A Systematic Review: Telegram As Learning Media in Teaching English

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Abstract

Social media as a medium for learning English is rapidly increasing during unusual conditions like in pandemics nowadays. Telegram, well-known as a communicative tool used by people worldwide, then transformed to use as learning media. This article contains Telegram as a medium that is packaging with a systematic review method. In short, a systematic review is a method that is used by research through analysis of some source that has a related topic, such as articles. This article aims to explore how telegrams as a learning medium are performing in teaching English. Besides, researchers tried to look for the effect of using telegrams as learning media. Researchers searched for articles on electronic search engines, namely Google Scholar, related to several articles; Telegram, MALL, English Learning, Learning Media. Moreover, for the characteristic researcher focus on Telegram as an English language learning medium, publications around 2017-2020, quantitative, and field research. Finally, 27 articles are relating to the keywords. Furthermore, researchers reduce eight articles because some aspects are not related, and the total from the articles include in this systematic review are 19 articles. Telegram performers were used as teaching assistants, assessment language, and learning media in English learning for the result. Additionally, in brief, researchers found that 18 articles positively affect learning English, yet 1 article is damaging. In its application of learning on Telegram, the teacher should apply a different strategy instead of offline because the students need explicit instructions about what the teacher wants. However, Telegram can be used as an English learning media assistant. Fundamental skills such as vocab, writing, and reading. The limitation of the research was the insufficient article resources related to language learning topics.

Keywords: telegram; english learning; mall

INTRODUCTION

In this modern era, people around the world are using technologies such as social media to connect and share information and it can be about education, business, religion and so on. Nowadays, the learning and teaching process has changed quickly because of modern technologies. For example, Telegram as a technology communication can be used for learning media. This trend has appeared since pandemic situations that require learners and teachers to

be studied and taught from home. Because of the situation, it makes them think about the solution to keep the learning activity still going on. Therefore, they are creating an online class through this application to continue their learning activity.

Telegram has features that are very easy to use and operate by teachers and students. Moreover, this application is funny and enjoyable for sharing any information with an eye-catching appearance that can be set based on our taste. Telegram also has a small size as an application, so that it does not take a big space from the internal storage of our device. On the other hand, telegram is also accessible from many devices and we can share various types of messages than WhatsApp. Furthermore, we do not have to be afraid to lose our file on telegram because we can re-download it every time we need it.

According to Heidar & Kaviani, one of the technologies that can be used to help learners in learning foreign languages is Telegram. Telegram is now considered one of the most famous online social networks among media university students (Heidari Tabrizi & Onvani, 2017). Naderi and Akrami stated in Zahra (2019) that using telegram groups in instruction has a significant effect on the learners' reading comprehension ability (A. Abu-Ayfah, 2019). The effectiveness of using Telegram as a learning medium has already been proven by some research and most of them give a positive result that Telegram helps them to improve their language ability. Moreover, it also makes it easier for teachers to deliver the material.

The euphoria of using social media and instant messages in our lives has an important impact on using an available application in education, such as Telegram. It means that the learning process and all of the administration of education should take into technology and communication-based. The role of the internet based on this case is needed exactly. This systematic review aims to explore how telegrams as a learning medium are performed in teaching English. Besides, the writers tried to look for the effect of using telegram as learning media in teaching English that maybe one day could help teachers and students to maximize their learning activity through social media, such as Telegram.

LITERATURE REVIEW

MALL (Mobile Assisted Language Learning)

The development of technology today is increasingly sophisticated, everyone has a smartphone that is used to support education. In this case, how many teachers use cell phones and also use computers as a tool for language learning or what can also be called MALL (Mobile Assisted Language Learning), which is language learning where mobile phones are tools to improve the learning process. Since mobile-assisted language learning (MALL) was first created by Chinnery. This MALL can be considered as a solution to language learning resistance in terms of time and place. Mobile learning is the intersection of mobile computing and e-learning: resources that can be accessed wherever you are, wherever you are, powerful searches, rich interactions, strong support for effective learning, and performance-based assessments. E-learning does notdepend on location in time or space (Quinn, 2001).

