

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher presents the finding and discussion of study. The data obtained from the observation, interview, and documentation which are discussed on the use of Telegram as learning media in the Toefl class of sixth semester students of Iain Madura. This chapter covers how does the student use the Telegram as learning media in Toefl class, the students' response toward the use of telegram and the difficulties and how to overcome those problems in using telegram as learning media in the Toefl class.

A. Research Finding

In this research, the researcher wants to show the finding of the study based on the research focus: how does the student use the Telegram as learning media in the Toefl class of sixth semester students of English department of Iain Madura, what are the students' responses toward the use of Telegram as learning media in the Toefl class of sixth semester students of English department of Iain Madura, and what are the difficulties in using Telegram as learning media and how to overcome those problems in the Toefl class of sixth semester students of English department of Iain Madura.

To obtain the data related in the use of Telegram as learning media in the Toefl class of sixth semester students of English department of Iain Madura, the researcher conducted three times of the observation on the different classes of sixth semester students namely A, B, C class on 30th March and 11th May 2022 in the Telegram group.

There are three steps that used in the Toefl class by using telegram as learning media. They are pre-teaching, whilst teaching, and post teaching.

1. The use Telegram as learning media in the Toefl class of sixth semester students of English department of Iain Madura

a. Result of the first Observation

1) Observation in B Class

In this part discussed about the situation of the Toefl class of sixth semester of English department of Iain Madura. The researcher was conducted the observation in B class on 30 March 2022¹. It was started at 7.00 until 8.41, the researcher joined the Telegram's group using link shared by lecturer and the researcher started the observation and found three steps of teaching learning process which the lecture taught in the group of B class were :

a) Pre-Teaching

- (1) The lecturer opened the class by saying salam, *Assalamualaikum Wr.Wb* and then the students answered salam spontaneously from lecturer
- (2) The lecturer checked the presenter these day by asked them to raised their hand by sent emoticon

¹ Observation on 30 March 2022.



Picture 4.1 The presenter sent the emoticon

- (3) The lecturer started the teaching learning process by reciting basmalah
- (4) The lecturer dropped the attendance list by using @pollrbot feature and asked students to tap once in 10 minutes



Picture 4.2. the lecture used @pollrBot feature to created attendance list

- (5) The lecturer gave a guidelines to the presenter how the procedure of presentation because the day is the first presentation

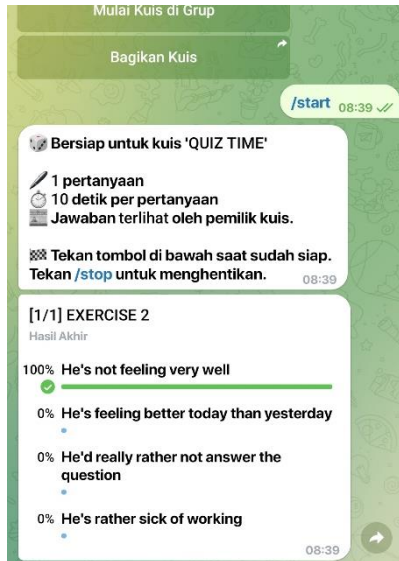
b) Whilst-Teaching

- (1) The presenter started the presentation and introduce their member team
- (2) The presenter shared their audio exercise and their power point before explain the materials



Picture 4.3. The moderator shared the audio and power point before the presentation was started.

- (3) The presenter checked the existence of audience in the middle of the presentation
- (4) After all the presenter conveyed their materials and then the presenter opened the QNA time
- (5) After all question has been answered, the presenter continued to the Quiz time by using Bot feature



Picture 4.4. The presenter used bot feature to made quiz in the Toefl class

- (6) The presenter gave instruction how to answer the quiz to the audience
- (7) The presenter closed the presentation

c) Post-Teaching

- (1) The lecturer also give some feedback of the presentation
- (2) The lecturer closing the class by reciting hamdalah together.

