

The Effectiveness Of Using Telegram Application In Teaching Listening

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Abstract

This research aims to find out evidence about the effectiveness of learning methods via telegram media on the listening skills of class 10 senior high school students, in 2022/2023. The research method used to collect data is the experimental method using the Nonequivalent Control Group Design research design. The subjects in this research were students in class 10 science 2 and 10 science 3 from Semen Gresik Senior High School which had the same number of students, namely 20. The data collection technique in this research was using observation sheets and listening test skills sheets through applications. telegram. Analysis of the data obtained is: (1) The results of listening via the Telegram application prove that there are differences after being given a test between the control class and the experimental class. Proven by the results of the control class posttest score of 73.75. Meanwhile, the posttest score for the experimental class was 86.75. (2) Testing the hypothesis in this study using the Independent Sample Test t-test obtained significant results, namely $0.000 < 0.05$. So it can be concluded that there is effectiveness of the listening learning method through the Telegram application for class 10 Senior High School.

Keywords: *effectiveness; class; media learning; experimental method*

1.Introduction

Listening is the ability to accurately receive and interpret messages in the communication process. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it. The use of media in language learning has greatly evolved in recent years, primarily due to the arrival of more and more foreign language departments acquire media tools for learning, it can be expected that more and more educators will attempt to use them in their language courses (Yaverbau, Kulkarni and Wood 1997). Since the mid-1970s educators have become increasingly sensitive to the need to select media on the basis of their instructional function (Heidt, 1976). Already, second language (L2) teachers assign audio, video or internet based listening activities to complete either at home or in a lab setting. The goal of such assignments is to help students better hear the intricate sounds, enunciations and content of the target language to develop their abilities to communicate with others. But how effective is media for listening learning? Media are more vehicles that deliver instruction but not influence student achievement anymore than the truck that delivers our groceries causes change in our nutrition. (Paul and David 1999)



argue that the use of media can give the facility for the learning process. Though decisions concerning students' needs or preferences are crucial to the success of listening comprehension activities (Garrett 1998; Lavine 1992; McGrath 1992).

2. Method

This research was quantitative and used the quasi-experimental design. This research is appropriate using the quasi-experimental design because the researcher could not able to random the class and the teacher does not allow to random the class. This researcher has one independent variables that is using telegram and one dependent variable that is learner's listening skill. In this research, there are 2 groups which are one experimental groups and one control group. The experimental group receive a pre-test, treatment using offline learning through telegram as media of exercise and also post test and with video listening [with telegram]. The control group receive a pre-test, treatment using online learning through telegram as a media of exercise and also post test with video listening (with non telegram).

3. Findings and Discussion

The objective of this research was to find out the differences in applying Telegram as the media of teaching listening in online learning. The finding of this result that there was a significance different in applying Telegram as the media of teaching listening. The finding supported by Lee (2009) and Kabian (2010) there was a significance effect of using Telegram as social network that could utilize a situation to facilitate learning English. All of students enjoyed the learning process because the researcher use Telegram as the media of teaching listening. It is actually the first time for them using telegram as media in learning English. The students believed that telegram made their learning process more helpful. That statement also agree with Manna, et al., (2018) telegram is very helpful for teacher or student in sending big file size like e-books, e articles, audio, video materials in the process of teaching and learning. Not only that using telegram for future studies were supposed regarding the role of Telegram on facilitating vocabulary, this study could be replicate on other skills such as speaking, writing, and listening Dirjal, A. H., Ghapanzi, Z., & Ghonsooly, B. (2020). Because the researcher believed that in this era every students use technology even for study, Selim (2007) stated that users who were very familiar with web technology and the skills needed to use computer and mobile devices for-in structure developed positive attitudes. In addition, Habbash (2015) represented the impact of mobile phones on learning English skill. There were two groups in this research which were one experimental groups and one control group. The one experimental group using telegram as a media exercise and the one control group using non telegram (whatsapp) as a media of exercise. The researcher taught X3 as the experimental group using telegram as media of exercise for two meeting. The topic was about meeting a new member, first meeting on December 5th 2022. The student took 90 minutes for answering 20 questions for a pre test. After that the researcher give the students quiz about the topic before for reminder. Second meeting on December 9th 2022. Before post-test, the researcher give a bit explanation and question for the new topic. Then the researcher gave a post-test to know the student's understanding after the treatment given. The Students had 90 minutes for answering 20 questions for the post-test. The researcher taught X5 as the control group using whatsapp media of exercise for two meeting. The topic was about meeting a new member, first meeting on December 13th 2022. The students took 90 minutes for answering 20 questions for a pre test. After that the researcher give the students quiz about the topic before for reminder. Second meeting on December 15th 2022. Before post-test, the researcher give a bit explanation and question for the new topic. Then the researcher gave a post-test to know the student's understanding after the treatment given. The Students had 90 minutes for answering 20 questions for the post-test. And for the result of the rubric of observation for telegram has proven that telegram is really effective and easy to use and easy to understand for the students, because the result of the rubric for the score it is above 80, so it has proven that telegram as a media is application that really easy to use by the students and the teacher for learning English listening skill or maybe other skill too. The researcher compare between the one that use telegram and the other that not use telegram (whatsapp) and it is very different. The telegram one is more effective to use for teaching online learning. Many of previous studies were conducted on the effectiveness of the Telegram app in teaching and learning English language skills (Aghajani & Adl, 2018); Heidari-shahreza & Khodarahmi, 2018; Xodabande, 2017). Mei Yusmita, (2014) in his article entitled of Pemanfaatan Whatsapp Messenger Sebagai Media discusses the social media that is widely used by the younger generation are whatsapp, Instagram, Telegram, etc. These applications are used to communicate with each other, but not only to communicate but also they are used in other needs, for example in business and education. They have different features that offer their own advantages and disadvantages. One example is the superiority of WhatsApp revealed by Mei Yusmita, he said that WhatsApp has advantages over other social media, namely in terms of sending images, audio, and files, even WhatsApp has certain signs that show delivery, which has been read, etc.