Accordingly, Valarmathi (2001) states that:

> MALL describes a language learning approach that is assisted or enhanced using a handheld mobile device. According to him, MALL is also a cell-assisted language learning, which is a learning language using mobile devices such as cell phones, MP3 or MP4 players, and personal digital assistants (PDAs). That way, MALL is related to language learning activities, namely using mobile devices. (Valarmathi, 2001, p. 2).

(Hsu, 2012) claims that:

> The development of cellular technology has changing the way we learn foreign languages, becausee of the advantages if offers in term of flexibility, small size, low cost and user friendliness. The latest project that investigated how students and other adults apply technology mobile to support their learning have traced the evolution of MALL. Hsu (2012, p. 26).

Liu et.al. (2015) said that:

> MALL allows teachers to provide different learning pathways for students. Teachers also offer several modalities for students to produce their portfolios, support student improvisation and learning creations".

Pegrum et al., (2003) found that:

> Students were ready to join and complete the task using their mobile phones for classroom-related work. The study reported that students were able to handle class assignments and activities by using their mobile phones.

TELEGRAM

One of the famous applications of mobile technology that could support learning activity nowadays is a telegram. Telegram can use for send massage with any shape on device. Telegram also can be easy to use in learning activity, this is included learning English. Teachers and students can do learning activities by making a group and sending files and saving it because the file will not be lost.

Mazman, S. (2010, p. 444) said that "Telegram is a social network that has become one the ultimate tool for education. That rapid development and great progress in computer technology has affected all aspect live more than three decades".

Telegram is a free cloud-based messenger to access message from various devices and can be accessed on many devices in various formats. All people who use telegram can interact and transfer messages through various media such as image, text, audio, and video. Another feature of Telegram is offline messaging, when all messages are transmitted and the device is off. Automatically saved and retrievable when network coverage is restored or when the device is turned on (Bere, 2012). Telegram also uses the same internet data plan as web browsing and email, there is no extra charge (inexpensive) for messaging and staying in touch with others.

(Heidar , 2016) Said that " Currently, Telegram is considered as one of the most popular online social networking platforms among media students. Nowadays, the huge popularity of

social networking sites like Telegram has been Telegram create new opportunities for English language learners".

Heidar, M., Kaviani (2016, p. 67) Said that "Integrating the telegram as a media into an existing learning process can create an informal learning context and also create new opportunities for learn English".

METHOD

In this review, researchers choose Systematically Literature Review as a method to collect the data. The systematic review is a method that collects data systematically to identify, assess, and interpret the results of studies.

In this research, researchers searched data through the easily accessible journal portal website, namely google scholar. Based on the title taken Technology Communication (Telegram) As Media In Teaching English, the researchers have searched for journal data using several keywords; Telegram, MALL, Teaching English, and Learning Media. From the website portal, researchers obtained 27 articles. Researchers select articles according to the title and abstract (year, field research, and quantitative), and distinguish them from the document's purpose. The articles unrelated to the research will be omitted and researchers found 8 articles that do not relate to the keyword and the characteristic.Moreover, researchers found a total of 19 articles are eligible for the analysis.

FINDINGS

In detail, 19 articles have published research on Telegram as a medium for learning English. The majority of these numbers obtained data that Telegram has positive results on English learning media. The only one who stated that Telegram did not have a positive impact.

