LEARNING GRAMMAR THROUGH TELEGRAM APPLICATION AT FIRST GRADE OF MA BUSTANUL ULUM LUMAJANG IN ACADEMIC YEAR 2021-2022

THESIS

Submitted to State Islamic University KH. Achmad Siddiq Jember in Partial
Fulfillment of the Requirement of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department
English Education Department

By:

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ENGLISH EDUCATION PROGRAM
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STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ
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2022

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NIP: 197406092007011020

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Has been examined and approved in Partial
Fulfillment of the Requirement of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
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Day   : Thursday
Date   : 17ᵗʰ November 2022

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III

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ
لَكُمْ ۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ
دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝

"O you who have believed, when you are told, "Space yourselves" in assemblies,
then make space; Allah will make space for you. And when you are told, "Arise,"
then arise; Allah will raise those who have believed among you and those who
were given knowledge, by degrees. And Allah is Acquainted with what you do."
(Q.S. Al Mujadalah: 11)[1]

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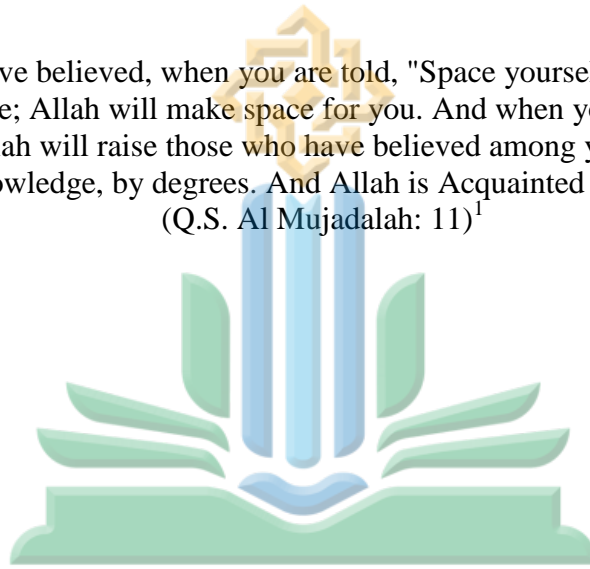
[1] Agus Hidayatullah, Siti Irhamah Sail, Imam Ghazali Masykur, and Fuad Hadi, *Al-Wasim Al-Qur'an Tajwid Kode Transliterasi Per Kata Terjemah Per Kata* (Bekasi: Cipta Bagus Segara, 2013).

DEDICATION

As a researcher, I dedicate this thesis to:

1. My beloved parents, Mr. Slamet and Mrs. Naharti, I would like to thanks a lot to you for everything you have given to me. May Allah reward all your kindness.

2. Mrs. Mukti, my beloved grandmother who has taken care of me all this time. Thank you very much for everything you have given to me. May Allah SWT always protect and guartd you and reward all your kindness with something better.

3. KH. Alfun Mustain and Mrs. Samsiyatur Rohmah, who have supported and helped me. I really thank you very much. May Allah SWT reward all your kindness and replace it with something better.

4. Rohalim, my beloved brother who have helped and supported me so far. I would like to thank you very much. May Allah SWT reward all your kindness and replace it with something better.

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ABSTRACT

Gufroni, 2022: *"Learning Grammar Through Telegram Application at First Grade of MA Bustanul Ulum Lumajang"*

Today, technological developments are changing rapidly and affecting many aspects of human life such as economic, social, and education. In education, the use of technology as learning media can provide benefits for students to increase their understanding of foreign language, especially in English. One of the technologies as media in teaching and learning process is Telegram application. Telegram is a cloud-based message application for sending short message and exchanging any information. MA Bustanul Ulum is a private school under the auspices of Islamic boarding school that applies Telegram in teaching and learning activities, especially in English grammar.

The research focus of this study is: 1) How learning grammar through Telegram application at first grade of MA Bustanul Ulum Lumajang is. 2) how students' responses about learning grammar through Telegram application are.

The research objective of this study is: 1) to describe learning grammar through Telegram application at first grade of MA Bustanul Ulum Lumajang. 2) to describe students' respond about learning grammar through Telegram application.

This study used qualitative approach and the research design was case study. The research subject were students first grade and teacher of MA Bustanul Ulum Lumajang. Data collecting technique used in this study were non-participant observation, semi-structured interview, and documentation. To analyze data, researcher used interactive data analysis according to Miles, Huberman, and Saldana. For the trustworthiness, researcher used technique triangulation.

The research findings showed that: 1) in learning process using Telegram application was carried out in online class for doing assignment have given by teacher and shared the assignment through Telegram group that has been made previously. The duration of doing assignment using Telegram was two hours where the time was divided into two sessions, they were doing assignment session and question-answer and discussion session. 2) the use of Telegram as learning media for learning English grammar offered many useful features for students so that they feel happy and enjoy in during teaching and learning activities. On the other hand, students also feel happy because Telegram application can be used as search engine, so they could search any material related to lesson and studies independently or in groups.

Keywords: Grammar, Telegram application

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CHAPTER I

INTRODUCTION

A. Background of Research

Language has a very important role in life. Language can be a communication tool so that human being can interact and understand with each other. Language can be oral and written. Language is a symbol that is an arbitrator used by a group of people to communicate and interact with others based on the culture they have together. Language is a symbolic communication tool where its use adapts to particular community environment.[1]

Allah state in Qur'an surah Al-Hujurat, no. 13:

يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Meaning: O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.[2]

From those meaning above, the Koran explained that Allah has created human being from various races and different tribes with the aim of getting to know each other. In addition, to realize these goals, humans need tool to connect with each other, that is language. Language is a tool that can be used

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[1] Siminto, *Pengantar Linguistik* (Semarang, Cipta Prima Nusantara Semarang, CV, 2013),1.

[2] Agus Hidayatullah, Siti Irhamah Sail, Imam Ghazali Masykur, and Fuad Hadi, *Al-Wasim Al-Qur'an Tajwid Kode Transliterasi Per Kata Terjemah Per Kata* (Bekasi: Cipta Bagus Segara, 2013).

to communicate and interact each other. Language can be in the form of symbols, sounds, or signs that can applied in writing or verbally. Therefore, language can bridge human being to know and recognize each other.

Besides, grammar is one of aspects of language. Grammar is a rule made to arrange words and other elements in order to form a sentence that can be understood both from Listening, Speaking, Reading, and Writing aspects. Grammar is a collection that organizes its structure. Grammar arranges words so that they can form meaningful units.[3] Grammar is a rule that explain how word are combined, arranged or changed in order to give some kind of meaning.[4]Learning grammar has several benefits such as it can make sentences or paragraph that are clear and easy to understand. Another benefit of learning grammar is that it can make someone be more communicative in daily speaking. Without paying attention of grammar, sentences or paragraph that are formed tend to have irregular pattern and make sentences ambiguous.

Furthermore, the use of technology is changing rapidly so that it affects the hierarchy of human needs, including in terms of development and communication.[5] The scope of technology is very broad in daily life, including educational environment. It also can be applied in teaching and learning

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[3] Jeffrey Coghill and Stacy Magendanz, *English Grammar* (New York: Wiley Publishing, Inc, 2003).

[4] Michael Swan, *Practical English Usage: Third Edition* (Oxford University Press, 2005).

[5] Zhongzheng Zhao, et al., "Social Media and Academic Success: Impact of Using Telegram on Foreign Language Motivation, Foreign Language Anxiety, and Attitude Toward Learning Among EFL Learners," *Frontiers in Psychology*, no. 13 (2022), https://doi.org/10.3389/fpsyg.2022.996577

process, this can facilitate access for students to learn at any time.[6] The use of technology in students learning activities can give opportunity to access some materials to increase their knowledge in learning foreign language.[7] Moreover, the learners can use it to achieve their own learning goals and they will be exposed to various of complexities and problems that will later make them more matured individuals. In addition, mobile learning is one of the efforts to support learning for students in learning foreign language. With mobile learning, it allows students to study independently or in groups without place and time restriction.[8]

Today, social media as one of the most widely used communication technologies has an important role in daily life. Social media is a digital platform that can be used as communication tools or sharing content such as text, images, or videos. This digital platform also facilitates its users in carrying out various social activities such as communicating, transacting, or as entertainment media. This allow users to carry out social activities without being limited space and time. For the learners, social media can be a tool for sharing information, learn new things, or study subject matter. This can be

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[6] Arash Hashemifardnia, Ehsan Namaziandost, and Fariba Rahimi Esfahania, "The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning," *Journal of Applied Linguistics and Language Research* 5, no. 3 (2018): 256-267.

[7] Reza Annggriyashati Adara and Reska Haerani, "Motivation and Technology-based Grammar Learning," *Prosiding Konferensi Hasil Penelitian Mahasiswa dan Dosen* (March 2021). https://www.researchgate.net/profile/Reza-Adara/publication/360996916_Motivation_and_Technology-based_Grammar_Learning/links/629736186886635d5cb40dc5/Motivation-and-Technology-based-Grammar-Learning.pdf.

[8] Noni Agustina, et al., "Mobile Learning Application: Infusing Critical Thinking in the EFL Classroom*," Studies in English Language and Education* 9, no. 2 (May 2022): 724-743. https://doi.org/10.24815/siele.v9i2.23476

used by learners to exploit themselves, either independently or in groups. Furthermore, the use of social media as part of technology for teaching and learning process has an important role today. This is because with it, teachers and students can always be connected so that teaching and learning activities can be always continued.[9]

The use of social media can help students in improving their skills in English such as communication both in spoken or written form. This is because social media can be used by students at any time without being limited by space and time.[10] However, the use of social media as a learning media has concerns for some people, because they think that social media is only for entertainment. Therefore, it takes the ability to control teaching and learning activities so that students are not addicted to entertainment through the selection of the right information and technology.[11]

One of the social media used as technology in education is the Telegram application. Telegram is a cloud-based, multi-platform instant messaging application. Telegram Assisted Language Learning (TALL) as technology development, the importance of using Telegram aside in education makes it more crucial to the overall success of a student ability to

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[9] Salasiah Ammade, Khairil, and Khusnul Khatimah, "Telegram App in E-Learning of English Reading: Impcat on Students 'Reading Ability and Its Efficacy*," SCIENTA: Social Science and Humanities* 1, no. 1 (2022): 179-184. https://doi.org/10.51773/asels2021.v1i1.30

[10] E. Oos M. Anwas et al., "Social Media Usage for Enhancing English Language Skill," *International Journal of Interactive Mobile Technology (iJIM)* 14, no. 7 (May 2020): 41-57. https://doi.org/10.3991/ijim.v14i07.11552

[11] Di Xuan, Wail Muin Ismail, and Muhammad Azhar Zailani, "Non-Native Arabic Learners' Social Media Usage and Motivation Influencing Learning of Arabic Language in Malaysian Public Universities," *International Journal of Language Education* 4, no. 2 (October 2020): 258-275. https://doi.org/1016858/ijole.v4i2.13980

communicate internationally.[12] Telegram has various features that can help someone do something easily. One of the features is the Telegram Bot. This is a machine features that can respond to a user's message automatically to make a specific job such as performing a search, a reminder, as a connection, or in teaching. Telegram bot that can be used by educators in teaching is Telegram Quiz Bot. This is a Telegram bot can make easier for the educators to provide material and create various types of question such a multiple-choice or essay questions.

There were previous studies that doing research about the Telegram, first was by Sri Lestari and Agus Wardhono entitled "The Use of Telegram Apps in Basic Grammar Class at English Study Program UNIROW Tuban." This study is focused on the use of Telegram in teaching grammar and how it can be affected students' development and satisfaction. The result was Telegram can affect the students' development and they was satisfied with Telegram application.

Hossein Tabrizi and Nareges Onvani entitled "The Impact of Employing Telegram App on Iranian EFL Beginners' vocabulary Teaching and Learning." This study aimed to investigate the impact of Telegram on L2 vocabulary learning by Iranian EFL beginners. The finding showed that the use of Telegram as learning media is more effective than face-to-face learning.

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[12] Agus Wardhono and Stephen Spanos, "Assessing English Speaking and Listening Skills with The Mobile Application Telegram," *Indonesian EFL Journal: Journal of ELT, Linguistic, and Literature,* 4 (2018), 147-174. Retrieved from http://ejournal.kopertais4. or.id/ mataraman/index. php/efi/article/view/3636

Based on the result, researcher hoped that teacher and material developers could use technology in learning activities to L2 vocabulary acquisition.

The other research, M. Farkhi Faishol Hakim entitled "The Use of Telegram to Facilitate Students' Vocabulary Learning at SMP 1 Surabaya". This study aimed to find out how to use Telegram to facilitate students' vocabulary ability and their responses to Telegram. As the result, the researcher found that Telegram has a good impact on learning process and it influences students' progress. Besides, students also gave a good response to Telegram application. this is because with Telegram can make classroom atmosphere become active so that they can acquire new vocabulary and apply it in spoken or written form.

In this case, the researcher concluded that there are differences between previous study and current study. These differences are first previous study focused on students' development and satisfaction using Telegram, while current study focused on students' responses. Then second previous study discussed the impact of Telegram on vocabulary learning, while this current study discussed grammar learning. The last previous study focused on vocabulary ability, while current study focused on grammar learning.

Based on these phenomena the researcher observed this study in MA Bustanul Ulum Lumajang especially in the tenth grade. MA Bustanul Ulum is a private school under the auspices of the Bustanul Ulum Islamic Boarding School Foundation. However, these students do not only come from santri, but also from outside the Islamic Boarding School which in fact is far from the

school. Most of these students come from outside it. But this does not discourage students from seeking knowledge even though they are constrained by the distance from their homes. In practice, learning at MA Bustanul Ulum uses a blended learning method where teaching is conducted offline and online class. This is based on the circular letter of four ministers which limits face-to-face teaching to a limited extent. Offline learning class is conducted as usual, namely face-to-face teaching at school, while online learning class is conducted at each student's home by giving assignments or evaluation of the materials using Telegram.

After conducting interview with the English teacher, especially tenth grade, the result is that class use the Telegram in learning English when online class. Because there are who already understand English and there are who do not understand the lesson, especially in grammar material. Therefore, the researcher is interested in conducting this research with the title "Learning Grammar Through Telegram Application at First Grade of MA Bustanul Ulum Lumajang".

B. **Focus of the Research**

Based on the background of the research, the researcher aimed to answer the following question that used to help him in research finding, those are:

1. How is learning grammar through Telegram application at first grade of MA Bustanul Ulum Lumajang?

2. How are students' responses about learning grammar through Telegram application?

C. Objective of the Research

Based on the research question above, the research objectives for this research are:

1. To describe learning grammar through Telegram Application at first grade of MA Bustanul Ulum Lumajang

2. To describe the students' responses about learning grammar through Telegram Application

D. Research Significant

The result of the research is fully expected to give some theoretical and practical significance for the following part:

1. Theoretically

The results of the research are expected to be used as a reference for developing knowledge about the use of Telegram as a learning media in high school.

