



Telegram App in E-learning of English Reading: Impact on Students' Reading Ability and Its Efficacy

Salasiah Ammade^{1*}, Khairil² and Khusnul Khatimah³

¹Post Graduate Program of English Language Education, Universitas Muhammadiyah Parepare, Indonesia and

²SMA Negeri 3 Parepare, Indonesia and ³Departement of English Education, Universitas Muhammadiyah Parepare

*salasiah@umpar.ac.id

Abstract

Telegram is a messaging application which offers fast and reliable messaging and calls, and it has specific feature as a cloud-based messenger with seamless sync. During COVID-19 pandemic, telegram contributes big support in continuing teaching learning process. In this paper, telegram contribution in assisting E-learning of English reading will be revealed, particularly the impact on reading ability and its efficacy on learning. Pre-experimental method was the chosen research design in the research. The research location was at SMP Muhammadiyah Parepare and took 14 sample from the third-grade students which was chosen using accidental sampling. The data was gathered using reading test of narrative text to know the impact of telegram on students' reading ability, and questionnaire was distributed to get data on telegram's efficacy on students learning of English reading. Thus, it was analyzed using quantitative analysis. Based on the reading test, it was found in pre-test that students' reading skill can be categorized fair based on national education standard 2018 as the average students' reading score was 61. Therefore, the assistance of telegram in accommodating the learning during pandemic is assumed helpful in boosting students' learning on English reading. The results of the data analysis on reading test showed that telegram application can support the students' learning on English reading. It is indicated by the scoring gap between pre-test and post-test. Regarding the data from questionnaire through google form, the students agreed that telegram is effective and has benefits in helping students' English reading.

Key words: Efficacy, e-learning, English reading, reading ability, Telegram.

Introduction

The fast expansion of technology in interfering human life has transformed our lives intensely. The technology world has dominated our surrounding, yet, it gives so many positive values in our lives. Currently, the big assistance of technology reveals its existence during the COVID-19 pandemic to keep the learning continuity. Online learning is being the main option to run the education and keep students learning. In supporting the online learning during pandemic, technology tools is being main component in doing it. Using social media as part of technology is in high demand in this situation as social media is a media to communicate and interact in virtual way.

Here, education in the midst of the Covid-19 in 2020 means that some education in world including Indonesia must be done online. This learning process is a process that takes advantage of internet-based electronic tools that can reach other users in distant places. E-learning is learning that is structured with the aim of using an electronic system or computer so that it is able to support a learning process [1], besides that E-learning is a learning system used as a means as a tool. the teaching and learning process carried out without having to come face to face directly between educators and students[2][3].

This learning process is carried out so that all educators can still learn without even having to come to school and still obey the rules of social distancing. In the online learning process, there are many online learning innovations that are effective for teaching and learning, such as Google Classroom, zoom, google meetings, WhatsApp, and other online applications.

Telegram and WhatsApp is the most favorable preference tool of social media opted by teachers and learners in communicating during teaching learning process for some reasons. The comfort friendly feature in these tools position them to be the target tool for communication in learning process despite its few weaknesses. In learning English language, telegram and WhatsApp as social media tool is counted the most effective way in relating the interaction between teachers and learners[4], [5], [6],[7]

Regarding the learning of English language particularly English reading in secondary schools during the pandemic, some challenges are faced by teachers of English in developing countries. English language teaching as foreign language in most Asian countries and no exception Indonesia can be said as one of challenging subjects to teach and it is even harder for teacher of English during pandemic in teaching it. Social media including telegram and WhatsApp application is being the most defendant tool for teachers in accessing their students. This paper will reveal the contribution of telegram in assisting E-learning of English reading mainly the impact on reading ability and its efficacy on learning during COVID 19 pandemic.

In this study, researchers implemented online learning by utilizing the telegram itself as communication between researchers and participants. Of course, this free application has many features that can help students and teachers communicate, collaborate, organize, manage assignments, and much more, therefore the learning process will continue even without having to meet in person

Many scholars have conducted studies regarding the use of communication tools like WhatsApp and telegram in supporting the education world. Most countries use telegram or WhatsApp as an easy fast way to contact their students, particularly in difficult times of COVID—19 pandemic, like in Iranian EFL learners [8], or Malaysia ESL students [6], Saudia Arabian teachers [9], and some other countries in the world.