All articles have counted about 19 articles:

Table 1.0 Articles List

No	Author (Year)	Year	Effect
1	Abu-Ayfah	2019	Positive
2	Aghjani & Adloo	2018	Positive
3	Alakrash, Razak, Bustan	2020	Positive
4	Banafshi, Khodabandeh, Hemmati	2020	Positive
5	Ebadi & Bashiri	2018	Positive
6	Elekaei	2020	Positive
7	Ghorbani & Ebadi	2020	Positive
8	Habibi, Mukminin, Riyanto, Prasojo, Sulistyo, Sofwan, Saudagar	2018	Positive
9	Heidari, Khodabandeh, Soleimani	2018	Positive
10	Jalili, Khalaji, Ahmadi	2020	Negative
11	Khodabandeh	2018	Positive

No	Author (Year)	Year	Effect
12	Momani	2020	Positive
13	Naderi	2018	Positive
14	Naderi & Akrami	2018	Positive
15	Rostami & Khodabandeh	2019	Positive
16	Sirinbakhsh & Saeidi	2018	Positive
17	Tabrizi & Onvani	2018	Positive
18	Vahdat, Shooshtari, Mazareian	2020	Positive
19	Xodabande	2017	Positive

The goals of the present research dealt with how telegrams performed in English learning and their effect. According to the data that we have analyzed. The trend of effective Telegram learning in English learning. Mostly, it is positive. It is illustrated in table 1.0 above. Many research objects are used to apply the use of Telegram in learning. For example, reading skills, writing skills, acquiring new vocabulary, grammar, pronunciation, and learning motivation. Abu-Ayfah (2019) stated that in his article, vocabulary learning is followed by reading skills. One hundred ninety-two of the students agreed Telegram was appropriate for reading ability. It implies that Telegram is an effective platform for reading and learning. The result supported by Tabrizi & Onvani (2018) argues that the scores for the Telegram-taught words (M = 17.54) were significantly higher than that of traditionally taught words (M = 15.38). It implies that the Telegram was appropriated.

They were saving not too much time, easier for discussion because telegrams are usually used as media for communication. Moreover, the students tended to increase their motivation for using it in learning. (Habibi, Mukminin, Riyanto, Prasojo, Sulistyo, Sofwan, Saudagar, 2019)

Tabel 2.0 Performing of telegram
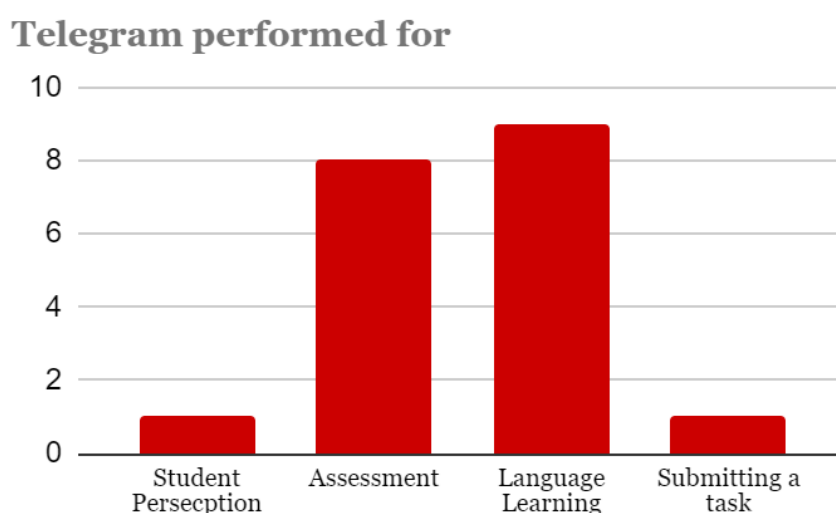
According to the findings of the data, we found eight articles. Telegram is used as media for assessing student skills. The various features that Telegram has. For example, sharing a document, poll menu, sharing music, etc. It makes a chance for the teacher to design some

method. For example, the teacher uses the feature of the poll to do a vocabulary assessment. Most students feel they are helped by Telegram for mastering vocabulary, furthermore, from Table 2.0. The most findings that we found are Telegram is used as media for language learning. In using Telegram, the teacher will be making a group chat that includes her student there. Then, the teacher gives some instruction, or more teacher explains. On another side, Telegram is also used by the teacher as an assisted learning medium. The writer means explaining the subject will be delivered by the teacher directly in the offline classroom and mixed with teacher instruction that the teacher shared on Telegram.