2. Practically

a. Teacher

1) The development of more innovative learning by utilizing Telegram as a learning media

2) It is able to add knowledge and provide inspiration about using Telegram as a learning media

b. Student

1) It is able to encourage student to be more active and motivated in learning.

2) Adding learning resources not only from books and teachers.

c. School

It is expected to improve the learning quality by utilizing Telegram as a learning media in Senior High School.

E. Definition of Key Terms

1. Grammar

Grammar is pattern or rules used to make the sentence structure clear, interesting, and meaningful. Grammar includes many things, such as parts of speech and tenses. Part of speech is a group of words in grammatical system that has form, function, and meaning in language units. While tenses are changes in verb that is influenced by time and the nature of activity.

2. Telegram App

Telegram is a cloud-based instant messaging application that can be used by many people. Telegram has many features. One of feature is Telegram bot feature. This feature can make easier someone to do something quickly and easily. In education, this feature can be used as a useful learning media for teachers and students in studying certain subjects, especially in English. In this research Telegram is the media in

learning process that use to facilitate students learning grammar in MA

Bustanul Ulum Lumajang.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this previous study, the researcher included result of the study that had been carried out related to the study that will be conducted by researcher. There were previous studies that doing research about the Telegram. The first was by Sri Lestari and Agus Wardhono entitled "The Use of Telegram Apps in Basic Grammar Class at English Study Program UNIROW Tuban." This study was carried out to present the use of telegram in learning grammar as how it influences EFL student's learning development through MALL application and how it could influence EFL student's satisfaction. This study tries to find out EFL student's development in comprehending and their satisfaction responses on this media use. The researchers found that there was a significant development of EFL student's achievement and most of them were satisfied on this MALL media use. So, in this previous study focused on the effect of using Telegram in comprehending development and student's responses on this media use.[13]

The second was by Hossein Tabrizi and Nareges Onvani entitled "The Impact of Employing Telegram App on Iranian EFL Beginners' Vocabulary Teaching and Learning." This study aimed to investigated the impact of Telegram, as an available social network, on learning L2 vocabulary by

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[13] Agus Wardhono and Stephen Spanos, "Assessing English Speaking and Listening Skills with The Mobile Application Telegram," *Indonesian EFL Journal: Journal of ELT, Linguistic, and Literature,* 4 (2018), 147-174. Retrieved from http://ejournal.kopertais4. or.id/ mataraman/index. php/efi/article/view/3636

Iranian EFL beginners. In this study, the teacher taught English vocabulary to the participants in two ways: for four weeks by using Telegram and for another four weeks through the traditional face-to-face classroom instruction. The result of this study by using social network was more effective than the traditional approach. Based on the findings, the researcher hoped that this study could help the teacher and material developers to consider integration of technology and common applications in language classes for the purpose of L2 vocabulary acquisition.[14]

The third was by M. Farkhi Faishol Hakim entitled "The Use of Telegram to Facilitate Students' Vocabulary Learning at SMP 1 Surabaya." This study aimed to determine the way or procedure of Telegram to facilitate students' vocabulary abilities and their responses when using Telegram as media use. This research used interview guidelines and observation guidelines based on theory of Matthew B. Miles and Michael Huberman. After interviewed one English teacher and five student (leader of group) and do an observation in the class three times, the researcher found that Telegram has very good influences on students' learning progress. Based on the findings, Telegram can make the class atmosphere active, thereby making student acquire new vocabularies then they can create products both oral and written.[15]

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[14] Hossein Heidar Tabrizi and Nareges Onvani, "The Impact of Employing Telegram on Iranian EFL Beginners' Vocabulary Teaching and Learning," *Applied Researach on English Language* 7, no. 1 (2018): 1-18. http://dx.doi.org/10.22108/are.2017.103310.1087

[15] M. Farkhi Faisol Hakim, "The use of Telegram to facilitate Students' vocabulary learning at SMPN 1 Surabaya," (Thesis, Sunan Ampel State Islamic University Surabaya, 2019.

The fourth was by Zahra A. Abu-Ayfah entitled "Telegram App in Learning English: EFL Students' Perception." This study aimed to investigated the EFL College students' perceptions of using Telegram for English language learning. The result of this study revealed that the majority of EFL students feel Telegram as a useful tool for English language learning, especially in vocabulary learning. Based on the findings, the present study may contribute to developing the process of improving learning techniques in higher education in Saudi Arabia.[16]

The fifth was by Hussien Mohammad Alakrash, Norizan Abdul Razak, and Elaf Saad Bustan entitled "The Effectiveness of Employing Telegram Application in Teaching Vocabulary: A Quasi Experimental Study." This study was carried out to investigated the effect of using digital technology (Telegram) on EFL students' vocabulary learning. The participants were 40 Arab high school pre-intermediate EFL students at Arabic International School in Kuala Lumpur. This research was using a quasi-experimental design where the data was collected through a placement test, pre-post-test. The students divided into two groups, control and experimental group. The experimental group received their lessons through Telegram. The result of this

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[16] Zahra A. Abu-Ayfah, "Telegram App in Learning English: EFL Students' Perceptions," *English Language Teaching* 13, no. 1 (2020): 51-62. https://doi.org/10.5539/elt.v13n1p15.

study showed that Telegram was an effective teaching tool that motivated students to learn vocabulary enjoyably.[17]

The sixth was by Uswatun Khasana and Tiyas Saputri entitled "Teacher's and Students' Responses of Using Telegram as a Media in Learning English Listening Skill." This study focused on the teacher's and students' responses about using Telegram as a media in learning English listening skills. Based om the findings, this study showed that teacher's and students' responses are positive regarding the use of Telegram as a media for learning English listening skill.[18]

Table 2.1 Similarities and Differences of Previous Research

No	Name	Year	Title	Similarities	Differences
1	Sri Lestari & Agus Wardhono	2018	The Use of Telegram Apps in Basic Grammar Class at English Study Program UNIROW Tuban	The both researches have the same topic about Telegram Application	a). Previous research use mix method of framework, they are quantitative and qualitative approaches b). The previous research focused on the effect of using Telegram in students' development in comprehending c). The research held in UNIROW

[17]Hussien, Norizan, and Elaf, "The Effectiveness Telegram Application in Teaching Vocabulary: A Quasai Experimental Study," *Multicultural Education* 6, Issue 1 (2020). https://doi.org/10.5281/zenodo.3905099

[18] Uswatun Khasanah and Tiyas Saputri, "Teacher and Students' Responses of Using Telegram as a Media in Learning English Listening Skill," *Education and Human Development Journal* 6, no. 3 (2022), 105–112. Retrieved from https://journal2.unusa.ac .id/index.php/EHDJ/ article/view/2425

					Tuban.
2	Hossein Tabrizi and Nareges Onvani	2018	The Impact of Employing Telegram App on Iranian EFL Beginners' Vocabulary Teaching and Learning	Both researches have same topic about Telegram Application	a). The previous study aimed to investigated the impact of Telegram, as an available social network, on learning L2 vocabulary by Iranian EFL beginners b). The research held in English Language Institute, Isfahan, Iran
3	M. Farkhi Faishol Hakim	2019	The Use of Telegram to Facilitate Students' Vocabulary Learning at SMP 1 Surabaya	Both researches have same topic about Telegram	a). The previous study focused on determine the way or procedure of Telegram to facilitate students' vocabulary abilities b). The research held in SMP N 1 Surabaya
4	by Zahra A. Abu-Ayfah	2020	Telegram App in Learning English: EFL Students' Perception	Both researches have same topic about Telegram application	a). The previous study used quantitative approach b). This study aimed to investigated the EFL College students' perceptions of using Telegram for English language learning c). The research held in Taibah University,

					Medina, Saudi Arabia.
5	Hussien Mohammad Alakrash, Norizan Abdul Razak, and Elaf Saad Bustan	2020	The Effectiveness of Employing Telegram Application in Teaching Vocabulary: A Quasi Experimental Study	Both researches have same topic about Telegram application	a). This study employed a quasi-experimental research design b). This study aimed to investigated the effect of using digital technology (Telegram) on EFL students' vocabulary learning c). The research held in Arabic International School, Kuala Lumpur.
6	Uswatun Khasana and Tiyas Saputri	2021	Teacher's and Students' Responses of Using Telegram as a Media in Learning English Listening Skill	Both researches have same topic about Telegram	a). This study focused on the teacher's and students' responses about using Telegram as a media in learning English listening skills.

B. Theoretical Frameworks

1. Learning Media

In the learning activity, there are communications between teacher and student, where the teacher as informant and the student as information receiver. This activity will run well if they have a good communication. It means that the teacher can give lesson well and the student have ability to receive information well too. In addition, the use of media in learning activity will make communication between teacher and student more effective. Learning media can be used as mediator between teacher and student for understanding material more effective and efficient.[19] Therefore, media is a tool to convey information in teaching and learning activity.

Media is something that can be used for distributing message, stimulating ideas, feeling, attention students in order to encourage student in learning activity.[20] In addition, learning media is not only as learning sources, but it can be human being, things, or events that can make student stimulus to more possibly get attitude and skills.[21] Media is everything that can be used for mediator or communicator from teacher as informant to students as receiver to stimulate student in order to motivated and following learning process more completely and meaningfully.

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[19] HM Musfiqon, *Pengembangan Media dan Sumber Pembelajaran* (Jakarta: PT. Prestasi Pustakaraya, 2012).

[20] Zainal Aqib, *Penelitian Tindakan Kelas untuk Guru* (Bandung: Yrama Widya, 2010).

[21] Mudhofir, *Teknologi Instructional Sebagai Landasan Perencanaan dan Penyajian Program Pengajaran* (Bandung: Remaja Rosda Karya, 1993).

Additionally, media is an instrument used to sent message or information from a source to a recipient. Media are all things in the form of tools that can be used to communicate or exchange any information. While learning media is tools or any instrument that can be used in teaching and learning process. Learning media ca be in the form of graphics and photographic, or electronic media for recording, processing, and reconstructing information in visual and verbal form.[22] Media is broadly defined as person, material, or event that can built students' comprehension to acquire new knowledge, abilities, and attitudes. In this case, the media can be in the form of teacher, text book, and even school environment. On the other hand, the learning process means communication process carried out by two or more people. In the learning process there are five important components in it, there are teachers, subject matter, learning media, students, and objective of the learning itself. Thus, learning media are all things that can be used to distribute subject matter through learning process. The use of learning media aims to stimulate students' attention, interest, ideas, and feelings in order to create a pleasant classroom atmosphere.[23]

The application of the learning system not only aims to improve students' understanding and test scores, but is also expected to develop

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[22] Maurifatul Hasanah and Suparwoto Sapto Wahono, "Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability*," Journal of Language Intelligence and Culture (JLIC)* 4, no. 1 (June 2022): 15-32. https://doi.org/10.35719/jlic.v4i1.77

[23] Durratul Hikmah, "Media for Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJOEEL)* 1, no. 2 (December 2019). https://doi.org/10.33650/ijoeel.v1i2.963

student's skills that can be used later in the future such as critical thinking, broad-minded, problem solving, and communicative skills. Therefore, the use of learning media is urgently needed at this time, considering the increasingly rapid development of technology forcing the teachers and students to adapt the environment. In addition, technology can help teachers and students in learning activities, which makes it easier for them to access subject matter that is not only glued to textbooks, this is very useful because they can carry out teaching and learning activities without being limited by space and time.[24]

According to Kemp and Dayton, learning media has three main functions if it is used by individual or groups.[25] The first function is motivating interest and action student. Media can be realized by some technique, such as drama and entertainment technique. The second function is providing information. Learning media can be used to provide information for group of students. The kind of information can be common content and form of presentation for introduction, report, or background knowledge. The third function is learning objective. Lesson material using learning media must be arranged systematically in order to provide effective learning. Besides, learning media must give a pleasure experience to the student personally.

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[24] Fajar Indra Kusuma, Nunuk Suryani, and Sri Sumaryati, "Mobile Application-Based Media Learning and Its' Effect on Students' Learning Motivation," *International Journal of Evaluating and Research in Education (IJERE)* 11, no. 3 (September 2022): 1353-1359. http://doi.org/10.11591/ijere.v11i3.22481

[25] Jerrol E Kemp and Deane k. Dayton, *Planning and Producing Instructional Media* (Harper and Row, 1985), 28.

According to Ramli, the function of learning media is divided by three.[26] The first is assisting teacher. The use of learning media can assist teacher to resolve deficiency and weakness in teaching and learning activity. Using learning media appropriately can provide effective learning, so that make time more efficient and lighten teacher's duty. The second is assisting student. Selection of the right learning media can assist student to understand material quickly. The other aspect such as observation, responses, memory, emotion, thinking, intelligent can be awakened because learning media has the stronger stimulus. The third is improving learning activity. Using proper learning media can improve learning outcomes because it is customized by material needs. So that it affects effective learning and learning outcomes based on purposes. On the other hand, learning media is not additional function, but it has another function as tool and device to create effective situation in teaching and learning activity.

2. **Telegram Application**

The way to master a new language is to increase practice in multiple skill like listening, speaking, reading, and writing. One way to master the new language is using appropriate media so that the learning atmosphere is more fun. Today, the use of technology in learning media is one of the important aspects in teaching and learning activities. This is inseparable from the increasingly rapid spread of technology and internet

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[26] Ramli, *Media dan Teknologi Pembelajaran* (Banjarmasin: Antasari Press, 2012), 2-3.

in various aspect of life, one of which is in educational environment. Therefore, the use of appropriate technology media is needed in order to improve students, language skill more effectively.[27]

Besides, Telegram is one of most useful social media today. Telegram is a cloud-based instant messaging application that was developed first by Pavel and Nikolai Durov in 2013. Telegram is a social media application that can be assessed through various devices such as computers, laptop, tablets, and smartphones. Telegram is available in the form of Telegram web and Telegram application.[28] Telegram is a cloud-based instant messaging application, where the users can use different devices with the same account. This allows the user's security data is maintained because all data is encrypted with standard international so that communication activities are guaranteed security.[29]

Telegram is a popular social media application that can be used by students in learning foreign language.[30] In addition, Telegram also can be used by educational institutions for teaching and learning activities. For example, Telegram as learning media for giving assignments by teacher to

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[27] Durratul Hikmah, "Media for Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJOEEL)* 1, no. 2 (December 2019). https://doi.org/10.33650/ijoeel.v1i2.963

[28] Ana Ahsana El Sulukiyyah & Dewi Masitho istiqomah, "Pronuncibot: Telegram pronunciation Dictionary for EFL Learners," *Eternal* 8, no. 1 (2022). https://doi.org/10.24252/Eternal.V81.2022.A5.