In Iranian EFL learners, the study revealed the effectiveness of using social media network Telegram in teaching English language pronunciation to Iranian EFL learners[8]. Other countries like Saudi Arabia, examined the effect of telegram application on assisting students' vocabulary learning[7][9]. Malaysia, teachers and students are also aided by telegram application in continuing their learning during pandemic [6]. This research focused on vocabulary learning and English language in general, yet, research on using telegram in learning English reading is till scarcely to find. Therefore, this research will fill in the gap in researching the impact of telegram application in E-learning of English reading in private school in eastern area of Indonesia.

Methodology

In this research, the researcher applied a pre-experimental design as part of quantitative research method. Pre experimental design have several kinds such as one-shot case studies, one pretest-posttest design, and comparison of whole groups [10]. This research just used one group design which was there was only one class. The population of this research is secondary students of SMP Muhammadiyah Parepare at the third grade, and the sample was taken by accidental sampling with one class as the sample. There were 14 students chosen as sample participated in the research.

In gathering the data needed, the instrument used to measure reading ability is a reading test and questionnaire is used to find out the effect of Telegram as a media in assisting the students' reading skill of the Third Grade of SMP Muhammadiyah Parepare. The reading test is distributed twice; pre-test before research treatment and post-test after the treatment. The pre-test is used to find out students' reading ability before giving treatment, and post-test is used to see how students' reading ability after giving treatment. The data found thus was analyzed using quantitative analysis.

Findings and Discussion

The research had been carried through the application of telegram as a media of E-learning of English reading. The data was collected using reading test in pre-test and post-test session to measure the reading ability of the students in E-learning of English reading, and questionnaire in assessing the efficacy of telegram in learning English reading. The data found is described respectively in this part. The researcher applied a pre-experimental design which was

only one class. Reading test were consists of pre-test and post-test. After that, it was continued by analyzing their score to find out the significant different of the student from the pre-test and post-test score. After analyzing data, the researcher found the final students' score and it was tabulated in the table.

Students' reading ability finding

In this part, the data of reading test from pre-test and post-test will be described in the table form. The first data is the rate percentage score of pre-test and post-test.

The rate percentage scores of pre-test and post-test

Table 1. This percentage scores of pre-test and post-test of students' reading ability

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Very Good	86-100	0	0%	0	0%
2	Good	71-85	0	0%	2	14.29%
3	Fair	56-70	1	7.14%	11	78.57%
4	Poor	41-55	6	42.86%	1	7.14%
5	Very Poor	≤ 40	7	50%	0	0%

The table 3.1 above shows that students in the pre-experimental class in pre-test and post-test. The researcher got a verity of scores from 14 students. The Pre-test score shows no one student got very good and good classification, 1 student (7.14%) got fair classification, 6 students (42.86%) got poor classification and 7 students (50%) got very poor classification. in the Post-test, the researcher got no one student got very good classification, 2 students (14.29%) got good classification, 11 students (78.57%) got fair classification and 1 student (7.14%) got poor classification.

Based the result of Pre-test and Post-test shows that the result of Pre-test. Most students got undesired scores therefore the students reading ability were still below average but, in the Post-test, had seen some increasing score from students, although no one students got very good classification and there was still got poor classification but most of student got achievement than before, therefore it indicates that the students' reading ability improved after taught through Telegram.

The mean score and deviation standar of pre-test and post-test

The mean score and standard deviation after calculating the result of the students Pretest and Post-test in following table:

Table 2. The mean score of the student in pre-test and post-test

No		Pre-test	Post-test
1	Mean	42.57	63.71
2	Standar Deviasi	8.39	8.07

The table above showed that the mean score of pre-test is 42.57 and Post-test is 63.71, it means that the mean score of the post-test is higher than pretest, then standar deviaton of pre-test is 8.39 and post-test is 8.07, it means the students' reading ability has increased significantly, therefore the students reading ability improve after learning reading by using Telegram.

The Hypothesis Testing

Hypothesis testing was conducted to know and conclude that the metacognitive strategy was a success or not to increase the reading comprehension in the second grade of SMP Muhammadiyah Parepare. The following table was the result of the t-test value statistical analysis and it described the hypothesis testing of pre-test and post-test as follows :

As a result pre-test and post-test the researcher found that the t-test value (6959) was higher than the t-table value (1,771) it means that the null hypothesis (H₀) was rejected and the Alternative Hypothesis (H₁) was accepted. Therefore, there is significant difference on students' reading skill taught by Telegram. It concluded that Telegram is an effective media in teaching reading.

