showed that teacher's and students' responses are positive regarding the use of Telegram as a media for learning English listening skill.

Keywords: English Listening Skill, Listening, Telegram, Responses

Abstrak: Penelitian ini untuk menginvestigasi respon guru dan siswadalam menggunakan Telegram dalam mempelajari keterampilan menyimak Bahasa Inggris. Fokus penelitian ini adalah tanggapan guru dan siswa tentang penggunaan Telegram sebagai media dalam pembelajaran keterampilan menyimak bahasa Inggris. Penelitian ini menggunakan metode penelitian kualitatif dengan mendeskripsikan hasil respon guru dan siswa yang diperoleh dari angket yang didistribusikan pada guru dan siswa. Hasil dari penelitian ini menunjukkan bahwa respon guru dan siswa positif terhadap penggunaan Telegram sebagai media pembelajaran keterampilan menyimak bahasa Inggris.

Kata Kunci: keterampilan Menyimak Bahasa Inggris, Menyimak, Telegram, Tanggapan.

INTRODUCTION

English is an international language that is important because it has become an obligation to be learned by various levels of society, from students to the general public. In almost all social aspects, English is always found either orally and in writing. In learning English there are four skills, namely listening, reading, speaking and writing. According to Handayani (2016), English, which is a communication tool in the era of globalization, is the main key for someone in achieving a career with a bright future. In practice, English lessons are provided from elementary school to high school level at all stages of the education process.

Listening is one of the skills in English lessons that is challenging but not be missed. According to Mahbubah, Fauzi, & Basya (2019), listening needs intensive training because when students listen, they cannot control the speed of the speaker on audio, and the lack of vocabularies will make it difficult for students to understand the key aspects of listening. From the statement above, students will have difficulty from lack of practice in listening, and they may still do not understand about how to retrieve the content or message from the speaker.

The approaches in effective listening skill include the following:

1. Top-down listening activities: this top-down approach helps students understand the audio content that students will listen to. According to Wilson in (Solak, 2016), learners use top-down processing to make up for their insufficient knowledge when they listen to a text where they have no prior knowledge about the topic. For example, before turning on the audio to the students, the teacher spreads the picture to signal the topic of the audio.

2. Bottom-up of listening activities: this approach leads to audio listening after the activities so that students can draw conclusions and know the speaker's intended message from the set of words they hear. Paying attention to linguistic features and decoding each sound and word for semantic meaning requires the use of bottom-up listening process (Siegel, 2011). The teacher reads a few sentences and asks students to write down how many words there should be in the written form. The task may sound simple, but weak forms can be problematic for some learners.

Telegram is cloud-based and reports that safety and speed is prioritized, making it a strong alternative to other common messaging apps. It was created in 2013 and now has achieved 200 million active monthly users since then. Moreover, according to Saribekyan & Margvelashvili (2017), telegram arguably provides one of the best user experiences compared to similar products because of speed and functionality. According to Iksan (2017), Telegram is an innovation in the process of teaching and learning that needs to be developed in the world of education. Learning using the Telegram is flexible for teachers and students based on the feedback received. The feedback also shows that the use of Telegram provides students with new experiences in creative, interesting, and spontaneous learning.

Learning media is very in helping the learning process. Many studies have been conducted on Telegram learning media including:

a. Lestari & Wardhono (2020) in their study entitled "The Use of Telegram Apps in Basic Grammar Class at English Study Program Unirow Tuban". The researcher assumes that using Telegram application can increase the students' interest and motivation in learning grammar without feeling bored. The students can be updated on the assignments, upcoming events, and other pedagogical information on Telegram. The subjects of this study are 28 students from first grade of University PGRI Ronggolawe Tuban. The study focuses on the implementation of Telegram Apps in learning Grammar. The results showed that the most of the students used Telegram Apps because of easiness of accessibility and flexibility which helped them in teaching and learning process.

b. Abbasi & Behjat (2018) in their study entitled "The Effect of Storytelling via Telegram on Iranian EFL Learners' Speaking Complexity". This study used quasi-experimental with the pretest-posttest control design. To conduct the study, the participants of this study are 50 Iranian EFL students in Shiraz. The result of this study showed the beneficial aspects to EFL learners' language learning. The overall results also revealed that the storytelling via Telegram could enhance learners' speaking complexity.

c. Setiawan & Wahyuni (2017) in their study entitled "English Talk Class Based Telegram (E-Castel): An Innovative and Creative Strategy to Stimulate Student's Speaking Skill" revealed that the use of Telegram in conducting a semi-experimental research was related to the speaking skill for students. The findings showed that E-talk Castel model gives good contribution to the students in improving their speaking skills in English, and students believed that E-talk Castel model is interesting to be implemented.

Based on studies that have been done, this study will focus on: 1) The use of Telegram as a media in teaching and learning English listening skill, 2) Students' responses of using Telegram as a media in learning English listening skill, 3) Teacher's responses of using Telegram as a media in learning English listening skill.