[29] Tabitha Sri Hartati Wulandari, Anggun Winata, and Sri Cacik, "Penerapan Model Pembelajaran POE (Predict-Observe-Explain) Berbasis Telegram untuk Meningkatkan Hasil Belajar dan Motivasi Belajar," *Attractive: Innovative Education Journal* 3, no. 2 (July 2021): 164-173.

[30] Lintang Kusuma and Tono Suwartono, "Students' Response to the Use of Telegram in English Class During Covid-19 Pandemic," *Premise: Journal of English Education and Applied Linguistics* 10, no. 1 (April 2021): 20-36.

students. With using Telegram, the teacher can share any format material lesson such as text, pictures, or video. Then students give their opinion regarding lessons while teacher can provide feedback on student's opinion. Thus, the class atmosphere will be more active and teaching and learning activities more effective.[31]

Additionally, it can be used in a web-based domain where installation is not necessary. Telegram is also supported by some languages other than English. This application stresses speed and security as it is very easy to use, fast in uploading and downloading files, and easy to connect with your fellow members. Furthermore, Telegram is a social media aimed to send messages or call by offering features such as cloud-based and encrypted security application.[32] Its cloud-based system secures permanent access to the files which are switched across different channels and groups. Moreover, it is able to synchronize encrypted data across multitude of independent data centers.[33] Telegram as learning medium for learners offers several advantages such as livelier emoticon sticker, the existence of various types of channels or groups that can be used to share information, and making it easy for user to send various types of document

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[31] Irwan Sulistyanto and Nindy Prellani, "The Effectiveness of Using Bot Telegram in Teaching Reading Narrative Text at the Tenth Grade of SMAN 1 Grogol Kediri," *Jurnal Riset Teknologi dan Inovasi Pendidikan (JARTIKA)* 3, no. 2 (July 2020): 195-200.

[32] Indah Sri Redjeki and R. Muhajir, "Duolingo for Grammar Learning," Prosing LPPM UIKA Bogor, (October 2022).

[33] Sajad Faramarzi and Hossein H. Tabrizi, "Telegram: An instant messaging application to assist distance language learning," *Teaching English with Technology* 19, no. 1 (January 2019): 132-147.

files with larger sizes. It is possible for users to share text, images, or videos in various format sizes.[34]

Another convenience offered by Telegram application is Telegram itself is a cloud-based application which means that users can use several devices such as though web, desktop, and smartphone to connect Telegram with the same account. Telegram also offers an interesting feature namely Telegram robot or Telegram bot. this bot is a system that can co certain jobs automatically. The users can also create their own bot using BotFather. This is useful for teaching and learning activity because with it they can create simple quizzes in various format such as multiple-choice, simple question, etc.[35]
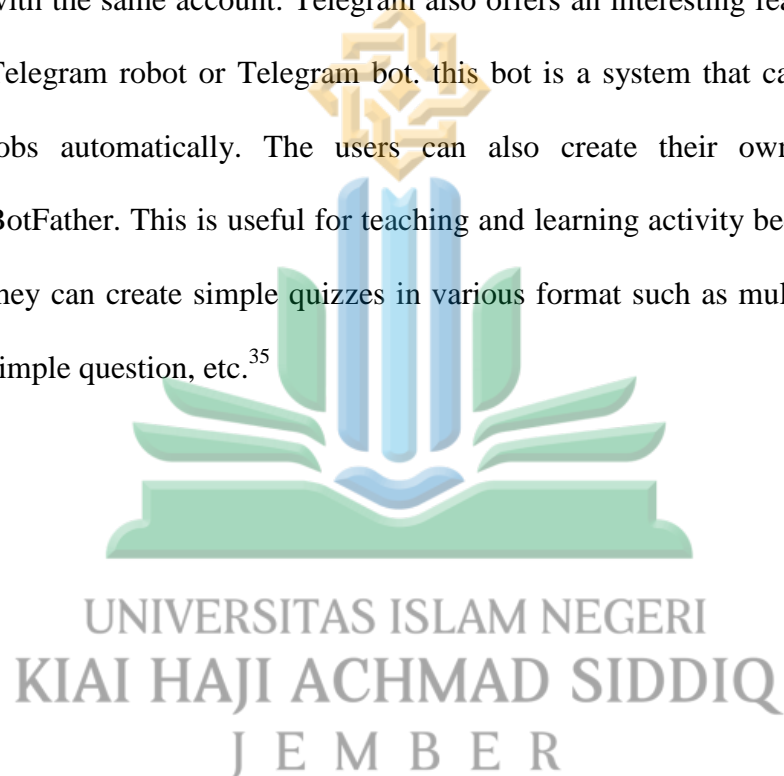
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[34] Zhongzheng Zhao, et al., "Social Media and Academic Success: Impact of Using Telegram on Foreign Language Motivation, Foreign Language Anxiety, and Attitude Toward Learning Among EFL Learners," *Frontiers in Psychology*, no. 13 (2022), https://doi.org/10.3389/fpsyg.2022.996577

[35] Rasyidah Nur Aisyah, Dewi Masitho Istiqomah, and Muhammad Muchlisin, "Rising English Students' Motivation in Online Learning Platform: Telegram Apps Support," *Utamax* 3, 2 (July 2021): 90-96. http://doi.org/10.31849/utamax.v3i2.6464
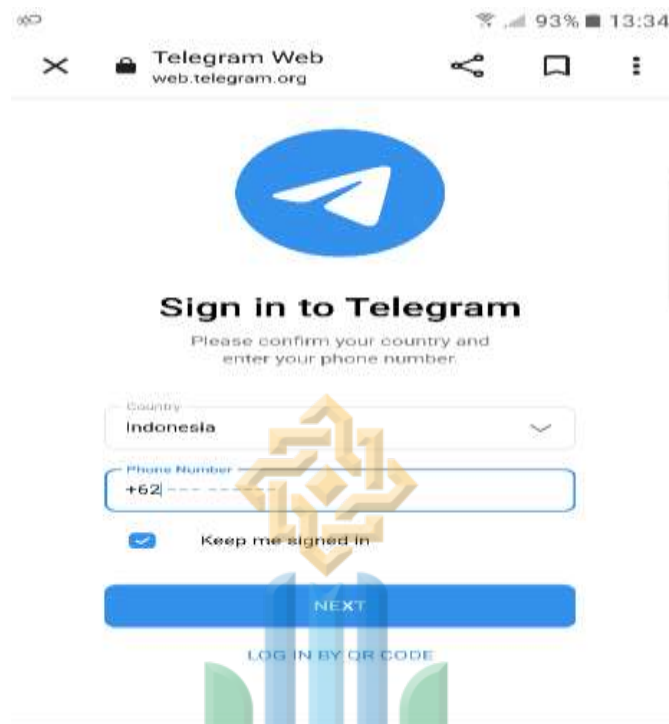
Figure 2.1 How to access the Telegram application

a) **Features of Telegram**

There are many features which make Telegram distinct from other software and establishes as a foremost device for distance language learning, they are safety and security, access to channels and groups, supporting files with various extensions and sizes, assigning tasks to learners, and using helpful robots.

1. First, telegram application offers cyber security features where the data of users is guaranteed to be safe. One of the securities of Telegram is cloud-based messaging, it means that messages or document files can be accessed through various devices without backing-up data from third parties. Telegram also provides feature of secret chat that end-to-

end encrypted so that communication activities can be kept secure without being noticed by any party, even Telegram itself.
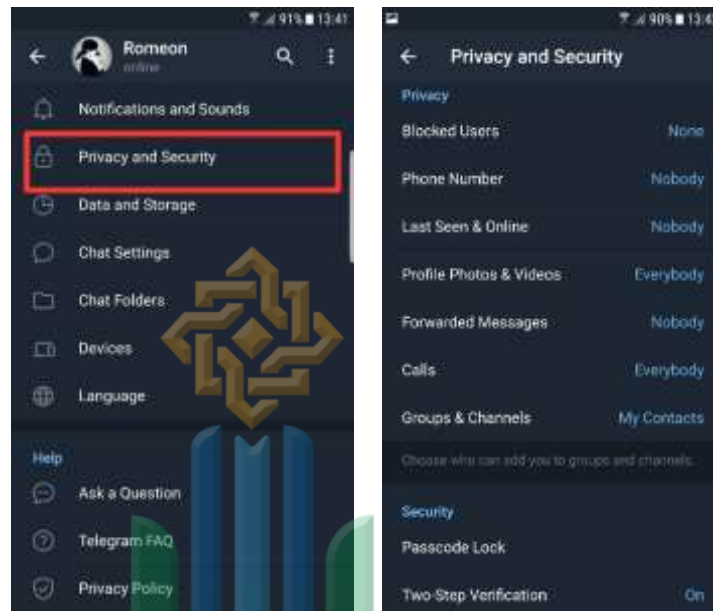
Figure 2.2 Privacy and Security Menu

2. Second, telegram gives convenience to access to a variety of channels and groups particularly the language learning when the user is signed up. The channels and groups can be easily searched or accessed by having an invitation link. Moreover, joining channels and groups is free of any premium costs. Telegram also offers teachers or any users to make their own channels and groups and invite their student or friend to start online interaction environment.

Figure 2.3 Finding group and channel in Telegram

3. Third, telegram support file with various extensions and sizes where all file formats including doc, zip, ppt, mp3, mpeg, etc. this is helpful and important for distance language learning where teachers and students need an intents and dynamic environment to send and receive files with different extensions. Moreover, there is no limitation over the size of the file which are changed. This is help teacher and student because they can express their own opinion by sharing any files. With this telegram application can maximizes interaction among learners and encourage them to do the task collaboratively.
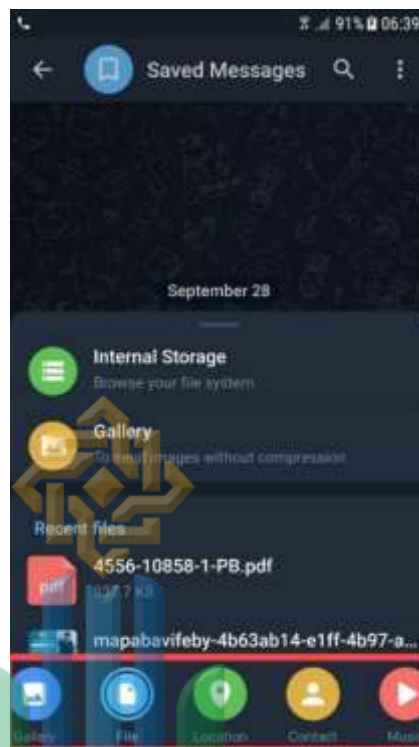
Figure 2.4 Telegram supports all different file formats

4. Fourth is assigning tasks to learners. This feature allows telegram group making a wide range of meaningful and challenging tasks to the learners. This application support podcasts from a wide range of domains: video podcasts for teaching grammar, vocabulary, pronunciation, listening, reading, comprehension, formative writing task, speaking, etc.
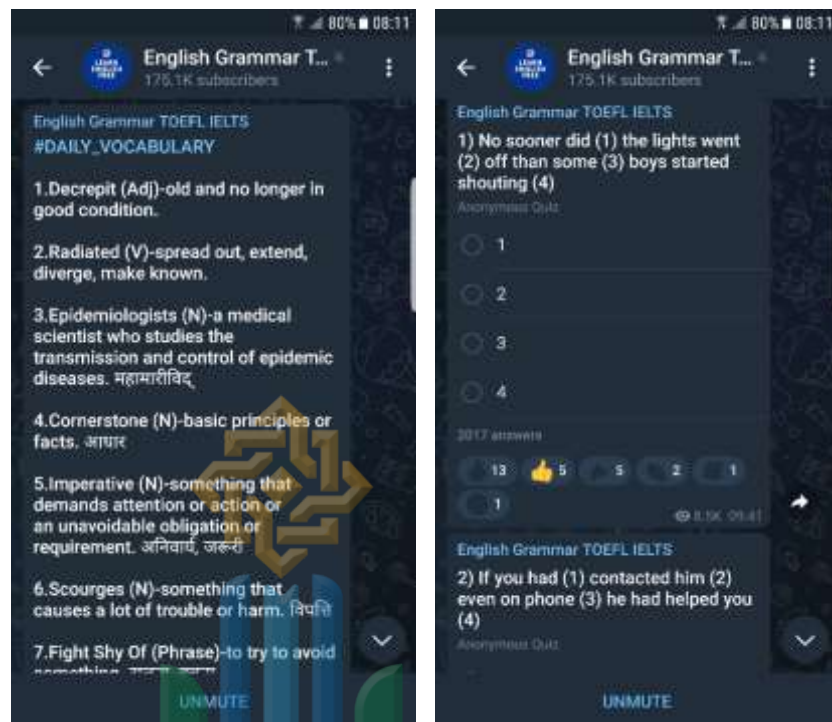
Figure 2.5 Vocabulary and Tasks

5. Fifth, one of the most important features of Telegram which make it distinct from other is the existence of robots or so-called 'bots', which can encourage learners to be self-reliant and independent. This feature can stimulate an initiative sense especially for introverted learners. Additionally, by getting some information from robots, the inquisitive learners can challenge their peers. In other words, the learner can become more independent and discover the material by having access to a great range of robots. There are many advantages of using robots in online classes. Above all of it, the instructor or the learner can create

their own tailor-made robot for free, customize its application, and introduce it to the target audience.[36]
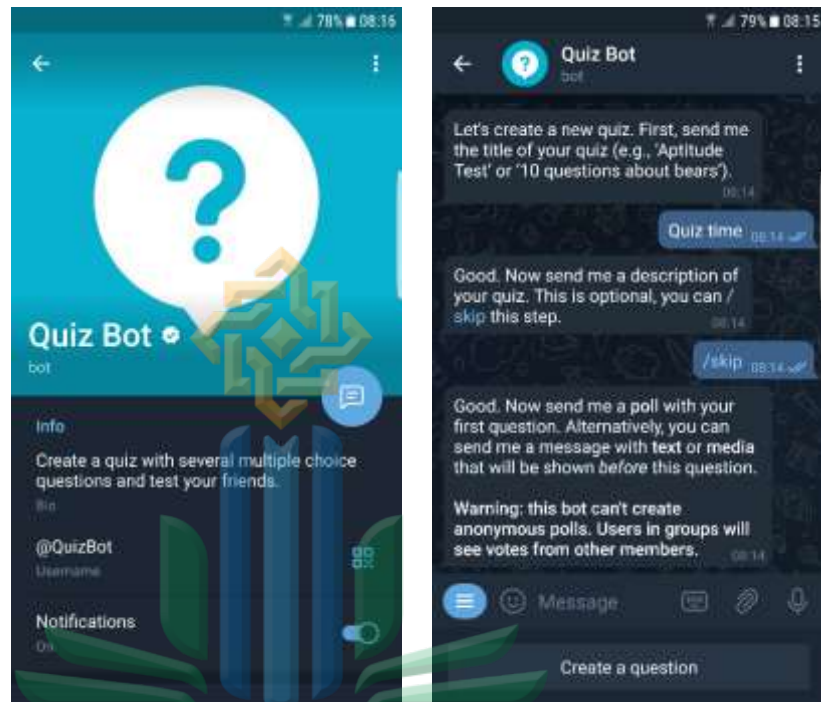
Figure 2.6 Quiz bot Telegram

b) **Bot of Telegram**

Bot of Telegram is a system program that can be used by users to do many things. This system is run or operated by software that has AI (Artificial Intelligent) features. This bot can be used as search engine, reminder, learning, etc. In operating Telegram bot, the user does not need to install or use number phone, this is because Telegram bot already supports all platform on Telegram. The users also can