2) Observation in A Class

In this part the researcher discussed about the second result of observation of the use Telegram as learning media in the Toefl class of sixth semester of English department of Iain Madura. This observation conducted in A class on 30 March 2022 started at 8.41 until 10.21. there are three steps that used by lecturer are pre-teaching, whilst-teaching, and post-teaching.

a) Pre-Teaching

- (1) The lecturer opened the class by saying salam and greeting
- (2) The lecturer gave the guidelines of procedure of the teaching learning process and how the presenter presenting the materials of presentation
- (3) Before starting the presentation, the lectured checked whose the presenter these day

b) Whilst-Teaching

- (1) The presentation started by introducing the presenter's member
- (2) The presenter shared their audio exercise and their power point before explain the materials
- (3) In the middle of the presentation the lecturer checked the existence of audience and asked them to sent emoticon
- (4) The presenter finished their presentation and then closed it

c) Post-Teaching

- (1) The lecturer also gave some feedback about the presentation
- (2) The lecturer remained the students about their assignments
- (3) The lecturer asked them to raised their hands as their attendance lists because @pollrbot has a problems

(4) The lecturer closed the class by reciting hamdalah together.

3) Observation in C Class

In the next part, the researcher discussed about the result of observation of the use Telegram as learning media in the Toefl class of sixth semester of English department of Iain Madura. This observation conducted in C class on 30 March 2022 started at 10.21 until 12.00. there are three steps that used by lecture are pre-teaching, whilst-teaching, and post-teaching.

a) Pre-Teaching

(1) The lecturer started the class by saying salam

b) Whilst-Teaching

(1) The presenter started the presentation and shared the ppt and audio exercise

(2) The lecturer gave the attendance list by using @pollr feature

(3) QNA time

(4) Quiz time

(5) The presenter closed the presentation

c) Post-Teaching

(1) The lecturer gave a feedback of the presentation

(2) The lecturer closed the class

b. Result of The Second Observation

1) Observation in B Class

In this part, the researcher discussed about the situation of the Toefl class of sixth semester of English department of Iain Madura. This observation carried out in B class on 11 May 2022². It was started at 7.00 until 8.41, the researcher joined the class in Telegram's group and this observation, the researcher found three steps of teaching learning process which the lecture taught in the group of B class were :

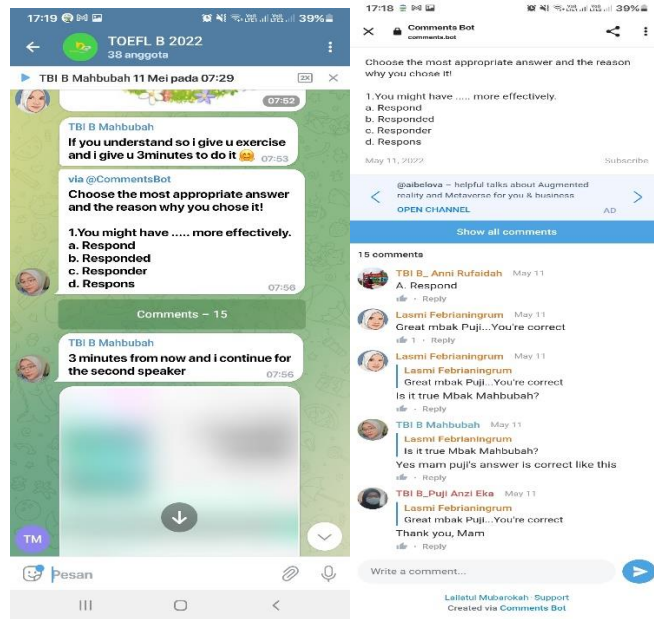
b) Pre-Teaching

- (1) The class started by salam and greeting
- (2) The lecturer sent the attendance list by using @pollrbot feature and asked students to tap it once in 10 minutes
- (3) The lecturer asked the presenter to raised their hand by sent emoticon

b) Whilst-Teaching

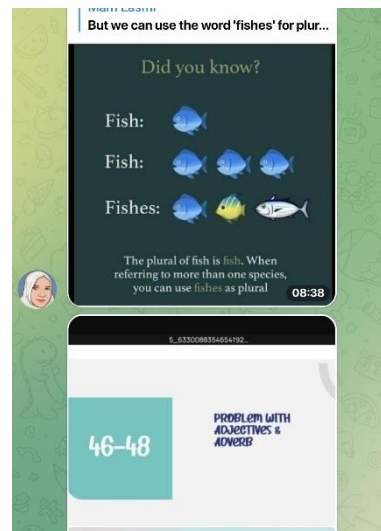
- (1) The presenter started the presentation
- (2) Before explain the materials, the presenter shared the audio exercise, the screenshot of their power point, the power point file
- (3) The presenter checked the existence of audience in the middle of the presentation
- (4) The presenter gave some exercise by using comment bot feature

² Observation on 11 May 2022.