Table 3. The result of statistical analysis of students reading achievement

Types of test	Level significant	T-test Value	T-table Value
Pre-test and Post-test Deviasi	0,05	6,959	1,771

The effect of Telegram as a media in assisting the improvement of students' reading skill

This part revealed the efficacy of telegram application in E-learning of English reading through the questionnaire distributed to students' research sample. The questionnaire is in the form of e-questionnaire using google form with ten statements of telegram usage in learning process of English reading. The option is range from strongly agree (SA), agree (A), neutral (N), disagree (D), strongly disagree (SD).

Table 4. The result of questionnaire

No	Statement	Option				
		SD (1)	D (2)	N (3)	A (4)	SA (5)
1	Telegram makes me happy to learn English reading			21.42%	35.71%	42.85%
2	Telegram makes me enthusiastic in learnig				57.14%	42.85%
3	Telegram as a fun media to learn English reading			14.28%	42.85%	42.85%
4	Telegram makes me not boring in learning English reading		21.42%	35.71%	28.57%	28.57
5	Telegram makes me active to question and answer in learning			57.14	42.85%	
6	Telegram makes learning interaction clearer and easy to understand			50%	50%	
7	I feel comfort in learning reading using the app f telegram		14.28%	28.57%	57.14%	
8	Telegram is an effective media in assisting me improving my reading	7.14%		21.42%	71.42%	
9	Telegram ease me to learn anywhere and anytime			21.42%	7.85%	
10	Telegram ease me to catch the lessso material	28.57%	50%	21.42%		

Table 3.4 above shows the data from the questionnaire analyzed with the likert scale then categorized the results. Based on the result from the percentage of questionnaire above, most of the students stated agree that telegram is an effective and fun medium for learning reading, this is because telegram can make students comfortable, enthusiastic, active in learning, students can interact more clearly and learn reading is easy to understand, as well as telegram media can be used anywhere and anytime. In applying Telegram app, the researcher concluded that teaching E-learning for English reading using Telegram provided some benefit for students in learning English reading. The data gathered from reading test as shown previously is exposed clearly the significant result test before and after the research treatment. The result from the e-questionnaire distributed to students indicated that most students is feeling comfortable when learning reading on Telegram. Besides, Telegram can be used to chat privately and it can be used for student education. The student can use their gadget positively for their ability in learning English specially to improve reading skill.

Discussion

In this section the researcher discusses the result of this research of the third grade of SMP Muhammadiyah Parepare. Based on previous observations the researcher found that students felt bored and dissatisfied while learning English especially in reading skill with the average reading scores of students was 61. Even though reading is one of important skill in English. Reading is a skill that is understanding that can be considered to be in a higher order[11]. On the other hand, reading provides an understanding that for educators themselves, they must be aware of the importance of reading which is then referred to as basic skills for students[12]. Therefore, by reading it can add new and broad knowledge that was not previously known.

The problem in reading found in school surrounding was caused by factor like student only studying by using English book so that it made them felt bored and dissatisfied while learning English especially in reading skill. During COVID-19 pandemic, learning English reading was facilitated by technology like telegram, WhatsApp, google classroom, learning management system, and many other sophisticated technologies. Here, the researcher get interest in using Telegram as media to assist E-learning during pandemic in learning English reading. Media can be said to be a medium of education or learning if the media is used to convey messages for educational and learning purposes [13]. Then the good value of telegram is a lighter, faster and safer application and telegram has three basic features that are useful in the learning process such as personal chat, group chat and channels[8]. In other words, by providing media the students are not bored again and they can enjoy their learning[4][14].

In this study, the researcher successfully collected the data using a reading test to find out students reading ability and questionnaire to find out the effect of Telegram as a media in assisting the improvement of students' reading

skill. The researcher conducted pre-test, treatment and post-test to collecting data, and there were four meetings to teach reading for students.

Before doing treatment, the research gave a reading test to the students individually. The test is narrative text with the title *The beauty and the beads*. The researcher applied the intensive reading with purpose the student can analyzed the text to obtain the information so they can answer the questions based the story that they read. Here, the intensive reading as a type of reading that requires readers to read with intense concentration so they can obtain information of the text is implemented in the research[15].