Tabel 3.0 Focus Skill
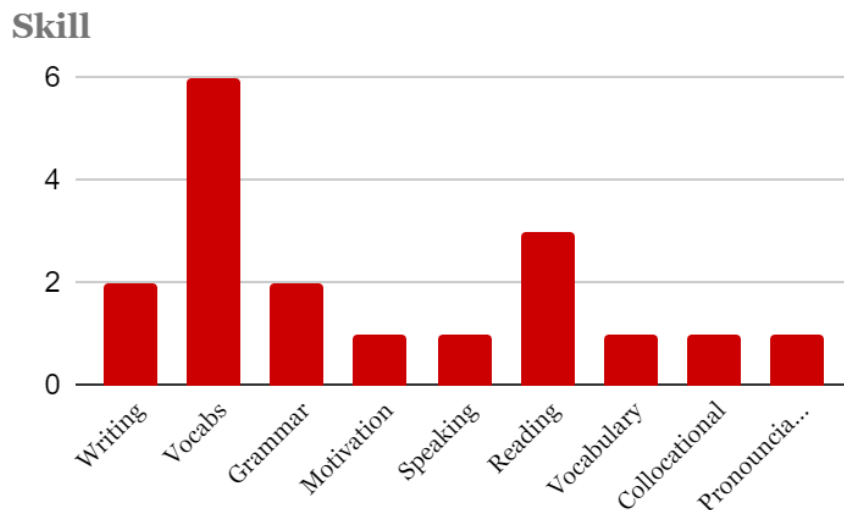
Skill

This table shows the abilities that can be improved through the use of Telegram in learning English. Vocabulary skills were the most researched topic in the articles we found. Application features in the Telegram allow users to conduct polls that are arranged as quiz questions, making learning this vocabulary easier for the learning evaluation process to be carried out. Other figures show that Telegram has the potential to increase students' motivation in learning English.

Tabel 4. Setting Place

Setting
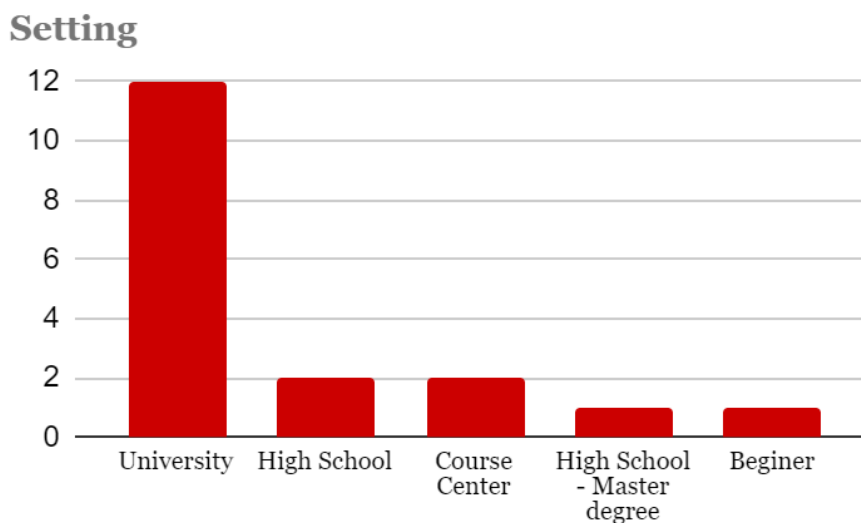
Based on the target research site, most research is carried out with university students because they already can use communication tools properly. Moreover, the use of mobile phones at the university level is more flexible than in schools. The reason is that some lecturers have longer working hours than teachers in high schools. Sometimes lecturers give their materials online. Nevertheless, even at the beginner level, we found all of them have the same results: vocabulary learning in Telegram.