RESEARCH METHOD

This study used a descriptive study with a qualitative approach. According to Salim (2018), qualitative data is a transcript of the words of the study subject in their own language. Respondents' experiences are explained in depth, according to the meaning of life, experiences, and social interactions of the study subject. Through this qualitative research it is possible to obtain an understanding of reality through inductive thinking processes.

The type of the data in this study is from the questionnaires distributed to the teacher and the students. In this study, there are two kinds of source there are 24 students and one teacher. The researcher chose the number of members because the ninth grade in the school only had one class consisting of 24 students. Based on the form of the questions, the questionnaire can be categorized into two types, namely closed-ended questions and open-ended questions.

The procedures of collecting the data teacher and students' responses according to Saputri, Afandi, & Alamsyah (2020), are first, designing a questionnaire. Second, distributing is in teacher and student in one of junior high school in Surabaya with the help of the English teacher. Third, collecting the data obtained from it in a Google Form questionnaire. Fourth, analyzing the data through clustering and empirical data in percentage. Fifth, analyzing the data descriptively. Sixth, analyzing the findings and creating the discussion. The last, making conclusion.

FINDING AND DISCUSSION
Findings
Students' Responses of Using Telegram as a Media in Learning English Listening Skill

From the learning activities that have been followed by students, the researcher distributed a Google Form link containing open-ended and closed-ended questions regarding the use of Telegram in learning English listening. The following is the data collected from student responses:

Table 1 Closed-ended Question Responses from Students

No.	Statement	Average (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Closed-ended Statement						
1.	Telegram is easy to use.	50 %	38%	12%	0%	0%
2.	Telegram is light storage.	41%	21%	29%	8%	0%
3.	Telegram useful in teaching English.	37%	50%	12%	4%	0%
4.	Telegram is enjoyable platform to do the assignment.	50%	33%	15%	0%	0%
5.	Telegram creates a paperless environment.	62%	33%	4%	0%	0%
6.	Telegram group helps discussion.	62%	29%	8%	0%	0%
7.	Listening is a difficult skill.	8%	8%	67%	12%	4%
8.	Telegram can facilitate students in learning listening skill.	37%	29%	29%	0%	0%
9.	Student can repeat the audio / video as needed.	50%	29%	21%	0%	0%
10.	Student knows the correct pronunciation from audio / video.	42%	42%	17%	0%	0%

No.	Statement	Average (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.	Feature quiz is interesting.	67%	21%	12%	0%	0%
12.	Telegram is a recommended platform for learning listening skill.	25%	46%	29%	0%	0%
13.	I am satisfied using Telegram as learning media.	58%	29%	12%	0%	0%

The first section of the questionnaire was from kind of closed-ended question. Based on the table above, the students' responses were positive regarding using telegrams during English listening learning. From the first until the thirteenth question, they responded that Telegram is easily used, light storage, useful in teaching English, enjoyable platform to do the assignment, a paperless environment, helps for discussion. Furthermore, Telegram can facilitate students in learning listening skill as it can repeat the audio / video as needed, know the correct pronunciation from audio / video and have an interesting quiz feature. Telegram is recommended for learning the listening skill. Therefore, they were satisfied using Telegram as learning media. Majority students (around $\geq 50\%$) chose strongly agree. According to Faramarzi, Tabrizi, & Chalak (2019), in spite of having a massive cloud-based system, it works very fast. Communication has been made easy as far as recording the voice and videos is very simple. It can be concluded that between theory and student responses the same opinion is the ease of using Telegram because the platform is cloud-based, which means it is easy to use, practical and very simple.

Based on the third question in the questionnaire, it is about Telegram useful in learning English, According to Iksan (2017), the Telegram is an innovation in the process of teaching and learning that needs to be developed in the world of education. From the statement above, Telegram is one of the platforms that deserve to be developed in the field of education because Telegram has several advantages such as the use of group features, quizzes that can help students more easily and enjoy doing the exercises given by the teacher and also create a paperless environment.

The sixth question is about group is help to discussion, teaching by utilizing technology, one of which is a messaging platform by utilizing groups as a substitute for classrooms, making the learning process like learning in a classroom. In groups, teachers can share learning materials by explaining via chat/sending learning videos. As mentioned Faramirza, Tabrizi, & Chalak (2019), by using a group, a wide range of meaningful and challenging tasks can be presented to learners. Students can interact with teachers and other students interactively and responsively. Based on the researcher's observations, students were very active in answering and following the teacher's instructions in the group.