The treatment applied with the researcher asked the student to read the text first then answer of five question that following the text. Then, In the first meeting until end, the researcher ensured that students were active in the Telegram application. After that the researcher explained about the generic structure of narrative text and send the short story then ask students to read and answer the following questions. The researcher also asked them to write the vocabularies that they don't know the meaning of.

The post-test was distributed after the students getting the treatment. The researcher gave the test to the students individually. The post-test purposes to find out the students' improvement in reading after applying treatment. In the post test, the research also gave the same test as pre-test but different title of the short story. In post-test student read the short story provided then answered the five questions in the test form.

Before giving treatment, the students' reading ability had poor abilities, as evidenced by the percentage of the total pre-test score and the mean score of the students from the pre-test obtained by the students was 42.57 and a standard deviation is 8.39, then after being given treatment four times to the students, the students' reading ability was categorized as good, as evidenced by the percentage of the total post-test score and the average post-test score obtained by the students was 63.71 and the standard deviation was 8.07. It means the students' reading ability has increased significantly, therefore the student's reading ability improve after learning reading by using Telegram.

Based on the result above, the researcher concluded that teaching by using telegram can improve students' reading ability, because in the pre-test student got low score then in post-test student got higher then pre-test, so it means that after students learnt reading through telegram they can answer the questions correctly, this proved that they can analyze the text well, understand what they were reading, they knew the purpose of the text, their English vocabulary increased, and their confidence increased as well in reading English texts.

This research is supported by some previous research finding as well. The first research on telegram implmeta-tion is by Rahma, Bandjarjani, and Andanty (2020) who showed the influence of using telegram on the writing achievement at SMKN 8 Surabaya. The finding described the telegram could be a suitable media in teaching-learning process, because it gave positive influence on writing[16].

Next researcher is by Sari who research on telegram group usage by students in supporting their reading skill. It is found that telegram group in assisting students to read and discuss intensively worked well. By the time the students have read several books or articles or another media that they like, the teachers could encourage them to share it with their classmates in some ways by maximizing their Telegram group [17].

The last, supported research on telegram focused on investigating the EFL College students' perceptions of using Telegram for English language learning at Tibah University in AL-Medina AL-Manwarah in Saudi Arabia. The results of this research revealed that the majority of EFL students perceived Telegram as a useful tool for English language learning[9].

The previous findings above have similar focus with the research that is the use of Telegram as media to teaching English. Yet, this research used different kind such as this research used quantitative research and applied narrative text to teaching reading, but it cannot decrease the effectiveness of Telegram to improve students' reading skill.

From the result of the research, it reveals that by using Telegram can improve the students' reading skill. Whilst for the effect of Telegram as a media in assisting the improvement of students' reading skill, most of the students stated agree that telegram is an effective and fun medium for learning reading. Social media will become the number one means for solving education problems. The important benefit the networks build is that many helpful and beneficial tools and access can make learning become a pleasant process. This is because telegram as social media can make students comfortable, enthusiastic, active in learning, students can interact more clearly and learn lessons. reading is easy to understand, as well as telegram media can be used anywhere and anytime[18].

Conclusion

Based on the findings and discussion presented in the previous part, it can be resumed that teaching reading by using Telegram can support the improvement of E-learning of English reading of the third grade students of SMP Muhammadiyah Parepare. The students who learnt reading through telegram can answer the questions correctly, analyze the text well, understand what they were reading, they knew the purpose of the text, their English vocabulary increased, and their confidence increased as well in reading English texts.

Acknowledgements

The big support regarding the paper goes to all research sample in the study as well as the research location SMP Muhammadiyah Parepare.