Picture 4.5. The presenter used comment bot during the presentation

(5) The lecturer sent a pictures regarding to the material presentation



Picture 4.5. The lecture sent the picture regarding to the materials

(6) After all the presenter conveyed their materials and then QNA time was opened

(7) After all question has been answered, the presenter continued to the Quiz time by using Bot feature

(8) The presenter closed the presentation

c) Post-Teaching

(1) The lecturer also gave some feedback of the presentation

(2) The lecturer closed the class by reciting hamdalah together.

2) Observation in A Class

In the next part, the researcher discussed about the situation of the Toefl class of sixth semester of English department of Iain Madura. This observation carried out in A class on 11 May 2022³. It was started at 8.41 until 10.21, the researcher joined the class in Telegram's group and this observation, the researcher found three steps of teaching learning process which the lecture taught in the group of A class were :

a) Pre-Teaching

(1) The lecturer opened the class by saying salam and greeting

(2) Before starting the presentation, the lectured checked whose the presenter these day by asked them to raised their hands

b) Whilst-Teaching

(1) The presentation started by introducing the presenter's member

³ Observation on 11 May 2022.

- (2) The presenter shared their audio exercise and their power point before explain the materials
- (3) The lecturer dropped the attendance list by using @pollrBot feature
- (4) In the middle of the presentation the lecturer checked the existence of audience and asked them to sent emoticon
- (5) The presenter opened the question and answer time for the audience
- (6) Quiz time by using comment bot feature
- (7) The presenter finished their presentation and then closed it

c) Post-Teaching

- (1) The lecturer also gave some feedback about the presentation
- (2) The lecturer remained the students about their assignments
- (3) The lecturer closed the class by reciting hamdalah together.

3) Observation in C Class

In the next part, the researcher discussed about the situation of the Toefl class of sixth semester of English department of Iain Madura. This observation carried out in C class on 11 May 2022⁴. It was started at 10.21 until 12.00, the

⁴ Observation on 11 May 2022.

researcher joined the class in Telegram's group and this observation, the researcher found three steps of teaching learning process which the lecturer taught in the group of C class were :.

a) Pre-Teaching

- (1) The lecturer started the class by saying salam
- (2) The lecturer checked the presenter's members

b) Whilst-Teaching

- (1) The presenter started the presentation and shared the ppt and audio exercise
- (2) The lecturer gave the attendance list by using @pollrBot feature in the middle presentation
- (3) QNA time
- (4) The lecturer sent the picture regarding to the materials
- (5) Quiz time
- (6) The presenter closed the presentation

c) Post-Teaching

- (1) The lecturer gave a feedback of presentation
- (2) The lecturer closed the class by reciting Basmalah together

Based on observation conducted above, it is known that Telegram was used as a learning media by lecturer in the Toefl class during the pandemic of covid-19. This is supported by lecturer's statement, Mrs.

Lasmi Febrianingrum in the interview was conducted on 19 April 2022 by using WhatsApp application.

“I used telegram since we have to do online learning, since we to do it at home, so it’s about years a go we started”⁵

Besides, the lecturer also talked about what is the reason she choose Telegram as learning media in her toefl class. She stated that :

“Because telegram features is very helpful for interaction, for communication, how I can engage with students how students engage with other students, it’s really helpful and for the quiz, we can see how well the students achieved the score when they do some exercises. So it’s really helpful although we can not face directly in the class but this features is helpful features”⁶

Based on the statement above , it can be seen that lecturer was used Telegram as learning media in the toefl class started from February 2020 during the pandemic of covid-19. And the reason she chose telegram as learning media because she think that telegram has many helpful features can be used for interaction between lecturer and students in learning activity.