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[36] Sajad Faramarzi and Hossein H. Tabrizi, "Telegram: An instant messaging application to assist distance language learning", *Teaching English with Technology* 19, no. 1 (January 2019): 132-147.

interact with Telegram bot by sending a message or entering certain command words.
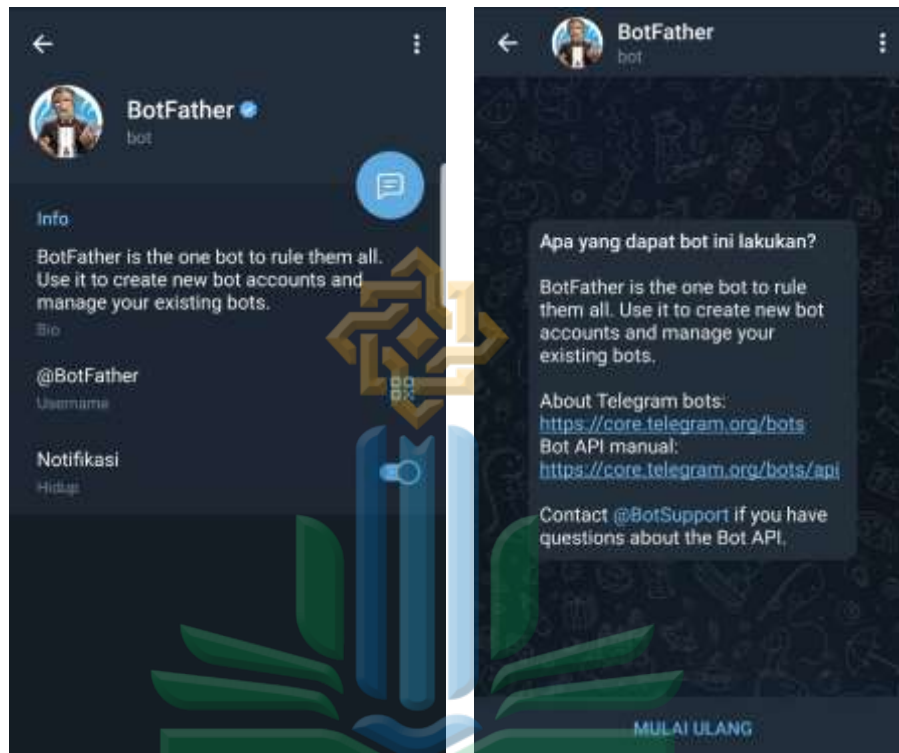
Figure 2.7 BotFather robot constructor

3. **Grammar**

One of important aspect to learn language is grammar. Grammar is a rule made to arrange words or sentence so that they can be understood. Grammar is a system of meaningful structures and patterns are set by certain pragmatic constraints.[37] Grammar is a basic knowledge that has been taught in educational environment for EFL/ESL students for reading,

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[37] Larsen and Freeman, *Techniques and Principles in Language Teaching: Second Edition* (Oxford: Oxford Unity Press, 2000).

writing, speaking, and understanding English better.[38] However, one of the difficult materials for students to learn is grammar. This is because in communicating, messages can be conveyed more effectively using grammar. Thus, grammar is one of the important materials for students who want to master English.[39] Moreover, grammar is an important part of learning foreign language. This is because grammar can build good communication so that it should be taught and mastered by foreign language learners. The more they understand the essence of language, the more they understand the meaning and intent of the words or sentence and can be applied effectively.[40] In addition, grammar is important to be learned by students because it has significant role so that the message given through communication can be conveyed effectively both verbal and written communication.[41]

There are many rules in grammar, but basically it consists of part of speech and tenses. Part of speech includes verb, noun, adverb, pronoun,

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[38] Indah Sri Redjeki and R. Muhajir, "Duolingo for Grammar Learning," *Prosing LPPM UIKA Bogor*, (October 2022).

[39] Ruhiana Idayu Abd Hamid et al., "Enhancing Grammar Competence of Vocational School Students through the Omygram Learning Chart," *Studies in English Language and Education* 9, no. 2 (May 2022): 685-704. https://doi.org/10.24815/siele.v9i2.23328

[40] Threesje Roza Sonisa, and Lelyemin Yanuarius, "Teachers' Strategies on Teaching Grammar: Facts and Expectation of Senior High School Teacher at Ambon," *International Journal of Evaluation and Research in Education (IJERE)* 9, no. 4 (December 2020): 1121-1127. http://doi.org/10.11591/ijere.v9i4.20643

[41] Reza Annggriyashati Adara and Reska Haerani, "Motivation and Technology-based Grammar Learning," *Prosiding Konferensi Hasil Penelitian Mahasiswa dan Dosen* (March 2021). https://www.researchgate.net/profile/Reza-Adara/publication/360996916_Motivation_and_Technology-based_Grammar_Learning/links/629736186886635d5cb40dc5/Motivation-and-Technology-based-Grammar-Learning.pdf.

adjective, preposition, conjunction, and interjection. While the overall

tenses consist of 16 tenses as shown in table below:

Table 2.2 Part of speech

No	Part of Speech	Example
1	Noun	Cat, bicycle, moon, mountain, masjid, etc.
2	Verb	Sleep, eat, talk, walk, read, pray, etc.
3	Adjective	Happy, patient, beautiful, peace, sad, etc.
4	Adverb	At 6 o'clock, yesterday, in Jember, always, etc.
5	Pronoun	I, you, they, we, she, he, it, our, etc.
6	Preposition	In, on, under, below, etc.
7	Conjunction	And, before, after, but, or, etc.
8	Interjection	Watch out! Help me! Etc.

Table 2.3 Tenses and pattern

No.	Tenses	Pattern
1	Simple Present Tense	S + Verb 1
2	Present Continuous Tense	S + Tobe (am, are, is) + Verb Ing
3	Present Perfect Tense	S + Have/has + Verb 3
4	Present Perfect Continuous Tense	S + Have been + Verb Ing
5	Simple Past Tense	S + Verb 2
6	Past Continuous Tense	S + Was/were + Verb Ing

7	Past Perfect Tense	S + Had + Verb 3
8	Past Perfect Continuous Tense	S + Had been + Verb Ing
9	Simple Future Tense	S + Shall/will + Verb 1
10	Future Continuous Tense	S + Will/shall be + Verb Ing
11	Future Perfect Tense	S + Will/shall have + Verb 3
12	Future Perfect Continuous	S + Will/shall be + Verb Ing
13	Past Future Tense	S + Would/should + Verb 1
14	Past Future Continuous Tense	S + Would/should be + Verb Ing
15	Past Future Perfect Tense	S + Will/should have + Verb 3
16	Past Future Perfect Continuous	S + Will/should + Have been + Verb Ing

In this study, the researcher focused on the basic material taught to students first grade of Senior High School, which includes the Simple Past Tense and Simple Perfect Tense. Those basic grammars are taught because that material related with the topic, there are recount text and narrative text.

Grammar becomes important for English learners because it is one of important aspects to master communicative skills. A learner can be said to mastering a language (having competences) if the learners fulfill two important requirements. The first is accuracy, in this case mastery of grammatical structures. The second is fluency, it means that a learners can use

the target language.[42] Grammar is one of the important subjects that can help EFL/ESL students understand and use English more effectively both in reading, writing, and speaking activities.[43]

In addition, grammatical knowledge is fundamental for acknowledgment of grammatical structures which is in reading of literacy and non-literacy, this is helpful the readers because sometimes punctuation can affect a reading.[44] Knowledge of language grammatical can be said to be important for the learners. This is because by understanding grammar well, one can prevent and correct the incorrect language grammar so that good communication can be created.[45]

a. **Simple Past Tenses**

Tenses are verb changes that affected by time and nature of events. All of the sentence in English is always related with tenses because the sentence has a relation with time and nature of events. Generally, there are 12 types of tenses. But learning tenses for senior high school especially first grade involving Simple Present, Simple Past, Simple Future, and Past Perfect Tense.

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[42] Widdowson, *Aspect of Language Teaching* (Oxford: Oxford University Press, 1990).

[43] Indah Sri Redjeki and R. Muhajir, "Duolingo for Grammar Learning," *Prosing LPPM UIKA Bogor*, (October 2022).

[44] Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar* (New York: Longman, 1991), 7.

[45] Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition* (New York: Longman, 1991), 56-57.

Simple past is used to show an action completed in the past. It often follows with adverb of time. Sometimes it is used without an adverb of time.

In the simple past tense, there are three kinds of sentence, namely positive sentence, negative sentence, and interrogative sentence. Sentence in simple past form is divided by two forms, they are verbal sentence and nominal sentence.

Verbal sentence is used to state sentences that relate with verb, while Nominal sentence is used to state sentences that relate with noun, adjective, or adverb.

1) Positive Sentence

    a) Subject (I, you, they, we, she, he, it) + Verb2 + Complement.

       Example: I played football yesterday.

    b) Subject + Tobe (was, were) + Complement

       Example: I was in Surabaya last month

       Note:

       For nominal sentence, we do not use verbs but we use Tobe (was, were)

       Was = I, she, he, it

       Were = you, they, we.

2) Negative Sentence

    a) Subject + Did not + Verb1 + Complement

       Example: I did not play football yesterday

Note:

"Did not" can be abbreviated become "Didn't"

b) Subject + Tobe + Not + Complement

Example: I was not in Surabaya last month

3) Interrogative Sentence

a) Did + Subject + Verb1 + Complement

Example: Did you play football yesterday?

b) Tobe (was, were) + Subject + Complement

Example: was he in Surabaya last month?

4) Time Signal

a) Yesterday   : Kemarin

b) The day before yesterday   : Kemarin lusa

c) Last night/year/month/week   : … yang lalu

d) Five hours/three days/two weeks ago ; … yang lalu

e) This morning   : Pagi ini

f) In 2000/1945/2018 etc.   : Pada tahun …

There are functions of Simple Past Tense, first is used to express event or occurrence that has already happened in the past. For example, he sent me a letter from Jakarta two month ago.

Second is used to express event, occurrence, and habit in the past. For example, my father often visited my grandmother house. Third is used to express habit but it is not conducting in the present. For example, my uncle used to smoke when he was young. Fourth is

used to express conditional sentence type 3. For example, if you were in Jember, I might visit you.

b. **Present Perfect Tense**

Present perfect tense is used to express something which is done or completed in the time before now, but the exact time is not presented. The function is to tell about action began in the past and finished in the present without mentioning the certain time.

In the present perfect tense, there are three kinds of sentence, namely positive sentence, negative sentence, and interrogative sentence. Sentence in simple past form is divided by two forms, they are verbal sentence and nominal sentence.

Verbal sentence is used to state sentences that relate with verb, while Nominal sentence is used to state sentences that relate with noun, adjective, or adverb.

1) Positive sentence

a) Subject + Have/Has + V3

Example: I have eaten 3 times a day

b) Subject + Have/has + Been + Complement

Example: He has been in Surabaya for ten years

2) Negative sentence

a) Subject + Have/has + not + V3

Example: I have not eaten 3 times a day

b) Subject + Have/has + not + Been + Complement

Example: He has not been in Surabaya for ten years

3) Interrogative sentence

   a) Have/has + Subject + V3?

   Example: Have you eaten 3 times a day?

   b) Have/has + Subject + Been + Complement?

   Example: has he been in Surabaya for ten years?

   Notes:

   (1) S + Have can be abbreviated to (s)'ve such as" I have"

   becomes "I've"," they have" become they've.

   (2) Have is used to subject such as I, you, they, we

   (3) Has is used to subject such as She, he, it.

4) Time Signal

   a) Already   : Sudah

   b) Just   : Baru saja

   c) Recently/lately: Baru-baru ini

   d) Ever   : Pernah

   e) Yet   : Masih

   f) For   : Selama

   g) Since   : Sejak

   Present perfect tense has functions. First is to show action or activities that have done in the past, but the effects are felt in the present. Such as I have swept the floor. The effect of the action is the floor becomes clean.

Second is to show activities that happened in the past and there is relation with present time, such as he has lived here since 2013.

CHAPTER III

METHODOLOGY

A. Research Design

The approach used in this research was qualitative research. Qualitative research is studying that purpose to understand the phenomena about what is experienced by subjects such as behavior, perception, motivation, action, etc. Holistically and by mean of description in the form of words and language, in particular natural context and by utilizing various natural method.[46]

Based on Leedy and Ormrod stated there are five of qualitative areas, those are ethnography, case study, grounded theory, content analysis, and phenomenological study. One each areas has different function. Ethnography study investigates about culture and behavior of individuals or groups. Case study and grounded theory investigate the processes, activities, or events.[47] Content analysis is study that examine a detailed and systematic of a particular body content of materials to identify patterns, themes, or biases. While phenomenological is study that focus on point of view about situations or events from participant.[48]

Based on explanation above, the researcher was chose case study research. Case study research is focused on providing detailed report of one or

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[46] John W. Creswell, *Educational Research* (Boston: Pearson, 2015), 3.

[47] Leedy & Ormord (2001). *Practical research: Planning and design (7th ed.)* (Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications), 155

[48] Leedy & Ormord. *Practical research: Planning and design,* 157

more cases.[49] So, the researcher describes an issue or problem clearly and detailed in using case during the learning process about Learning Grammar Through Telegram Application at First Grade of MA Bustanul Ulum Lumajang.

B. Location of the Research

Location of the research is a place where the researcher obtains the data information needed. Research location is a place where the research conducted. The research location is chosen based on some criteria such as attractiveness, uniqueness, and suitability of the topic.[50] Location of the research refers to social location characterized by three elements, those are subject, place, and observable activities.[51]

This research was conducted at MA Bustanul Ulum Lumajang at Gunung Ringgit Street, Lumajang District. This school was chosen as research location because this school practice a blended learning method, where teaching was conducted offline and online class. The online class was used the Telegram as learning media, especially in English learning, and it was not implemented by other school around it.

C. Subject of the Research

This section consisted of what collected data, who would be the research subject or informant, how data collected is, and data arresting so that

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[49] Kuntjojo, *Metodologi Penelitian* (Kediri: Universitas Nusantara PGRI, 2009), 15.