Table 2 Open-ended Questions Responses from Students

No.	Name	Questions

		Why does the Telegram need to be recommended as a media to learning English listening skill?	What makes you satisfied using Telegram as a media to learning English listening skill?
1.	FPR	Because it's easier to use Telegram.	It has feature that more interesting.
2.	AAA	Because it is not complicated to use, there are quiz features and others.	It is easy to use.
3.	RA	Easier.	It is simpler.
4.	ADTS	Because telegram makes it easier for us to understand English listening lessons.	Save paper usage.
5.	DAY	Because it makes it easier and more comfortable when studying.	None
6.	AM	Because it's more comfortable.	It is easier and comfortable.
7.	PAA	Because it is very easy to understand.	It is easy to understand.
8.	ODR	Because it is easier and more practical.	It is easy and practical.
9.	PA	Telegram makes it easy for users not only in terms of security, but also special facilities to increase my knowledge through the provided channels and can be accessed free.	It is more comfortable and easy to understand.
10	IDAF	Because it is easier and more practical.	It is practical and easy.
11.	KDP	Because it is more enjoy.	It is save the data internet.
12.	OR	Because it is easy to understand.	It is more understand.
13.	IM	Because it's more practical.	It is comfortable and easy to use.
14.	EYAM	More interesting and easy to understand.	It is easier to understand and don't bored while learning
15.	DS	Because it is easier to do the task.	Because Telegram has weight storage and very easy to use.
16.	CMCK	To make it easier to learn vocabulary.	Because easy to use.
17.	ENP	Because it really helps us in learning English.	It is easy to understand.
18.	ARS	Because telegram is easy to communicate and fun to learn.	Learning without using paper.
19.	TAAI	Because it's easy to understand.	It is practical and free.
20.	Y	Because it is easier and more practical.	Cooperation.
21.	NNI	Because it is very practical.	I was satisfied with the interesting feature that makes us more enthusiastic in learning.
22.	THK	Because to make it easier to learning online.	It is happier to answer the questions.
23.	MFWP	Facilitate learning.	It is more interaction.

24.	VLF	Because it can help teachers in the field of study.	It is can interact more quickly.

The second section is questionnaire in open-ended questions. In this section, students must give descriptive answers that have been felt from their experience while using Telegram as a media in learning English listening skill. The first question is about the recommendation of Telegram as a media to learning English listening skill. From the data above from the 24 students gave the various answers, such as the ease, comfortable, practically, more understanding while using the Telegram to learning English listening skill. Not a few of the students also shown that using Telegram makes learning enjoyable because of the use of feature quiz when doing assignments.

The second question is about satisfaction in using Telegram as a media in learning English listening skill. From the data above, students' responses shown that satisfied with the ease, practical, interesting feature that make students feel fun and enjoy so they don't feel bored while learning English listening skill. Using feature in Telegram is also make students enjoyed when do the assignments that make interact more quickly.

Teacher Response of Using Telegram as a Media in Learning English Listening Skill

Based on the data obtained from the distribution of the Google form link to English teachers while using Telegram, the following is the response given by the teacher:

Table 3 Closed-ended and Open-ended Question the Response from Teacher

No.	Statement	Average (%)				
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Closed-ended Statement						
1.	Telegram is easy to use.		v			
2.	Telegram is weight storage.				v	
3.	Telegram useful in teaching English listening skill.		v			
4.	Telegram is enjoying creating assignment.		v			
5.	Telegram is creates a paperless environment.	v				
6.	Group is help to discussion.	v				
7.	Listening is a difficult skill.			v		
8.	Telegram can facilitate students in learning listening skill.		v			
9.	Student can repeat the audio / video as needed.	v				
10.	Student knows the correct pronunciation from audio / video.		v			
11.	Feature quiz is interesting.		v			

No.	Statement	Average (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12.	Telegram is a recommended platform for teaching.		v			
13.	I am satisfied using Telegram as teaching media.		v			
Open-ended Question						
No.	Questions	Answers				
1.	Why does the Telegram need to be recommended to teach English listening skill?	Because it is easier, paperless and interesting.				
2.	What makes you satisfied using Telegram to teach English listening skill?	Because the students can repeat the audio or video as needed and there is feature quiz which can be interesting platform.				

From the data that has been collected, the first was that the teacher recommended the Telegram platform for learning English listening because it is easier, reduces paper and is interesting to use, and the second was she was satisfied using Telegram in the pursuit of English listening skills as the students can repeat the audio or video as needed and there is a feature quiz which can be interesting platform.

CONCLUSION AND SUGGESTION
Conclusion
Based on the findings, the conclusion is the use of Telegram supports the process of teaching and learning of listening skill because this platform has more features. This platform cannot only be used to send messages between users but also to get information about education, one of which is for students to practice English listening, and for teachers it can be used to find material to be taught. From the students' responses of using Telegram as a media in learning English listening skill, they gave positive responses while using Telegram as a learning media. They assumed that Telegram is easy to use, lightweight, comfortable, and practical. They were happy and enjoyable doing the assignments given as it was more interactive and fast. The use of the quiz feature in it made them more enthusiastic in learning, and the existence of channels could help them to increase knowledge. While from the teacher's responses of using Telegram as a media in learning English listening skill, the teacher thought that she was satisfied using Telegram in learning listening skills because they could repeat the audio or video as needed.

Suggestions
This study is recommended for the next researchers who want to conduct similar study about Telegram further as this platform has so many functions and features inside for teaching English listening skill.

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