2. Students’ responses toward the use of Telegram as learning media in the Toefl class of sixth semester of English department of Iain Madura

In this part the researcher would like to discuss about students’ response when the lecturer used telegram as learning media in teaching

⁵ Interview with Toefl Lecturer, Whatsapp interview, on 19 April 2022.

⁶Ibid.

learning process. The researcher did interview to the students of A, B, C class of sixth semester of English department at Iain Madura.

Based on offline interview that has been done on 7 until 14 April 2022, the researcher found the result of students' response toward the use of Telegram as learning media in the Toefl class, the responses is quite positive. Students' responses is showed quite great and effective during learning activity.

a. Helpful for Student

The following are some students' responses :

“Using telegram as the learning media in the Toefl class really helpful and so easy to use. Also telegram application didn't make the storage heavy in the phone”⁷

From the data above it can be seen that Tiara gave her response toward the use of telegram as learning media in the Toefl class, she felt that telegram is very helpful for learning activity and telegram also has advantages to use it such as didn't using any storage so much than another application. This statement also supported by Toefl lecturer, she stated :

“I used some feature in telegram there are poll art, quiz bot, command bot because telegram features is very helpful for interaction, for communication, how I can engage with students how students engage with other students, it's really helpful and for the quiz, we can see how well the students achieved the score when they do some exercises. So it's really helpful although we can not face directly in the class but this features is helpful features”.⁸

⁷ Tiara Hidayati, The Students of English Department of Sixth Semester, Direct interview, 2022

⁸ Interview with Toefl Lecturer, WhatsApp interview, on 19 April 2022.

Not only students but lecturer also felt the telegram was so helpful for teaching learning process because the communication and the attraction between lecturer and students or between students and students be easier through telegram during the online learning. So, telegram is helpful application in communication for both students and lecturer.

“I think using telegram as learning is so very practice and effective, because in telegram there is “bot” to make it easier for us as students to hold a quiz and make it easier to register the attendance list”.⁹

It can be seen the data above that Fortunia response toward the use telegram as learning media is great because she think telegram has interesting features so telegram make her online learning class be effective and practice. Based on interview on April 2022 the researcher found that actually not only the students above have statement that telegram is effective, there are some students also give their response toward the use of telegram as learning media in the Toefl class.

b. Effective and Practical for Student

Hidayatul Izzah stated :

“I think using telegram in toefl class is effective because many features in telegram that is supporting in the toefl class for example quiz bot, the students increase their listening comprehension in the toefl quiz or test by using this bot”.¹⁰

Hoirun Nisa' stated :

⁹ Fortunia henani, The Students of English Department of Sixth Semester, Direct interview, 2022.

¹⁰ Hidayatul Izzah, The Students of English Department of Sixth Semester, Direct interview, 2022.

“In my opinion it is quite effective in the quiz bot section, if in the presentation section it is less effective in telegram, direct presentation is more effective because I can understand quite well than in telegram”.¹¹

Fatimatus Shalihah stated :

“In my opinion, the learning media in the form of a telegram used in TOEFL learning is quite effective and attracts interest in learning because the telegram has its own uniqueness which is applied by lecturers when teaching”.¹²

Moh. Farhan Safriadi

“I think that's good, because there are many advantages to using the Telegram compared to other applications, it will make it easier for us as students to access the learning materials provided by the lecturer”.

Yuliati Ningsih stated :

“I think using telegram in the TOEFL class is barely effective, because in TOEFL class, we should understand well about the material and all the teacher's explanation”.¹³

Sholehah stated :

“I like to use telegram because learning is more effective and because TOEFL learning must provide a very clear understanding”.¹⁴

It can be seen on the data above that other responses of students' toward the use of telegram as learning media in the Toefl class are they felt that telegram was made teaching learning process so effective than other application learning or other platform so it can help

¹¹ Hoirun nisa', The Students of English Department of Sixth Semester, Direct interview, 2022

¹² Fatimatus sholihah , The Students of English Department of Sixth Semester, Direct interview, 2022

¹³ Yuliati ningsih, The Students of English Department of Sixth Semester, Direct interview, 2022