[50] Suwarma Al Muchtar, *Dasar Penelitian Kualitatif*. (Bandung: Gelar Pustaka Mandiri, 2015).

[51] Nasution, *Metode Research: Penelitian Ilmiah* (Ed. 1, Cet.1). (Jakarta: Bumi Aksara, 2003).

the data validity is guaranteed.[52] The researcher assigned research subject in this study by using purposive technique. It means that the research subject was chosen based on some consideration and purposes.[53] The research subjects in this study are:

1. Teacher of MA Bustanul Ullum Islamic Senior High School

   Mrs. Rodhiatul Ilmiah S.Sos as English teacher was chosen to be research subject. She is teacher of English subject for class ten who has implemented Telegram as learning media in the class.

2. Students of Bustanul Ulum Islamic Senior High School

   The second research subjects were five students of MA Bustanul Ulum Islamic Senior High School. Those five students was consisted of two students from inside of the cottage and three students were from outside of the cottage. The students were chosen based on several criteria such as communicative, students who could speak fluently, and students who knew the condition of the class well, and also because they have participated well in learning grammar through Telegram application.

   In this section, the researcher was observed to the one English teacher at MA Bustanul Ulum Lumajang, Mrs. Ilmiyah and students of first grade of MA Bustanul Ulum Lumajang. In this part, the researcher was interviewed one teacher and students, then the researcher did observation in the class around of three times. The researcher chose the

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[52] UIN KHAS Jember, Pedoman Penulisan Karya Ilmiah (Jember: UIN KHAS Jember Press, 2021), 46-47.

[53] Prof D. Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kulaitatif dan R & D*. (Bandung: Cv. Alfa Beta, 2010).

subject based on some criteria: first, the teacher who used the Telegram. Second, the students who used the Telegram. Third, the students who know the activities of the other students, then they knew the characteristic of their member, and they knew the situation in and outside of the class when discussed the materials or assignments.

D. Source of Data

The researcher was interviewed one English teacher and five students of MA Bustanul Ulum Lumajang to get the data about procedure of using Telegram as media students' grammar learning at MA Bustanul Ulum Lumajang. Then the researcher was observed the activities in the class and outside of the class.

E. Data Collecting Technique

Data collection technique is ways to accumulate the proper information or data by researcher. Data collection technique in qualitative research carry out interview, observation, documentation, and triangulation. Therefore, the researcher used some data collection technique, for more detail as following below:

1. Observation

Observation means collecting data from the field directly. The type of observation in this research is using descriptive observation qualitative research. This descriptive observation is observation deals with

exploration stage the research makes observation possibly get an overview from many elements of the situation.[54]

Therefore, this observation was implemented by going directly to the location, so that the researcher could understand about the situation such as activity and the object being research.

The process of observation data was divided in two parts, there were participant observation and non-participant observation. Participant observation means the researcher are actively in daily activities with the participant to be studied. Non-participant observation means the researcher not actively in daily activities but just an independent observer.

Based on the explanation, this research was used non-participant observation technique, so that the researcher just become an observer. It means the researcher is not involved directly with the activities.

2. Interview

Interview is process of conversation between two people where one person tries to lead the conversation to intend get an information. According to Cash (2015) an interview is interactional because there is a reciprocating or sharing of roles, responsibility, feelings, beliefs, motives, and information.

There are kinds of interview, namely structured interview, semi-structured interview, and unstructured interview.[55] As for the following details:

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[54] Farida Nugrahani, *Metode Penelitian Kualitatif* (Solo: Cakra Books 1 (1), 2014), 123.

a. Structured interviews

This structured interview is used the researcher who already knows what information able to obtained. Therefore, the researcher has prepared interview instruments and alternative answer or respond in conducting interview. In addition, the researcher can use some supporting tools to help researcher in interview process such as tape recorder, brochures, etc.

b. Semi-structured interview

Semi-structured interview is interview that conducted more freely, intending to find problems more openly, and the data sources are asked for ideas. The researcher also needs to listen carefully or record what information obtained.

c. Unstructured interview

Unstructured interview is a free interview where the researcher does not use interview guidelines that have been systematically and completely arranged for data collection. The interview uses only an outline of the problems to be asked.

However, the researcher used the semi-structured interview to find problem more openly, and the parties invited to the interview had their opinions and ideas.

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[55] Sugiyono, *Metode Penelitian Tindakan Komprehensif* (Bandung: Alfabeta, 2015).

3. Document Review

Documentation is the way to collect data that produces important notes related to the problem of research, so that complete, correct, and not based on estimates such data was obtained as achievement index, number of children, population, etc. in social research the function of data derived from document is mostly used as supporting and complementary data for primary data obtained through in-depth observation and interview.[56]

Documents consist of private or public record that researcher obtain from a site or participants in the research. The use of documents in this research is important in completing data. It can be as secondary data where it could be useful for researcher to determine research findings.

The document in qualitative could be visual or audiovisual form. In this case, teacher's lesson plan or RPP and form of students' reflection being a visual document while Telegram application as learning media used as audiovisual document.

F. **Data Analysis**

Analyze is the process of solving, organizing, and finding the data. In qualitative research data analysis technique is the process of arranging a result of interview and observation that will be explained in one of opinion, thought or theory.[57] The researcher uses three part of data analysis based on Mattew B. Miles and Michael Huberman and Johnny Saldana. First using data

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[56] Basrowi Suwandi, *Memahami Penelitian kualitatif* (Jakarta: Rineka Cipta, 2008), 158.
[57] J. R. Raco, *Metode Penelitian Kualitatif* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 121.

condensation. Second, data display, so after focusing and reducing the data, the researcher tries to arrange and take a point of data. Third is conclusion drawing or verification, in this analysis, the researcher resumes by drawing, verified the data and information.[58]

1. Data Condensation

   Data condensation is process of selecting, focusing, simplifying, abstracting, and transforming the collect data. Data condensation is taking a point information and data, focus in main idea then discard un-needed data. After collecting data, the researcher read and made note. Then the researcher choose which one data is needed and un-needed data.

   In this study, the researcher did a data condensation by reviewing the observation record and interview report then rewrite and categorize some important points that related with focus of the research.

2. Data Display

   Data display is process of exhibiting and analysis data from data that has summarized. In qualitative research, the data display could be the simple explanation, blueprint, correlation among categorizes. The researcher of qualitative research uses an extended text commonly. Besides, the researcher must consider about what they show in data display. So, the researcher must understand what they write in data display. In this part, the researcher described and analyzed the data

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[58] Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications.

obtained from the interview and observation section. The analyses data would present in finding on chapter

3. Conclusion Drawing/ Verification

The last section of data analysis is conclusion drawing or verifying conclusion. The conclusion drawing is taking a conclusion after all the process that have finished before. The researcher defined the data to a conclusion matched the focus of the research.

G. Trustworthiness

There are many methods to get accuracy of qualitative method data which are Member checking, Triangulation, and Auditing.[59] The researcher used triangulation method.

Triangulation is the way to examine validity that compare the data with using the other source. There are many kinds of triangulation method: source, theory researcher, time and method.[60]

In this section, the researcher was used triangulation method to check validity of the research. The other source means interview, observation, and document review.

H. Research Stages

1. First stage was the researcher did preliminary then make a design of research. For example, title, theories, and method. After accepting this design, the researcher makes a proposal.

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[59] J. R. Raco, *Metode Penelitian Kualitatif* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 134.
[60] Bachtiar S. Bachri, "Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif", *Jurnal Teknologi Pendidikan,* 1 (2010), 46-62.

2. Second stage was the researcher went to school to asked permission to headmaster. After getting permission, the researcher makes an appointment with English teacher of MA Bustanul Ulum Lumajang.

3. Third, the researcher doing an interview to the English teacher and students of MA Bustanul Ulum Lumajang. It was hoped the researcher can get the data about the procedure of using Telegram in learning grammar. After conducting interview English teacher and students of MA Bustanul Ulum Lumajang, the researcher did an observation to support first and second research question. On the other hand, the researcher took a picture to get a data.

4. Fourth, after collecting the data, the researcher analyzed the data by using data analysis technique, then taking a conclusion in the last of research process.

I. **Structure of the Report**

There were five chapters in this research and each chapter has several sub-chapters. Generally, the research had three parts, they were initial part, core part, and final part that would be explained below:

The first was initial part. It concluded the title, approval sheet, ratification sheet, motto, dedication, acknowledgement, abstract, table of content, and list of tables

The second was core part, it concluded:

1. **Chapter I** discussed about introduction of thesis. It consists of research context, research focuses, research objectives, research significance, and definition of key terms, research methodology, and structure of the report.

2. **Chapter II** discussed about review of related literature which consist of theoretical framework, previous research of this study

3. **Chapter III** discussed research methodology

4. **Chapter IV** discussed findings and discussion

5. **Chapter V** discussed conclusion and suggestion of this study

The third was final part which included references, statement of authenticity of writing, and appendixes consisting of research matrix, bibliography of researcher, declaration sheet, research journal, code of data, and sheet of analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter was provided to present the results and findings of the research and their discussion. There were two main items in this section. The first section was the research findings. The second was a discussion that explained the researcher's response to the findings and related it to the theories.

1. Learning Grammar Through Telegram Application

Based on the interview section, the teacher said that using Telegram application was depended on the purpose. It can be used for individual learning or group learning, for example, if the teacher wanted to discuss kind of material so the teacher designed the role of using Telegram application that appropriate in the topic of material. After that the teacher gave an assignment (individual assignment or group assignment).

"The use of Telegram application is depended on our purpose and it can be practiced by individual and group" (interview section).[61]

So, the use of Telegram application can be used based on purposes and topics.

In this case, the purpose of using Telegram as learning media was made learning activity more effective and helped student to understand about material clearly, especially in learning grammar.

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[61] Rodhiatul Ilmiah,S.Sos. interviewed by Gufroni, lumajang, 26th may 2022.

"Using Telegram as learning media has purpose to make effective learning and it is expected can help student to understand about material more clearly, such as in grammar. Because grammar is important material that a little bit difficult to understand for student. It is not enough if material explained once, so using Telegram is expected can help student to understand material more clearly."

Teacher added that Telegram application can be used to search engine, with it, students could search any information related with materials lesson.

"Telegram is also can be used for searching engine. It is useful for student because they can search any information related with materials lesson, especially in English. So, student can study everything, everywhere they want."[62]

It was supported by interview with one of student first grade of MA Bustanul Ulum, Sumail said:

"Using Telegram as learning media in English is useful, because there are some materials that have not understood well by students such as in grammar. So, using Telegram can help to understand more about material."[63]

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[62] Rodhiatul Ilmiah,S.Sos. interviewed by Gufroni, Lumajang, 26th May 2022.
[63] Focus group interview toward students of class ten, Lumajang, 30th May 2022.

Ifa, one of student of MA Bustanul Ulum also added:

"There is material that a little bit difficult to understand in English material such as grammar. So, using Telegram as learning media in English is useful and help to understand it well."[64]

Besides, the teacher said that Telegram has more features that make distinct from the other application. One of useful feature was Bot Telegram. It can be used for searching engine, downloading file, music, or video, and creating task or assignment.

> *"Telegram application is chosen because it has more features than other application. One of features that make Telegram distinct from the other is Bot Telegram. Bot Telegram can be used by teacher for creating task or assignment such as multiple-choice form."*

In addition, Telegram can be used in the class or outside of the class. In this research, the use of Telegram was applied in outside of the class.

> *"The use of Telegram for learning is applied in outside of the class when the student was in their home. So, after the teacher gave the material lesson during in the class then informed to the student that there is assignment for them in Telegram group that was made before and order the student to do assignment when they are in home. For assignment, students are given time limit to work from 7 p.m until 9 p.m.".[65]*

Based on the respondent the teacher created the Telegram group for students' assignments. So, after the teacher gave the student material lesson during in the class and then informed the student that there was

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[64] Focus group interview toward students of class ten, Lumajang 30th May 2022.
[65] Rodhiatul Ilmiah,S.Sos. Interviewed by Gufroni, Lumajang, 26th May 2022.

assignment for them and informed the student to did assignment when in their home. Student was also given time limit to do assignment.

Pinata, one of student first grade of MA Bustanul Ulum said:

"Teacher gives us assignment in Telegram as homework. An assignment has given by teacher in Telegram Group that have made before. Teacher shared the assignment and discussed it about 7 p.m. until 9 p.m. We divided 2 hours into two sessions, first session was doing assignment and another was question-answer and discussion session".[66]

Teacher added:

"After the student did their assignment, then the teacher gave the student opportunity to ask about lesson or assignment that have not understood. If there are questions, we discussed it, so the student can understand about material lesson clearly."

The teacher added that after student had done their assignment, the teacher gave student opportunity to ask about lesson or assignment that have not understood and discussed it when there are questions about it.

"Teacher gives self-reflection form to the students in remaining time. This form is given if the last topic completed. Self-reflection form contains students' opinion about material and learning activity in the class and using Telegram as learning media. This form is collected after learning activity is completed."

After all students already done for doing assignment and learning activity has finished, then teacher gave self-reflection form to the students. This form contained students' opinion about learning activity, topic materials, and using Telegram as learning media.

This data was also supported by classroom observation. The researcher noted that before teacher started to lesson about simple past

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[66] Focus group interview toward student of class ten, Lumajang, 30th May 2022.

tense, she said Salam and greeted the student by asking their condition at the time and also checked student attendant list. Then the teacher started to explain material to student. The material was taken by book entitled 'Bahasa Inggris Untuk SMA/MA Semester Genap Kelas X.' While the students have been already prepared their book on the table. The teacher explained the points of material little by little and repeated it when needed. So, the student can understand material well.

After class was finish, the teacher informed to student that there was assignment in Telegram Group. An assignment as homework for student when they were in home. Teacher shared the assignment for students in Telegram group at 7 P.M, and informed that the time limit is 9 P.M. So, the student got 2 hours to do the assignment. Teacher also divided 2 hours into two sessions, where first session was doing assignment and another was question-answer and discussion session.

After that, the teacher gave opportunity to the students to asked material or task that have not understood yet. The teacher gave explanation and discussed it together if there was question from student, but teacher just gave reexplanation about last material if there is no question from students. In remaining time, teacher gave students form of self-reflection. It contained students' opinion about topic materials, learning activity, and

using Telegram as learning media. This form collected by the end of learning activity. [67]

This data was also strengthened by review of lesson plan. It was mentioned in lesson plan that after teacher explained material during in the class, and then gave them an assignment as homework by Telegram. It was also mentioned that students gave time limit to do the assignment for 2 hours, where it is divided into two sessions. Student self-reflection form was also given by teacher to find out students' opinion and their respond about topic materials, learning activity, and using Telegram as learning media.[68]

Based on interview, classroom observation, and document review, researcher concluded that the use of Telegram was based on the purpose and it can be used for individual assignment or group assignment. In this study, the purpose of using Telegram as learning media was make effective learning and helped student to more understand about English material such as grammar lesson. Telegram as learning media can be used for searching engine, so students could search information related with materials lesson, especially in English. Telegram was also rich of features that make it different with other application. One of features was Telegram bot, where teacher could create an assignment for student. An assignment could be multiple-choice or essay form.