References

- [1] K. Y. Wong, T. Sulaiman, A. Ibrahim, A. G. Kunchi Mohd, O. Hassan @ Hussin, and W. M. Wan Jaafar, "Secondary school teachers psychological status and competencies in e-teaching during Covid-19," *Heliyon*, vol. 7, no. 11, p. e08238, Nov. 2021, doi: 10.1016/J.HELIYON.2021.E08238.
- [2] S. Syahrudin et al., "Students' acceptance to distance learning during Covid-19: the role of geographical areas among Indonesian sports science students," *Heliyon*, vol. 7, no. 9, p. e08043, Sep. 2021, doi: 10.1016/J.HELIYON.2021.E08043.
- [3] J. Li, C. Qin, and Y. Zhu, "Online teaching in universities during the Covid-19 epidemic: a study of the situation, effectiveness and countermeasures," *Procedia Comput. Sci.*, vol. 187, pp. 566–573, Jan. 2021, doi: 10.1016/J.PROCS.2021.04.100.
- [4] S. A. Alabdulkareem, "Exploring the Use and the Impacts of Social Media on Teaching and Learning Science in Saudi," *Procedia - Soc. Behav. Sci.*, vol. 182, pp. 213–224, May 2015, doi: 10.1016/J.SBSPRO.2015.04.758.
- [5] Ł. Tomczyk, "Digital literacy and e-learning experiences among the pre-service teachers data," *Data Br.*, vol. 32, p. 106052, Oct. 2020, doi: 10.1016/J.DIB.2020.106052.
- [6] C. K. S. Singh et al., "Rethinking english language teaching through telegram, whatsapp, google classroom and zoom," *Syst. Rev. Pharm.*, vol. 11, no. 11, pp. 45–54, 2020, doi: 10.31838/srp.2020.11.9.
- [7] N. Hussien Mohamad Alakrash, "the Effectiveness of Employing Telegram Application in Teaching Vocabulary: a Quasai Experimental Study," *Multicult. Educ.*, vol. 6, no. June, pp. 151–159, 2020, doi: 10.5281/zenodo.3905099.
- [8] I. Xodabande, "The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners," *Cogent Educ.*, vol. 4, no. 1, 2017, doi: 10.1080/2331186X.2017.1347081.
- [9] Z. A. Abu-Ayfah, "Telegram App in Learning English: EFL Students' Perceptions," *English Lang. Teach.*, vol. 13, no. 1, p. 51, 2019, doi: 10.5539/elt.v13n1p51.
- [10] H. Feng, "Quantitative research methods for linguists: A questions and answers approach for students, Tim Grant, Urszula Clark, Gertrud Reershemius, David Pollard, Sarah Hayes, Garry Plappert (Eds.), Routledge, London and New York (2017), xii + 152 pp," *System*, vol. 93, p. 102293, Oct. 2020, doi: 10.1016/J.SYSTEM.2020.102293.
- [11] M. M. Yunus, N. Nordin, H. Salehi, C. H. Sun, and M. A. Embi, "Pros and cons of using ICT in teaching ESL reading and writing," *Int. Educ. Stud.*, vol. 6, no. 7, pp. 119–130, 2013.
- [12] Q. R. Ng, W. A. Renandya, and M. Y. C. Chong, "Extensive reading: Theory, research and implementation," *Teflin J.*, vol. 30, no. 2, 2019, doi: 10.15639/teflinjournal.v30i2/171-186.
- [13] N. C. Skinner and P. F. W. Preece, "The use of information and communications technology to support the teaching of science in primary schools," *Int. J. Sci. Educ.*, vol. 25, no. 2, pp. 205–219, 2003, [Online]. Available: <http://www.tandfonline.com/doi/abs/10.1080/09500690210126757>
- [14] S. Manca and M. Ranieri, "Facebook and the others. Potentials and obstacles of Social Media for teaching in higher education," *Comput. Educ.*, vol. 95, 2016, doi: 10.1016/j.compedu.2016.01.012.
- [15] Lalremruati, "Graphic Novels as Substitutions of Traditional Books to Improve Intensive Reading Skills.," *Lang. India*, vol. 19, no. 1, pp. 120–123, 2019, [Online]. Available: <http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cms&AN=134904229&site=ehost-live&scope=site>.
- [16] N. Rahma, W. Bandjarjani, and F. Andanty, "The influence of using telegram on the writing achievement of xi grade students at smkn 8 surabaya," pp. 206–209, 2018.
- [17] F. M. Sari, "Maximizing Telegram Application for Teaching Reading," *UAD TEFL Int. Conf.*, vol. 1, p. 228, 2017, doi: 10.12928/utic.v1.171.2017.
- [18] R. Thangiah and R. K. Kennedy, "Influence of Social Media on Information Sources Among Prospective Teachers in Selected B.Ed Colleges in Tirunelveli and Thoothukudi - a Study," *Libr. Philos. Pract.*, p. 1, 2018.