¹⁴ Sholehah, The Students of English Department of Sixth Semester, Direct interview, 2022

students' to understand well to the materials that has been conveyed by lecturer or the presenter.

c. Interesting and Fun for Student

“I think using telegram as learning media in the toefl class is really fun because in telegram there are so many features that can be used by us, for example is we can fill the attendance list by one click, we can make a quiz with bot in the telegram itself, and so on. So we can learn the lesson while knowing the function of the media itself.”¹⁵

“In my opinion, the use of telegram as a learning media in toefl class is quite interesting because telegram has quite interesting features, one of which is a quiz bot that can help make quizzes to make it easier to find out the level of students' understanding in answering toefl questions.”¹⁶

“I think using telegram is quite fun bcs there are many interesting new features that I didn't know before.”¹⁷

“I think it's so interesting in our learning. Because in it there are many fun features such as the use of telegram bots. if you want to present games and the attendance list can be more interesting to do”.¹⁸

“It's great. There is so much interesting features in telegram such as bot, sticker for fun and so on. We can make a game and quiz using bot in telegram and we can see the result after that. So I think using telegram as learning media have so much fun.”¹⁹

“I think using telegram is interesting as learning media in the toefl class, because it is facilitate with “quiz bot” that make the students enjoy during doing the quiz that related with the material in the toefl class. Besides, the facilitation for attendance list is different with other subject. The

¹⁵ Ayu dia syarifah, The Students of English Department of Sixth Semester, Direct interview, 2022

¹⁶ Yulia Rosita, The Students of English Department of Sixth Semester, Direct interview, 2022

¹⁷ Rojiyatul maghfiroh, The Students of English Department of Sixth Semester, Direct interview, 2022

¹⁸ Rina munawaroh, The Students of English Department of Sixth Semester, Direct interview, 2022

¹⁹ Puji Anzi Eka, The Students of English Department of Sixth Semester, Direct interview, 2022.

students just asked to click as their responses and it is very easy and quick.”²⁰

Based on the data above, it can be known that the students felt interested and fun when using telegram as learning media in their Toefl class. They stated that this is their first time they used telegram as learning media so they feel this is their new experience. Besides, has interesting features which can help them in the online class such as pollrBot can help them for attendance list and bot quiz which can help them to make quiz and then the students can see score directly although sometimes they felt study in the offline class made them understand more. And this statements also supported by lecturer statement about features of telegram which can make the online class more interesting .

“Pollr : for promoting the attendance list, so I make a pollr for the students to check the existence of them in my class

Command bot : I give some statements or even pictures regarding to the discussion but then I asked students to giving comments or giving ideas regarding to the statements or even the pictures still related with the exercises without multiple choice s

Poll : I can make some exercise like the multiple choices, so I give the audio and also give the option of the answer. That’s why I asked students to choose the best answers from the audio. Then for the structure and written expression, I used set two, so I give the statement or the sentences there and then let the students choose between A B C D. it’s also used in reading section, so in reading section I give the picture of the passages but then I give the question. And again and again I put the option for the answer

²⁰ Wilda aya shabrina, The Students of English Department of Sixth Semester, Direct interview, 2022.

Quizbot : only for midterm test and final test, so it's really helpful to facilitate those activity".²¹

3. The Difficulties of Using telegram as Learning Media in The Toefl class and How to overcome those Problems

In this part, the researcher would like to present the finding that deals with students' difficulties in using Telegram as learning media in the Toefl class.

Based on the observed and interview done by researcher, the researcher found some difficulties during online learning in The Toefl class. The difficulties are internet connection is not good or poor the internet access and unfamiliar with the telegram application.

a. Poor the internet access for Lecturer and Student

"Talking about the difficulties using telegram it's about internet connection. Sometimes the server is busy when I try to share the pollr as attendance list I can not find out the students' answer directly so I have to wait for the students' responses regarding to the pollr as attendance list , but if it's about a hour and still busy server and choose another way to solved the problem so I used google form to make attendance list and then shared it to the telegram group. So that's a problems that I found during using telegram."²²

Based on the data above it can bee seen that the Toefl lecture has any difficulties or problems during using telegram. She stated that the @pollrbot can't be used because sometimes server is busy so the students can't fill the attendance list, furthermore the lecture sharing google form for the attendance list to students as the solution of those

²¹ Interview with Toefl lecture, Whatsapp interview, on 19 April 2022.