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[67] Observation at class 10 of MA Bustanul Ulum, 26th May 2022
[68] Document review, lesson plan of 26th May 2022

2. Student Responses of Using Telegram Application

Based on interview, student enjoyed when using Telegram because they could discuss material that have not understand yet and they could communicate everything, especially some topic that related with material such as word meaning, noun, verb, adverb, adjective, etc. Student of MA Bustanul Ulum Lumajang was actived in learning process and when they did not understand about material, they active to asked it.

The students also feel happy when using Telegram in the learning process because they did not feel boring when did assignment. So, the student could do assignment not from only book, but also from their mobile phone so that they could discuss material effectively.

Rohimatul Husna, one of student of MA Bustanul Ulum said:

"Using Telegram as learning media was fun because we can do assignment not from open book only, but also we can do assignment from mobile phone and it makes us not boring."[69]

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[69] Focus group interview toward student of class 10, Lumajang, 6th June 2022

Sumail added:

"Learning with Telegram is fun because we can search kind of material related with lesson. So, we can learn by ourselves and discussed it with classmate or teacher."[70]

Another useful feature from Telegram was searching engine. So, students could search kind of materials related with lesson, especially in English. It was possible for students to learned by themselves and discussed it with their classmates or teacher.

On the other hand, there was student who feel difficulty when operate Telegram application. It was because factor of human ability. One of reason why student could not operate Telegram application because they did not use Telegram as social media in daily life. So, that made student a little bit feel difficulty when using Telegram. But after sharing to the other students and teacher, the student could operate Telegram effectively.

Uswatun Hasanah, one of student MA Bustanul Ulum Lumajang said:

"I was feeling difficulty to operate Telegram application at first, because I usually use other application as social media. But after I asked to my teacher and some students, I can operate it well."[71]

Besides, teacher have chosen Telegram as learning media because it has more features and teacher thinks that Telegram was used by most people get lazy to study when they use mobile phone. So, Telegram was

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[70] Focus group interview toward student of class 10, Lumajang, 6th June 2022
[71] Focus group interview toward student of class 10, Lumajang, 4th June 2022

used in learning activity, especially English lesson to make student not feel boring and helped them to understand material well.

Based on the data collected through interview, response of student MA Bustanul Ulum Lumajang was enjoyed and happy in using Telegram as learning media because they are not boring and also, they could discuss everything they wanted related with material learned, especially in grammar lesson. Even though they used Telegram at outside of the class, they gave positive responses when using Telegram.

Besides, there was different response from student when using Telegram, they said that using Telegram was difficult because they did not use it in daily life as social media and Telegram has many features that make them little bit confused. But they could operate Telegram well after asked and discussed it together with the teacher or other student. So, they could operate it well and effectively.

In this study, Telegram has good enough impact as learning media for students, especially at first grade of MA Bustanul Ulum Lumajang. Telegram was appropriated to beginner level because several reason. First, Telegram is common short message application that used many people. So, the student could operate it easily. Second, Telegram is rich of features that support student to search material and learn by themselves, although they need a teacher to control them. Third, Telegram can be used by every level of English competence such as beginner, intermediate, and advance

proficiency. So, these are that make Telegram as appropriate learning media.

This data was supported by class observation, the researcher noted that students are being active during learning process through Telegram application. it could make students more active because they feel comfortable and enjoyed during learning process. Students who did not understand yet could ask explanation about material and discussed it together with classmates and teacher. Besides, teacher gave them detailed explanation by picture and animation video related with materials. They could replay and repeat it every time they want when it needed. So, student could understand material well and enjoyed learning process.[72]

This data is also strengthened by form of students' reflection. It was mentioned that students feel enjoyed and not boring during learning activity through Telegram application. Student also mentioned that they could understand material well. There was difficulty that students feel to operate Telegram at first but, they could resolve it by asked their classmate or teacher.[73]

Based on student's responses, students feel enjoyed and happy when using Telegram in English learning activity. So, the student did not feel boring when discussed material and did assignment from teacher. In addition, Telegram also helped students to more understand about material, especially in English grammar lesson.

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[72] Observation at class 10 of MA Bustanul Ulum, 2nd June 2022
[73] Document review, lesson plan of 2nd June 2022

B. Discussion

1. Learning Grammar Through Telegram Application

Learning media has important role in learning and teaching activity. That role can give positive impact for student and teacher such as communicating between student and teacher more efficient. In learning activity, good communication mean interaction between teacher as informant and students as receive information run well, where teacher as informant can give information to student well and student as receiver can take information well too. So, using proper learning media can be used to make communication more effective.

The finding of this study has similarity with previous research that conducted by Sri Lestari and Agus Wardhono where focused on the effect of the MALL application on the development and satisfaction of EFL students in learning English grammar. The MALL application used in this study was Telegram for assessment, material provision, evaluation, and students' assignments. This previous study consisted of 28 participants using questionnaires and in interview in obtaining the data collection. As a result, the researcher found that there was significant impact on the use of Telegram application in achievement and most of them were satisfied with learning English grammar using Telegram application.[74]

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[74] Agus Wardhono and Stephen Spanos, "Assessing English Speaking and Listening Skills with The Mobile Application Telegram," *Indonesian EFL Journal: Journal of ELT, Linguistic, and Literature,* 4 (2018), 147-174. Retrieved from http://ejournal. kopertais4. or.id/mataraman/index.php/efi/article/view/3636

The other similar study was conducted by Negin Ghorbani and Sama Ebadi, where the focus the research examined the impact of using MALL in grammar development for EFL students. MALL application in this previous research used Telegram application. This previous study used a mixed method where the participants consisted of 40 students who were randomly selected. As a result, the researcher found that there was significant impact in learning grammar using Telegram application. from this result, it can be concluded that the use of MALL in the form of Telegram application can increase the accuracy of students in understanding English grammar.[75]

Further previous research conducted by Salasiah Ammade, Khairil, and Khusnul Khatimah. This study aimed to examine whether Telegram application could assist students in improving English learning process, especially in reading skill. This previous study used 14 samples taken from students grade 3 of senior high school through accidental sampling. The data was obtained from the result of students reading test through narrative text. As the result, the average score students got 61 scores. Thus, it can be concluded that Telegram can assist and support students in learning English, especially reading skill.[76]

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[75] Negin Ghorbani and Saman Ebadi, "Exploring Learners' Grammatical Development in Mobile Assisted Langauge Learning," *Cogent Education* 7, no. 1 (January 2020). https://doi.org/10.1080/233186X.2019.1704599

[76] Salasiah Ammade, Khairil, and Khusnul Khatimah, "Telegram App in E-Learning of English Reading: Impcat on Students 'Reading Ability and Its Efficacy*," SCIENTA: Social Science and Humanities* 1, no. 1 (2022): 179-184. https://doi.org/10.51773/asels2021.v1i1.30

Meanwhile, the current study focused on learning grammar using Telegram application for students first grade of Islamic Senior High School. Telegram application was used for giving assignment, providing additional explanation regarding the material, and discussion place for students so that material being studied could be understood better. Moreover, the selection of Telegram as an English learning media was chosen because it has many useful features for students, one of which was utilizing the Bot Telegram feature. This feature provided a service to create any questions in the form of simple task or multiple-choice question.

Besides, the application of Telegram as a media for learning English grammar was carried out outside classroom. Telegram was used to do assignment where it distributed through Telegram group that has been created previously. This activity was conducted for two hours with time divisions such as doing assignment, question-answer, and discussion session. The form of assignment given by teacher was multiple-choice form where the topics were related to the material that has been studied while in previous class.

The use of appropriate learning media could provide benefits for teacher and students in teaching and learning activities such as increasing student motivation, increasing knowledge that is not obtained from textbooks, and making it easier to achieve learning goals. The function of learning media was also mentioned by Kemp and Dayton. They stated that

learning media has three main functions, they were motivating student interest and action, learning media could be used as source of information, and learning media made easier to achieve objective of the learning.[77]

Based on the finding and theory above, it was conducted that learning grammar through Telegram application matched the theory of what learning media function is. It was mentioned that using Telegram as learning media has function, such as made effective learning and helped students to more understand about materials, especially in English. It was also mentioned from the theory that one of function of learning media was learning objective, those were make effective learning and helped students to more understand about materials, especially in English.

As a result, the use of Telegram in teaching and learning process could facilitate students in learning English, especially grammar lesson. In addition, Telegram could also be used as searching engine. These was very useful for students because they could learn not only from textbooks, but also could learn on Telegram such as joining groups or channels education related to English material and so on. At the same time, students could learn to operate and utilize the Telegram application as learning medium well.

2. **Student Responses of Using Telegram Application**

Based on the findings obtained from interview, observation, and document review, Telegram offered a variety of useful features that

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[77] Jerrol E Kemp and Deane k. Dayton, *Planning and Producing Instructional Media* (Harper and Row, 1985), 28.

students could utilize to understand lesson better. Moreover, students who did not understand the subject matter can discussed it in the Telegram group so that the material could be understood well.

Telegram as social media for sharing various kind of information was also easy for students to operate it because this application was included in the popular short messaging application used by many people. But on the other hand, there were some students who feel difficulty to operate Telegram because they did not use it in daily life. However, they could learn how to operate it by asking and discussing it with their classmates and teacher so that they could operate Telegram maximally and effectively.

Telegram also offered useful features that students could use to study independently or in groups such as searching for subject-related materials like grammar, pronunciation, listening, reading, quizzes, and so on. Students also search for and join educational groups or channels where they can share any information, practice, or study materials. This made students feel comfortable and enjoy because they could learn anytime and anywhere without being fixated on textbooks so that the teaching and learning activity could run actively and effectively.

The use of appropriate learning media could provide benefits for teacher and students in teaching and learning activities such as increasing student motivation, increasing knowledge that is not obtained from textbooks, and making it easier to achieve learning goals. The function of

learning media was also mentioned by Kemp and Dayton. They stated that learning media has three main functions, they were motivating student interest and action, learning media could be used as source of information, and learning media made easier to achieve objective of the learning.[78]

From explanation above, we knew that one of function of learning media was motivating interest and action student. Based on result of data finding, Students feel enjoyed and happy when using Telegram in English learning activity. So, the student did not feel boring when discuss material and did assignment from teacher. It was appropriate with the function of learning media above that using learning media could motivate interest and action students.

In addition, another function of learning media was providing information. Based on data finding, Telegram as learning media was also can be used for searching engine, so students could search information related with materials lesson, especially in English. So, students could search kind of materials related with lesson. It was possible for students to learn by themselves and discussed it with their classmates or teacher.

As a result, with many features brought by Telegram and easy to operate, it could make easier for students learned and understood materials better. Moreover, this made students feel comfortable and enjoyed when learning activities was taken place and made atmosphere more active. Students did not feel bored because they could utilize the Telegram

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[78] Jerrol E Kemp and Deane k. Dayton, *Planning and Producing Instructional Media* (Harper and Row, 1985), 28.

features to find material lesson, or join educational groups or channels where they could learn about grammar, pronunciation, verb, reading, listening, and so on by individually or in group discussion. Thus, it could be concluded that Telegram application have good impact for students in understanding English grammar lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to studied that have done at first grade of Madrasah Aliyah Bustanul Ulum about learning grammar through Telegram application using a qualitative approach with observation, interview, and document review as data collection method, researcher took the conclusion into some points, those are:

1. Learning Grammar Through Telegram Application at First Grade of MA Bustanul Ulum Lumajang

   The learning process was carried out by offline and online classes. The offline class was conducted in the classroom by providing explanation related with lesson material. While online class was conducted outside class by using Telegram as learning media. The teacher gave instruction to the students to do assignment that would be distributed through Telegram group that has been made previously.

   Doing assignment via Telegram was carried out for 2 hours starting from 07.00-09.00 P.M. This time was given so that students can freely do an assignment and explore the material. The 2 hours was divided into two sessions, the first session was doing assignment and second session was question-answer section and discussion. These sessions have time proportion, where doing an assignment for one hour and question-answer and discussion section were 40 minutes.

After time ran out and all of students have done assignment, the teacher gave students opportunity to ask questions related material that has not been understood well. After that, the teacher provided additional explanations related with material, so that students could understand material better.

In addition, teacher gave students a self-reflection form in remaining time. The self-reflection form contained students' opinions regarding the material that has been studied. This form was given to find out how student's opinion about learning activity in the class and using Telegram. This form was collected after learning activity was complete.

2. Students' Responses of Using Telegram Application

Based on students' responses, they give positive responses of using Telegram. This was because Telegram has function as learning media such as motivating interest and student action, so students feel enjoyed and happy when using Telegram in English learning activity. So, the student did not feel boring when discussed material and did assignment from teacher.

In addition, the other function of Telegram as learning media was providing information. Where Telegram can be used as search engine, so student could utilize it to search any information related with lesson materials, especially in English. It was possible for students to learn by themselves and discussed it with their teacher or classmates.

B. Suggestion

By the end of study, researcher needed to give some suggestions from people or institutions, those are:

1. Teacher of first grade of Madrasah Aliyah Bustanul Ulum Lumajang

   Researcher suggested the teacher to being innovated to create a new class activity.

2. All teacher of Madrasah Aliyah Bustanul Ulum Lumajang

   Researcher suggested all teachers to find an appropriate learning media to increase student ability, especially in English as Foreign Language (EFL) class.

3. The headmaster of Madrasah Aliyah Bustanul Ulum Lumajang

   Researcher suggested headmaster of MA Bustanul Ulum Lumajang as school stakeholder to consistently remind the teacher to make a better, happier, classroom activities.

4. Another researcher

   Researcher suggested the other researcher to conduct further research that contains a novelty related case.