Due to widespread popularity in application use, these tools are not only substituted with each other but also serve as extension for each other in learning environments. A range of advantages such as sharing photos, videos, audio messages, marketing, connecting to web-based resources, and sending files as well as sending messages to other users individually or to groups of up to 5000 members for broadcasting to infinite audiences make Telegram a better choice in place of its counterparts among users. In sum, "Integrating Telegram channels into existing learning practices can provide informal learning contexts and create new opportunities for English learning. ((Mashhadi Heidar & Kaviani. 67). And for the features, telegram has so many features which is different with whatsapp. First "Mulai tayangan langsung" which is

we can do a meeting like a group call or maybe video call with unlimited people. Second is “Jadwalkan tayangan langsung” means that we can automatically schedule which time that we want to start the meeting for group call or video call. Third is “Stream with” basically for someone who really want to share their screen if they want to show something on the screen. Fourth is “Aktifkan hapus otomatis” which is for us if we want to schedule some message or some file that will automatically delete. Fifth is “Kirim pesan otomatis” which is for sending a message with a schedule, so we can manage which time that we want the message or file will be send. There are many kinds of channels from Telegram that can educate about English, one of the channels offers English vocabulary learning. Based on Nation, the students or learners have to know around of 5000 lexical items to understand nontechnical English text⁵. In the common situation, most students cannot have a long time to practice and mastering many vocabularies because of lack of class hours, so it can lead to some problems for language teachers and learner. On the other hand, because telegram has been familiar tools to students' for their daily communication needs, it is not only social media but it can also bring about a new type of language learning. (Kaviani, 65-76). Independent sample t-test explained that there is the differences between telegram and non telegram. And the result is the significance value below 0.05 so there is differences between them. The researcher admits that this study has a weakness I the selection of a sample is too small. If the sample is quite a lot and different maybe the result will be different again. Then this research can be re-tested again for the further researcher to make sure again for this result.

Based on the result above, mean of the pre-test is 73.75 while the post test is 87.75. Median of the pre-test is 75 while the post test is 90. Mode of the pre-test is 75 while the post test 90. Standard deviation of the pre-test is 2.75 while the post test is 3.79. Minimum of the pre-test is 65 while the post test is 80. Maximum of the pre-test is 75 while the post test is 95. Kurtosis of the pre-test is 4.657 while the post test is .151. Skewness of of the pre-test is -2.239 while the post test is -.587.

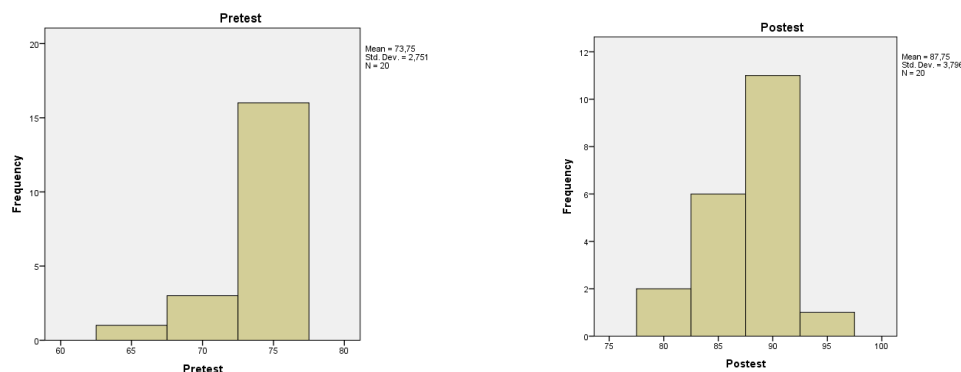


Figure 1. The highest score from pre-test is 75 and for the post test is 80, and the difference between them are 5.

4. Conclusion

The objective from this research was to find out the differences in applying Telegram as the media of teaching listening skill. Of 10th grade of SMA Semen Gresik. In order to know the result, the researcher conducted an experimental study and gave them the pre test and post test. Based on the result above, it can be concluded that using Telegram showed that there were significantly differences. So, it can be concluded that in this research had similarity with previous study that using telegram in another skill also had significance value. According to the conclusion above, the researcher would like to give the suggestion on teaching listening skill using telegram. The researcher hopes that the suggestion will give good benefit and useful for students, teachers and other researchers. For English teacher, they can use media that is interesting for students so that, they will enjoy the learning process and not get bored easily. The teacher can use telegram as a simple and easy to use. Those media can use fore giving quiz, has their own place for submit the answer using bot. Those media also recommended especially during pandemic. For the students, they can use Telegram, especially for learning through online because features are easy to use and easy to understand even if they were using bot it is really to find the way how to use it. Furthermore, it can give good and positive impact for them because those media are easy to use and have an attractive appearance.

5. References

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