²² Ibid.

difficulty. Actually not only the lecturer has these difficulty but the students also have the same problem. This statement supported by the result of interview done by researcher.

Anni Rufaidah stated :

“Sometimes, I got bad signal and this the one of my difficulties during I used telegram, Sometimes, I moved to another place to get signal”.²³

Yuliati Ningsih stated :

“Sometimes, the signal is bad, so make me not understand well about the materials and when the signal is bad, I usually move to the other place or room in my house until the signal well. And when I'm not understand about the material, I usually ask to the lecturer or to my friends who present the materials in that moment. ”.²⁴

Fatimatus Shalihah stated :

“The difficulty is only when the network is bad at the time of accessing telegram and how to overcome the difficulty is the network must be really stable, so I will move to the other place”.²⁵

Hidayatul Izzah stated :

“The difficulties I think often the signal is bad. So occasionally the quiz bot as a telegram feature that is used in toefl class can't used properly and the situation like that caused me to not be able to join the toefl quiz and I think the solution of this difficulties, maybe teacher can give opportunities to students to join the toefl test that is having bad signal.”²⁶

Wilda Alya Shabrina

“The difficulties that I ever felt is when I want to send a file or video as the material or the assignment in the toefl

²³ Anni rufaidah, The Students of English Department of Sixth Semester, Direct interview, 2022.

²⁴ Yuliati ningsih, The Students of English Department of Sixth Semester, Direct interview, 2022.

²⁵ Fatimatus sholihah, The Students of English Department of Sixth Semester, Direct interview, 2022.

²⁶ Hidayatul Izzah, The Students of English Department of Sixth Semester, Direct interview, 2022.

class is took a long time for sending or downloading. Also, if the signal is quite bad, I can't use and can't answer the quiz in quiz bot. and it can effect to my score, so the signal must be really good or stable in using telegram and how to overcome this of course I will move to other place to make sure that my signal is good to join the toefl class by using telegram. And because the time for download the materials is took a long time, I will download it while listen to the explanation until the download itself finish".²⁷

Ayu Dia Syarifah stated :

"I just have one difficulty in using telegram in the toefl class which is sometimes the internet network is not good when I am learning toefl by using telegram, because if want to use telegram we should have a good signal so the message can be sent quickly and to overcome this I will get out from my room to looking for a signal or move to another place where the signal is better than before".²⁸

Aisyah al-Munaawaroh

"I have problems with the bad signal and how to overcome those problems I am trying to find a strategic place, which can reach network access".²⁹

Based on the data above it can be known that internet connection is the one of the most difficulty or problems for lecture and students. Bad signal causes them to not be able to use the telegram features properly. The lecture can use pollrbot to make attendance lists and time of teaching learning can be shorter because sometimes sending material files take a long time so that not a few disturbed on their teaching learning process but they have own their solution for those difficulties such as the lecturer will send the google form to the

²⁷ Wilda Alya Shabrina, The Students of English Department of Sixth Semester, Direct interview, 2022.

²⁸ Ayu Dia Syarifah, The Students of English Department of Sixth Semester, Direct interview, 2022.

²⁹ Aisyah al munawaroh, The Students of English Department of Sixth Semester, Direct interview, 2022.

students as attendance list and the students will move to the better placer to get a good internet connection.

b. Unfamiliar With The Telegram Application for Student

“The difficulties in using telegram, perhaps some students didn't know how to operate the feature such as using bot feature. A lot of students still confused to use it and how to overcome this I usually ask to my friend how to operate the features of telegram application”³⁰

“I think the difficulty is because I rarely use this application, why? because only a few people use it so it makes it difficult for (me) to communicate via cyberspace so I just have to use it more often”.³¹

“Although it is quite easy to use, it is undeniable that there are some features that I can not understand, one of which is how to make quiz via telegram bots and in overcoming the features that I do not understand is to ask a friend. Those who know more about it will tell me how to do it so I don't get confused anymore”³²