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LIST OF TABLES
2.1 Similarities and Differences of Previous Research

No	Name	Year	Title	Similarities	Differences
1	Sri Lestari & Agus Wardhono	2018	The Use of Telegram Apps in Basic Grammar Class at English Study Program UNIROW Tuban	The both researches have the same topic about Telegram Application	a). Previous research use mix method of framework, they are quantitative and qualitative approaches b). The previous research focused on the effect of using Telegram in students' development in comprehending c). The research held in UNIROW Tuban.
2	Hossein Tabrizi and Nareges Onvani	2018	The Impact of Employing Telegram App on Iranian EFL Beginners' Vocabulary Teaching and Learning	Both researches have same topic about Telegram Application	a). The previous study aimed to investigated the impact of Telegram, as an available social network, on learning L2 vocabulary by Iranian EFL beginners b). The research held in English Language Institute, Isfahan, Iran
3	M. Farkhi Faishol Hakim	2019	The Use of Telegram to Facilitate Students' Vocabulary Learning at SMP 1 Surabaya	Both researches have same topic about Telegram	a). The previous study focused on determine the way or procedure of Telegram to facilitate students' vocabulary abilities b). The research held in SMP N 1 Surabaya

4	by Zahra A. Abu-Ayfah	2020	Telegram App in Learning English: EFL Students' Perception	Both researches have same topic about Telegram application	a). The previous study used quantitative approach b). This study aimed to investigated the EFL College students' perceptions of using Telegram for English language learning c). The research held in Taibah University, Medina, Saudi Arabia.
5	Hussien Mohammad Alakrash, Norizan Abdul Razak, and Elaf Saad Bustan	2020	The Effectiveness of Employing Telegram Application in Teaching Vocabulary: A Quasi Experimental Study	Both researches have same topic about Telegram application	a). This study employed a quasi-experimental research design b). This study aimed to investigated the effect of using digital technology (Telegram) on EFL students' vocabulary learning c). The research held in Arabic International School, Kuala Lumpur.
6	Uswatun Khasana and Tiyas Saputri	2021	Teacher's and Students' Responses of Using Telegram as a Media in Learning English Listening Skill	Both researches have same topic about Telegram	a). This study focused on the teacher's and students' responses about using Telegram as a media in learning English listening skills.

2.2 Parts of Speech

No	Part of Speech	Example
1	Noun	Cat, bicycle, moon, mountain, masjid, etc.
2	Verb	Sleep, eat, talk, walk, read, pray, etc.
3	Adjective	Happy, patient, beautiful, peace, sad, etc.
4	Adverb	At 6 o'clock, yesterday, in Jember, always, etc.
5	Pronoun	I, you, they, we, she, he, it, our, etc.
6	Preposition	In, on, under, below, etc.
7	Conjunction	And, before, after, but, or, etc.
8	Interjection	Watch out! Help me! Etc.

2.3 Tenses and Pattern

No	Tenses	Pattern
1	Simple Present Tense	S + Verb 1
2	Present Continuous Tense	S + Tobe (am, are, is) + Verb Ing
3	Present Perfect Tense	S + Have/has + Verb 3
4	Present Perfect Continuous Tense	S + Have been + Verb Ing
5	Simple Past Tense	S + Verb 2
6	Past Continuous Tense	S + Was/were + Verb Ing
7	Past Perfect Tense	S + Had + Verb 3
8	Past Perfect Continuous Tense	S + Had been + Verb Ing
9	Simple Future Tense	S + Shall/will + Verb 1
10	Future Continuous Tense	S + Will/shall be + Verb Ing
11	Future Perfect Tense	S + Will/shall have + Verb 3
12	Future Perfect Continuous	S + Will/shall be + Verb Ing
13	Past Future Tense	S + Would/should + Verb 1
14	Past Future Continuous Tense	S + Would/should be + Verb Ing
15	Past Future Perfect Tense	S + Will/should have + Verb 3
16	Past Future Perfect Continuous	S + Will/should + Have been + Verb Ing

DECLARATION OF AUTHENTICITY

The undersigned below:

Name	: Gufroni
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State that thesis entitled "**Learning Grammar Through Telegram Application at First Grade of MA Bustanul Ulum Lumajang**" is truly my original work. It does not incorporate any material previously written published by another person except those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, 7th November 2022

Author,

Gufroni

SRN T20186150

LIST OF APPENDIXES

APPENDIX 1: RESEARCH MATRIX

Title	Variables	Indicator of Variable	Research Method	Data Collection	Focus Research

Learning Grammar Through Telegram Application at First Grade of MA Bustanul Ulum Lumajang	Variable (x) Telegram Application
	
	Variable (y) Learning Grammar
		Variable (x)
		a. Learning Media
		b. Telegram Application
		c. Telegram Features
		d. Telegram Bot
		Variable (y)
		a. Grammar
		b. Simple Past Tense
		c. Present Perfect Tense
			a. Qualitative Research Approach
			b. Case Study Method
			c. Source of Data:
			  1. English Teacher
			  2. Students of x Grade
			d. Place: MA Bustanul Ulum Lumajang
				a. Observation
				b. Interview
				c. Document Review
				
				Data Validity:
				- Triangulation
					a. How is learning grammar through Telegram Application?
					b. How is students' respond about learning grammar through Telegram application?

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APPENDIX 2: RESEARCH INSTRUMENT

A. Interview Guide

1. What do you think about learning grammar through Telegram application at first grade of MA Bustanul Ulum Lumajang?

2. What is purpose of using Telegram application as learning media in English?

3. How is implementation of learning grammar through Telegram application at first grade of MA Bustanul Ulum Lumajang?

4. In your opinion, what is reason of using Telegram as learning media in English?

5. In your opinion, what are advantages of using Telegram application as learning media in English?

6. In your opinion, what are disadvantages of using Telegram application as learning media in English?

7. what is your opinion about difficulty of using Telegram application as learning media in English?

B. Document Review

1. Teacher lesson plan

2. Students' reflection form

APPENDIX 3: LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	:	MA Bustanul Ulum
Mata Pelajaran	:	Bahasa Inggris
Kelas/ Semester	:	X/1
Materi Pokok	:	Simple Past Tense
Alokasi Waktu	:	2 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kd 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.

Kd 4.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. Indikator

1. Menyebutkan struktur teks menyatakan dan menanyakan kegiatan/tinndakan di waktu lampau yang merujuk waktu terjadinya dengan merujuk waktu sesudahnya.

2. Mengidentifikasi unsur kebahasaan berupa simple past tense.

3. Menulis kalimat dengan menggunakan simple past tense.

D. Tujuan Pembelajaran

1. Menjelaskan fungsi sosial teks menyatakan dan menanyakan tentang kegiatan/tindakan/kejadian yang dilakukan di waktu lampau yang merujuk

waktu terjadinya dengan waktu kesudahannya, baik secara lisan maupun tulis.

2. Menyebutkan struktur teks tentang kegiatan/tindakan/kejadian yang dilakukan di waktu lampau yang merujuk pada waku terjadinya dengan merujuk pada waktu kesudahannya, baik secara lisan maupun tulis.

3. Menyebutkan unsur kebahasaan teks tentang kegiatan/tindakan/kejadian yang dilakukan di waktu lampau yang merujuk pada waktu terjadinya dengan merujuk pada waktu kesudahannya, baik secara lisan maupun tulis.

E. Materi Pembelajaran

1. Fungsi Sosial

   Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang diikuti oleh keterangan waktu tertentu.

2. Struktur teks

   Kalimat positif:

   Verbal : Subject (I, you, they, we, she, he, it) + Verb2 + Complement

   Example   : I played footblall yesterday

   Nominal   : Subject + Tobe (was, were) + Complement

   Example   : I was in Surabaya last month

   Kalimat negative

   Verbal : Subject + Did not/Didn't + Verb1 + Complement

   Example   : I did not/ didn't play football yesterday

   Nominal   : Subject + Tobe (was, were) + not + Complement

Example   : I was not in Surabaya last month

Kalimat interogative

Verbal : Did + Subject + verb1 + Complement?

Example   : Did you play football yesterday?

Nominal   : Tobe (was, were) + Subject + Complement?

Example   : Was he in Surabaya last month?

Time Signal   : yesterday, last week, last month, last year, …ago, two

days ago, this morning, etc.

3. Unsur kebahasaan

Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan

tangan dan cetak yang jelas dan rapi.

F. Sumber dan Media Pembelajaran

1. Sumber   : Buku LKS Bahasa Inggris untuk SMA/MA Semester

Genap Kelas X

2. Media : White board, marker, Telegram application

G. Kegiatan pembelajaran

1. Pendekatan   : Pembelajaran simulasi

2. Model   : Role play

3. Teknik   : Portofolio, diskusi

H. Langkah-langkah kegiatan pembelajaran

1. Pendahuluan (10 menit)

a. Guru memberikan salam (greeting) .

b. Guru memeriksa daftar absensi .

c. Guru menyiapkan peserta didik secara praktis dan fisik untuk mengikuti proses pembelajaran .

d. Guru memberi motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari .

e. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang dicapai .

2. Kegiatan Inti (70menit)

a. Mengamati

1) Siswa mendengarkan dan membaca banyak kalimat Simple Past Tense dalam berbagai konteks.

2) Siswa berinteraksi menggunakan kalimat Simple Past Tense selama proses pembelajaran, dengan bimbingan guru.

3) Siswa menirukan contoh-contoh kalimat Simple Past Tense engan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat Simple Past Tense, (fungsi sosial, struktur teks, dan unsur kebahasaan).

b. Menanya

1) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lainÇ perbedaan antar berbagai Simple Past Tense yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.

c. Mengeskplorasi

    1) Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.

    2) Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.

d. Mengaosisasi

    1) Siswa membandingkan kalimat Simple Past Tense yang telah dipelajari dengan ungkapan-ungkapan lainnya.

    2) Siswa membandingkan antara kalimat Simple Past Tense dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.

e. Mengkomunikasikan

    1) Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.

2) Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.

3. Penutup (10 menit)

a. Guru bersama dengan peserta didik membuat kesimpulan pembelajaran.

b. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

c. Guru menyampaikan kepada peserta didik untuk mengerjakan tugas melalui Telegram.

d. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

e. Guru mengucapkan salam perpisahan.

I. Penilaian

1. Penilaian Sikap

No.	Nama Siswa	Aspek Penilaian				Jumlah	Nilai Akhir
		Cooperative	Discipline	Communicative	Responsible		
1							
2							
3							
4							
5							

Nilai Akhir = Jumlah : 4

Aspek Penilaian

4   : Sangat Baik

3   : Baik

2   : Cukup

1   : Kurang Baik

Description:

a. Cooperative

4= always cooperate with friends in learning process

3= frequently cooperate with friends in learning process

2= sometimes cooperate with friends in learning process

1= never cooperate with friends in learning process

b. Discipline

4= always being discipline along learning process

3= frequently being discipline along learning process

2= sometimes being discipline along learning process

1= never being discipline along learning process

c. Communicative

4= always being communicative along learning process

3= frequently being communicative along learning process

2= sometimes being communicative along learning process

1= never being communicative along learning process

d. Responsible

   4= always being responsible in action with friends and teacher

   3= frequently being responsible in action with friends and teacher

   2= sometimes being responsible in action with friends and teacher

   1= never being responsible in action with friends and teacher.

2. Penilaian Pengetahuan

   Kisi-kisi soal

   <u>Beri tanda T (True) jika pernyataan benar, beri tanda F (False) jika</u>

   <u>salah!</u>

   1. I went to my uncle house this morning   (…)

   2. He was in Yogyakarta next month   (…)

   3. Andi was sick yesterday   (…)

   4. They ate together in resto   (…)

   5. She don't go to school   (…)

   Keyword

   1. True

   2. False

   3. True

   4. True

   5. False

3. Penilaian Praktek (Students' Performance)

   Students' Name   :

   SRN   :

No	Description	Score				
		1	2	3	4	5
1	Pronunciation					
2	Voice					
3	Brave					
4	Fluency					
5	Material's Understanding					
	Total					

Description:

$25 - 15$: Very Good

$14 - 9$: Good

<8 : Need Improvement

4. Pembelajaran Remidial dan Pengayaan

   a. Program Pembelajaran Remedial dilaksanakan dengan 2 alternatif:

      1) Program pembelajaran remedial dilaksanakan secara klasikal oleh guru apabila terdapat lebih dari 50% peserta didik yang tidak mencapai nilai KKM

      2) Pembelajaran remedial dilaksanakan secara individu dengan adanya tutor sebaya oleh teman sekelas yang memiliki kecepatan belajar lebih, berdasarkan prestasi akademik yang dicapai. Dalam hal ini, diharapkan peserta didik yang menempuh pembelajaran akan lebih terbuka dan akrab.

   b. Program Pembelajaran Pengayaan

      1) Program pembelajaran pengayaan dilaksanakan bagi peserta didik yang telah mencapai KKM dengan belajar mandiri untuk lebih mendalami dan mengembangkan materi.

c. Hasil Penilaian

1) Nilai remedial yang telah diperoleh akan diolah menjadi nilai akhir.

2) Nilai akhir setelah remedial untuk aspek pengetahuan dihitung dengan mengganti nilai indikator yang sebelumnya dengan nilai

indikator hasil remedial, yang selanjutnya diolah berdasarkan rata-rata nilai seluruh KD.

3) Nilai akhir setelah remedial untuk aspek keterampilan diambil dari nilai optimal KD.

4) Penilaian hasil belajar kegiatan pengayaan tidak sama dengan kegiatan pembelajaran biasa, tetapi cukup dalam bentuk portofolio, dan perlu diapresiasi sebagai nilai tambah (lebih) dari peserta didik yang normal.

Mengetahui: Lumajang, 26 Mei 2022
Kepala Sekolah,   Guru Mata Pelajaran,

Khoirul Umam, S.Pd.   Rodhiatul Imiah, S.Sos.
        NIP: NIP:

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	:	MA Bustanul Ulum
Mata Pelajaran	:	Bahasa Inggris
Kelas/ Semester	:	X/1
Materi Pokok	:	Present Perfect Tense
Alokasi Waktu	:	2 x 45 Menit

A. **Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kd 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.

Kd 4.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. Indikator

1. Menyebutkan struktur teks menyatakan dan menanyakan kegiatan/tinndakan di waktu lampau yang merujuk waktu terjadinya dengan merujuk waktu sesudahnya.

2. Mengidentifikasi unsur kebahasaan berupa present perfect tense.

3. Menulis kalimat dengan menggunakan present perfect tense.

D. Tujuan Pembelajaran

1. Menjelaskan fungsi sosial teks menyatakan dan menanyakan tentang kegiatan/tindakan/kejadian yang dilakukan di waktu lampau yang merujuk

waktu terjadinya dengan waktu kesudahannya, baik secara lisan maupun tulis.

2. Menyebutkan struktur teks tentang kegiatan/tindakan/kejadian yang dilakukan di waktu lampau yang merujuk pada waku terjadinya dengan merujuk pada waktu kesudahannya, baik secara lisan maupun tulis.

3. Menyebutkan unsur kebahasaan teks tentang kegiatan/tindakan/kejadian yang dilakukan di waktu lampau yang merujuk pada waktu terjadinya dengan merujuk pada waktu kesudahannya, baik secara lisan maupun tulis.

E. Materi Pembelajaran

1. Fungsi Sosial

Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang diikuti oleh keterangan waktu tertentu.

2. Struktur teks

   Kalimat positif

   Verbal   : Subject + Have/has + Verb3

   Example   : The train has left

   Nominal   : Subject + Have/has + been + Complement

   Example   : He has been a soldier

   Kalimat negative

   Verbal   : Subject + Have/has + not + Verb3

   Example   : The train has not left

   Nominal   : Subject + Have/has + not + Been + Complement

Example   : He has not been a soldier

Kalimat interogative

Verbal   : Have/has + Subject + verb3 ?