What is the media usually used in daily interaction combined with the external environment (Aghajani & Adloo, 2018). It offers the option for teachers or students to decide their learning resources. Here, the trend of college students mainly uses Telegram as a learning medium. In their daily interaction life, they use Telegram as a daily communicative tool. Because of that, the teacher noticed that Telegram could be used as their learning media. They are feeling security, the ubiquity of features, ease of access and peer input, and a massive cloud-based storage system to keep the files (Alahmad,2020). Consequently, we could keep in mind that Telegram became accessible as a learning medium.

The stagnant results of using Telegram as a learning medium for English were written by Jalili, Khaliji, Ahmadi (2020). He showed a need for an appropriate method to use Telegram as a learning medium. There are two sides to this conclusion. First, students prefer not to study alone. Second, teachers do not have the competence to manage flipped classrooms.

DISCUSSION

In this chapter, researchers explain the result from performance objectives and the effectiveness of using Telegram as learning media in the learning activity. This result was collected through some peer discussion and based on data that already explained above.

First, Telegrams' performances are used as a complementary tool in learning English and assessment skills. Students can submit tasks in Telegram and get the answer from the other member class. Moreover, students can receive any feedback, opinion, and reflection of their works or study from the other member. Muchammad Muchlisin (2019) researched "The power of telegram as a Digital English learning media." He had a focus on the function and the benefit of the Telegram as digital English learning media. The similarity of the research is a Telegram is a complementary tool in learning English and assessment skills. The teacher can make a telegram group and share the material and assignment. Students can produce some works, such as write their opinion about something through a feature on the Telegram that is telegraph to send it the link to the group.

Mana Alahmad (2020) conducted the research entitled "The Effectiveness of telegram app in learning English." In this research, researchers find the differences in the result of telegrams performance. He said that teachers could not make Telegram their class in conventional classes in schools. Furthermore, students need instructions from the other member class to adding some clearly about the instructions. This research shows that working on different skills in Telegram is very easy. However, it depends on considering some educational provisions because it requires online contact between the instructor and the students.

Teachers cannot make Telegram as their class in conventional classes in schools. Furthermore, students need instructions from the teacher clearly, yet following online instructions need proper facilities such as; internet connection and devices. However, Daily utilization of mobile phones will be dangerous for humans due to the long exposure to radiation, especially children. It is because screen radiation can affect such as; redness and cardiac disease. So, teachers should choose mobile phones instead of daily learning media even though Telegram can assist in the learning activity.

Second, Telegram has a positive effect in order to improve language skills. For example, vocabulary, writing, and reading are the fundamental skills that many researchers found in their articles as subjects where people have an interest. Moreover, telegrams are also easy and fun to use because telegrams have features to support or improve people's interests. This result is similar to the study from M. Farkhi Faishol Hakim (2019) entitled "The Use Telegram to Facilitate Students' Vocabulary Learning at SMP N 1 Surabaya". This study explains that students are more active and enjoy using telegrams in the learning process. Therefore, researchers can highlight which is telegrams have good performance and effective as learning media to improve student knowledge.

CONCLUSION

Telegram as a learning medium has a positive impact due to improvement in language learning. It is possible to use in every level of education, depending on internet facilities. The result showed that Telegram is perceived and enjoyable because features are easy to use. Then, adults use cell phones daily, which makes the operation of cell phones unnecessary for special training. However, people who are not used to using Telegram as a habit communication medium will have difficulty adapting, especially learning English in the application. So, the methods, materials, and learning media must have a match to achieve the learning objectives properly.

This research lacks in every part because of the limited knowledge of researchers who are still learning and working on it. However, researchers hope this research can be helpful for some people out there who want to study the related topic. The researcher also gives a welcome word to some suggestions to improve this study that can be contacted by email on the first page.

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