“The difficulty I experienced was the lack of technological knowledge, at first I didn't understand how to use telegram as learning media and for the solution I tried to learned to understand how to use telegram as a learning media.”³³

Apart from difficulty with a bad signal, another difficulty is that students are unfamiliar with the telegram. The students just used telegram when they started the online class, therefore there are some students who have difficulty in using or operating telegram when joining the online class. And the way for overcome those difficulty,

³⁰ Tiara hidayati , The Students of English Department of Sixth Semester, Direct interview, 2022

³¹ Moh. Farham safriadi, The Students of English Department of Sixth Semester, Direct interview, 2022

³² Yulia Rosita, The Students of English Department of Sixth Semester, Direct interview, 2022.

³³ Rojjiyatul maghfiroh, The Students of English Department of Sixth Semester, Direct interview, 2022.

they asked their friend about the feature function and how to operate these features, besides they tried to use telegram more often.

B. Discussion of Research

In this part, the researcher discussed about the data written above. The researcher presented *The Use of Telegram as Learning Media in The Toefl Class of Sixth Semester Students of English Department of Iain Madura, Students' Response Toward The Use of Telegram as Learning Media in The Toefl Class of Sixth Semester Students of English Department of Iain Madura, and The Difficulties of The Use of Telegram as Learning Media in The Toefl Class and How to Overcome Those Problems in The Toefl Class of Sixth Semester Students of English Department of Iain Madura.*

1. The use of Telegram as Learning media in The Toefl Class of Sixth Semester Students of English Department of Iain Madura

Based on the finding of research above found that the whilst-teaching or the main activity of the use telegram as learning media in the toefl class are :

- a. The lecturer gave the time to the presenter to present their material
- b. The presenter started the presentation with sent the file of ppt and audio exercise and explain it to the audience by using voice note features
- c. The presenter or the lecturer checked the existence of the audience in the middle of the presentation
- d. The question section opened after all the presenter conveyed their materials
- e. The quiz time opened after the question time was over

- f. The presenter sent the result of the quiz and the presentation have done
- g. The lecturer gave a feedback to the presentation and the presenter.

Based on the activity of teaching learning above it can be seen that the lecturer gave the time to the presenter to explain the materials to the other students. In this case, the lecturer only supervises the learning process by checking the existence of the students whether they still stay in the group to pay attention to the presentation. Beside that, the lecturer also give instruction to the presenter about the use of time during presentation, so the materials can be delivered on time and in the end, the lecture also nprevious chapter that the lecturer asked the students' response to the video content sent by the teacher in the group it means that lecturer give explanation directly.³⁴

The data above shown that the researcher found the data are suitable with Hasibuan and Moedijono's explanation that the lecturer can give opportunity to the students by making group to discuss about learning materials and make the students more active in express their opinions. It can also compared with the Hasibuan and moedijono's example in Beni's research such as the lecturer only supervises and direct the discussion.³⁵ This data suitable with the data was found by researcher during observation that the lecturer gave supervision about the discussion which

³⁴ Wiranegara, Hairi , *Conducting English Learning Activities*, 108-111.

³⁵ Beni Nur Pranayoga," Implemetasi Metode Diskusi dan Presentasi dalam Upaya Meningkatkan Partisipasi Aktif Siswa pada Mata Pelajaran Kopling Kelas XI SMK Muhammadiyah 4 Klaten Tengah, " Skripsi,(Universitas Negeri Yogyakarta, 2013), 13-14.

lead by students and the lecturer also gave the instruction regarding the time and activities carried out during the discussion.

2. Students' Response Toward The use of Telegram as Learning Media in The Toefl Class of Sixth Semester Students of English Department of Iain Madura

In this part, the researcher discussed about the data above which got from observation and interview of the use of Telegram as learning media in the Toefl class of sixth semester students of English department of Iain Madura.

The second discussion is about the students' response toward the use of telegram as learning media in the Toefl class. Based on finding of research, the researcher found that every students has own their responses and has different responses. The students of English department in A,B,C class felt great in using telegram as learning media because the students felt that telegram has interesting features which help them during online class especially in the toefl class. There are three kinds of students' responses:

a. Helpful for Student

The use of telegram as learning media in the Toefl class is considered to help students and lecturer in carry out online learning. There are several advantages that are felt by students and lecturer when using telegram as learning media. The one of the telegram advantages is uses less mobile storage than other applications that don't make storage full faster when the students downloading any file

such as ppt, pdf and audio exercise and so on. The use of telegram is considered helpful in communication and interaction during online teaching and learning, the communication between all students and lecturer be better even though they can't meet face to face.

b. Effective and practical for student

Based on the finding of research above, found that the use of telegram is also considered one of the most effective and practical media when used during online teaching and learning. This is because telegram has its own unique features that make the online teaching and learning activities easier. This is can be seen in the use of bot features for making quiz, students don't need other applications or platforms because telegram was provided a way to make quiz, so it can be said that telegram is suitable for use as online learning media.

c. Interesting and fun for student

From the finding of research above, known that the students of English department of Iain Madura are interested and fun to the telegram which has features that can help the teaching learning process be more interesting and made them enjoy during the online teaching and learning. The students stated that telegram has a interesting feature to make quiz, pollrbot to create attendance list, and they are interested to operate it because telegram is something new for them, so they are very excited to use it.

Based on finding of research above, the researcher knew that the students of English department in A,B, and C class are happy and not

problem when the lecturer using telegram as learning media in teaching learning process, it's mean that the students have a good or a positive response toward the use of telegram as learning media. As stated in previous chapter that it is said that a person responds positively to things that interest them.³⁶ The kinds of students' responses to the use of telegram as learning media of English department of Iain Madura are helpful, effective and practical, and interesting and fun.

3. The Difficulties of The Use of Telegram as Learning Media in The Toefl Class and How to Overcome Those Problems in The Toefl Class of Sixth Semester Students of English Department of Iain Madura

Based on finding of research above, the researcher found the data gained from interview that the students stated that they have any difficulties or problem in using telegram as learning media during the online class.

a. Poor the internet access for lecture and student

The one of the difficulties is about internet connection. The students said the internet connection is not good or signal is bed when sending or downloading the file or the audio exercises for the presentation, therefore those difficulty made them didn't understand well to the materials that have been explained by lecturer or the presenter. Actually, internet connection's problems is not only experienced by students but also experienced by lecturer. The lecturer

³⁶ Faryanti, *Respon Siswa Terhadap* , 8.

admitted that she often experienced bad signals when she taught which caused some features to be unusable properly, such as the use of @pollrbot feature as attendance list for students. Besides, sometimes the students can't joining the quiz on quiz bot feature because the signal is bad, so this problem affect their scores. From the finding of research above, known that what the students do to overcome those problem is move to other places to get better internet connection in order to the students can downloading the audio of presenter or audio exercise for listening section. This problem was found in this study is the same as the problems was mentioned earlier in previous chapter that found Mizan Yusril Faqih Putra that difficulties of telegram that faced by students are poor the internet access. Whereas the solution of this study is not the same as that found by Mizan Yusril Faqih Putra in his research that the way to overcome a poor the internet connection when using Telegram is to check the internet connectivity and availability before starting the class started,³⁷ which means that each students has their own way to overcome this problem.

b. Unfamiliar with the telegram application for student

Other difficulties is about unfamiliar with telegram. The students said that they felt confused how to using telegram and how to operating the features because telegram has different features that other applications don't have, so students are unfamiliar with telegram about how to what they should to do in using telegram for the first time or

³⁷ Putra, *The Teaching of English*, 106.

how to operate existing telegram features. To overcome these problem, the students stated that they should still ask the lecturer or their classmates about how to operate it and they should use it more often. This problems and the solution in this study are the same as the problems and solution was mentioned earlier in previous chapter was found by Mizan Yusril Faqih Putra in his research that some difficulty of telegram the students were unfamiliar with telegram and to overcome these problem is the students suggest the teacher to make a brief procedure text to explain how to operate some features in the purpose of teaching.³⁸ Which means that the lecturer and students can cooperate in overcoming problems that arise when using telegram.

³⁸ Putra, *The Teaching of English*, 106.