Example   : Has the train left?

Nominal   : Have/has + Subject + Been + Complement?

Example   : Has he been a soldier?

Notes   **:**

Have   : I, you, they, we.

Has   : she, he, it.

Complement   : noun, adjective, adverb.

Time Signal   :

Since   : Sejak

For   : Selama

3. Unsur kebahasaan

   Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan

   tangan dan cetak yang jelas dan rapi.

F. Sumber dan Media Pembelajaran

1. Sumber   : Buku LKS Bahasa Inggris untuk SMA/MA Semester

   Genap Kelas X

2. Media   :White board, marker, Telegram application

G. Kegiatan pembelajaran

1. Pendekatan   : Pembelajaran simulasi

2. Model   : Role play

3. Teknik : Portofolio, diskusi

H. Langkah-langkah kegiatan pembelajaran

1. Pendahuluan (10 menit)

   b. Guru memberikan salam (greeting).

   c. Guru memeriksa daftar absensi.

   d. Guru menyiapkan peserta didik secara praktis dan fisik untuk mengikuti proses pembelajaran.

   e. Guru memberi motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.

   f. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang dicapai.

2. Kegiatan Inti (70menit)

   a. Mengamati

      1) Siswa mendengarkan dan membaca banyak kalimat present perfect tense dalam berbagai konteks.

      2) Siswa berinteraksi menggunakan kalimat present perfect tense selama proses pembelajaran, dengan bimbingan guru.

      3) Siswa menirukan contoh-contoh kalimat present perfect tense dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat present perfect tense, (fungsi sosial, struktur teks, dan unsur kebahasaan).

b. Menanya

    1) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai present perfect tense yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.

c. Mengeskplorasi

    1) Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.

    2) Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.

d. Mengaosisasi

    1) Siswa membandingkan kalimat present perfect tense yang telah dipelajari dengan ungkapan-ungkapan lainnya.

    2) Siswa membandingkan antara kalimat present perfect tense dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.

e. Mengkomunikasikan

1) Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.

2) Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.

f. Penutup (10 menit)

1) Guru bersama dengan peserta didik membuat kesimpulan pembelajaran.

2) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3) Guru menyampaikan kepada peserta didik untuk mengerjakan tugas melalui Telegram.

4) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5) Guru mengucapkan salam perpisahan.

I. Refeleksi Siswa

(Terlampir)

J. Penilaian

1. Penilaian Sikap

No.	Nama Siswa	Aspek Penilaian				Jumlah	Nilai Akhir
		Cooperative	Discipline	Communicative	Responsible		
1							
2							
3							
4							
5							

Nilai Akhir = Jumlah : 4

Aspek Penilaian

4   : Sangat Baik

3   : Baik

2   : Cukup

1   : Kurang Baik

Description:

e. Cooperative

4= always cooperate with friends in learning process

3= frequently cooperate with friends in learning process

2= sometimes cooperate with friends in learning process

1= never cooperate with friends in learning process

f. Discipline

4= always being discipline along learning process

3= frequently being discipline along learning process

2= sometimes being discipline along learning process

1= never being discipline along learning process

g. Communicative

4= always being communicative along learning process

3= frequently being communicative along learning process

2= sometimes being communicative along learning process

1= never being communicative along learning process

h. Responsible

4= always being responsible in action with friends and teacher

3= frequently being responsible in action with friends and teacher

2= sometimes being responsible in action with friends and teacher

1= never being responsible in action with friends and teacher.

2. Penilaian Pengetahuan

Kisi-kisi soal

Beri tanda T (True) jika pernyataan benar, beri tanda F (False) jika salah!

6. She has been in Lumajang for three years   (…)

7. I have playing basket for seven months   (…)

8. He has been sick since last week   (…)

9. The bus has arrived   (…)

10. They have been hiking the Semeru last year (…)

Keyword

1. True

2. False

3. True

4. True

5. False

3. Penilaian Praktek (Students' Performance)

Students' Name :

SRN :

No	Description	Score				
		1	2	3	4	5
1	Pronunciation					
2	Voice					
3	Brave					
4	Fluency					
5	Material's Understanding					
	Total					

Description:

25 – 15 : Very Good

14 – 9 : Good

<8 : Need Improvement

4. Pembelajaran Remidial dan Pengayaan

a. Program Pembelajaran Remedial dilaksanakan dengan 2 alternatif:

1) Program pembelajaran remedial dilaksanakan secara klasikal oleh guru apabila terdapat lebih dari 50% peserta didik yang tidak mencapai nilai KKM

2) Pembelajaran remedial dilaksanakan secara individu dengan adanya tutor sebaya oleh teman sekelas yang memiliki kecepatan belajar lebih, berdasarkan prestasi akademik yang dicapai. Dalam hal ini, diharapkan peserta didik yang menempuh pembelajaran akan lebih terbuka dan akrab.

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1) Program pembelajaran pengayaan dilaksanakan bagi peserta didik yang telah mencapai KKM dengan belajar mandiri untuk lebih mendalami dan mengembangkan materi.

c. Hasil Penilaian

1) Nilai remedial yang telah diperoleh akan diolah menjadi nilai akhir.

2) Nilai akhir setelah remedial untuk aspek pengetahuan dihitung dengan mengganti nilai indikator yang sebelumnya dengan nilai

indikator hasil remedial, yang selanjutnya diolah berdasarkan rata-rata nilai seluruh KD.

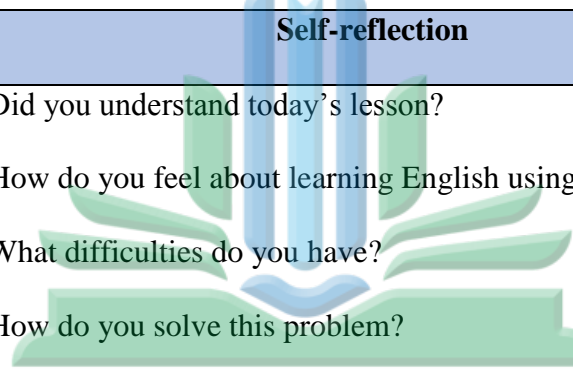3) Nilai akhir setelah remedial untuk aspek keterampilan diambil dari nilai optimal KD.

4) Penilaian hasil belajar kegiatan pengayaan tidak sama dengan kegiatan pembelajaran biasa, tetapi cukup dalam bentuk portofolio, dan perlu diapresiasi sebagai nilai tambah (lebih) dari peserta didik yang normal.

K. Lampiran

1. Refleksi Siswa

Name :

SRN :

Self-reflection
1. Did you understand today's lesson?
2. How do you feel about learning English using Telegram?
3. What difficulties do you have?
4. How do you solve this problem?
5. In your opinion, has teacher taught the lesson clearly?
6. What is your suggestion for better learning in the future?

Mengetahui: Lumajang, 2 Juni 2022

Kepala Sekolah,   Guru Mata Pelajaran,

Khoirul Umam, S.Pd.   Rodhiatul Imiah, S.Sos.
NIP: NIP:

APPENDIX 4: ATTENDANCE LIST

DAFTAR HADIR SISWA KELAS X
TAHUN PELAJARAN 2021/2022
BULAN: MEI-JUNI

No.	Nama Siswa	Keterangan		
1	Ahmad Fauzi Bactiar			
2	Agus Saputra			
3	Anggi Pratiwi			
4	Abu Amar Habibullah			
5	Anis Arfika			
6	Badi'atus Soleha			
7	Erni Indrayani			
8	Hamat Fathoni			
9	Jeni Ananda			
10	Lena Nur Hidayati			
11	Musdholifah			
12	Maulidatul Isnaini Khotimah			
13	Moch. Haris			
14	Moch. Hafidz			
15	Noviatul Laili			
16	Pinata			
17	Rohimatul Husna			
18	Riska Susanti			
19	Sofiatun Husnul Khotimah			
20	Sumail			
21	Uswatun Hasanah			
22	Maulinda Ainur Rohima			

APPENDIX 5: JOURNAL OF RESEARCH

No.	Date	Research Subject	Activity	Paraf
1	23rd May 2022	English teacher of MA Bustanul Ulum	Doing preliminary study	
2	24th May 2022	English teacher of MA Bustanul Ulum	Doing preliminary study	
3	2nd June 2022	Headmaster of MA Bustanul Ulum	Sending a letter for doing research to the school	
4	9th June 2022	English teacher of MA Bustanul Ulum	Interview	
5	9th June 2022	Students of X grade	Classroom observation	
6	9th June 2022	Students of X grade	Focus group discussion	
7	16th June 2022	English teacher of MA Bustanul Ulum	Interview	
8	16th June 2022	Students of X grade	Classroom observation	
9	16th June 2022	Students of X grade	Focus group interview	

Lumajang, 16th June 2022

English Teacher of MA Bustanul Ulum

Rodhiatul Ilmiyah, S.Sos.

APPENDIX 6: PICTURE OF ACTIVITIES

Research location: MA Bustanul Ulum

Doing an interview with one of student MA Bustanul Ulum

Doing an interview with one of student MA Bustanul Ulum

Doing assignment using Telegram Application at home

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-2529/In.20/3.a/PP.009/04/2022
Sifat : Biasa
Perihal : **Observasi**

Yth. Kepala MA Bustanul Ulum
Ds. Sawaran Kulon Kec. Kedungjajang Kab. Lumajang

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diizinkan mahasiswa berikut :

NIM   : T20186150
Nama   : GUFRONI
Semester   : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Observasi selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Khoirul Umam S.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Guru Bahasa Inggris
3. Siswa

Demikian atas perkenan dan kerja samanya disampaikan terima kasih.

Jember, 11 April 2022
a.n Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

YAYASAN BUSTANUL ULUM KEDUNGJAJANG
Akta Notaris: Taufiq Hidayat,S.H.M.Kn
SK. MENKUM. No. AHU-0018846.AH.01.04.Tahun 2015

MA BUSTANUL ULUM
SAWARAN KULON KEDUNGJAJANG LUMAJANG JAWA TIMUR

Sekretariat : Dusun Krajan Desa Sawaran Kulon Kecamatan Kedungjajang- Lumajang (67358)

SURAT KETERANGAN
Nomor : 203/MA.BU/VI/2022

Yang bertanda tangan di bawah ini Kepala Sekolah MA Bustanul Ulum Sawaran Kulon Kecamatan Kedungjajang Kabupaten Lumajang, menerangkan bahwa mahasiswa dengan identitas di bawah ini:

N a m a   : Gufroni

NIM   : T20186150

Program Studi   : Tadris Bahasa Inggris

Universitas   : UIN KH Achmad Siddiq Jember

Telah melakukan kegiatan penelitian di MA Bustanul Ulum dengan judul:

Learning Grammar Through Telegram Application at First Grade of Madrasah Aliyah Bustanul Ulum Lumajang

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Lumajang, 16 Juni 2022
Kepala MA Bustanul Ulum

KHOIRUL UMAM, S.Pd

APPENDIX 7: Transcript of Interview

Result of Teacher Interview Transcript

Teacher : Rodhiatul Ilmiah, S.Sos.

Researcher : What is the reason of using Telegram as learning media?

Teacher : Because Telegram can be used depend on our purpose and goals

Researcher : What is the purpose of using Telegram as learning media

Teacher : using Telegram as learning media has purpose to make effective learning and it is expexted can help students to understand about material more clearly, such as in grammar. Because it is a little bit difficult and it is not enough if material explained once.

Researcher : What is advantage of using Telegram?

Teacher : There are benefits to be gained when using Telegram as learning media such as making the class atsmosphere more comfortable so that students can learn more fun.

Reseacher : What is difficulty of using Telegram as learning media in English?

Teacher : The main difficulty of using Telegram as learning media is the signal, because the location here is a village where blackout often occur when it rain. Another difficulty is the internet package, where the price is qiute expensive so that some students cannot join in learning through Telegram.

Researcher : what are features of Telegram?

Teacher : Telegram offers many useful features, one of which is used in teaching and learning activity is Telegram bot. This bot can be used to create a simple quizzes in the form of essay or multiple-choice.

Reseacher : How is implementation of using Telegram as learning media?

Teacher : The implementation is applied in outsde of the class when the students are in their home. So, after the teacher gives the material lesson in the class the informed that there is assignment for them in Telegram group that has made before and order the students to do assignment when they are in home. Then, the duration of studying using Telegram is 2 hours, where it is divided into 2 sessions. There are doing assignment session and question-answer and discussion session. Learning using Telegram is started from 07.00-09.00 P.M.

Result of Student Interview Transcript

Student 1   : Sumail

Researcher   : What do you think about Telegram?
Student 1   : It is application for chatting (after thinking a lot)
Reseacher   : What do you often using Telegram?
Student 1   : I rarely use Telegram
Reseacher   : How do you think about learning English through Telegram?
Student 1   : Using Telegram as learning media in English is useful, because it can help me to more ubderstand about meterial lesson.
Researcher   : In your opinion, what is advantage of using Telegram?
Student 1   : Learning by using Telegram is fun because we can learn not only from textbook. It is new experience for me.
Researcher   : What is diffculty of using Telegram?
Student 1   : Because Telegram is a new applicaton for me. I am a little difficult to use it because it has more features than the application I am used to.
Researcher   : What do you usually use Telegram for?
Student 1   : I usually use Telegram to discuss with classmate in the group amd doing assignment from the teacher. (speaking with smile)

Result of Student Interview Transcript

Student 2   : Musdholifah

Researcher   : What do you think about Telegram?
Student 2   : It is application for message reply
Researcher   : What do you often using Telegram?
Student 2   : I often enough use Telegram
Researcher   : How do you think about learning English through Telegram?
Student 2   : Learning English through Telegram is more fun because I do not write much about it in the book. It is just enough to press the button on the smartphone. (answer with smile)
Researcher   : In your opinion, what is advantage of using Telegram?
Student 2   : There are benefits of using Telegram because it offers many features such as watching Korean drama or downloading music. (Answer enthusiastically)
Researcher   : What is diffculty of using Telegram?
Student 2   : I do not feel difficulty to operate Telegram application
Researcher   : What do you usually use Telegram for?
Student 2   : Besides for entertainment, I usually use Telegram in learning English

Result of Student Interview Transcript

Student 3   : Uswatun Hasanah

Researcher   : What do you think about Telegram?
Student 3   : it is application like WhatsApp messenger
Researcher   : What do you often using Telegram?
Student 3   : I sometimes use Telegram
Researcher   : How do you think about learning English through Telegram?
Student 3   : Learning English through Telegram is very fun because the application is easy to use and many features are offered.
Researcher   : In your opinion, what is advantage of using Telegram?
Student 3   : There are many benefits using Telegram such as being able to join groups or channels to learn anything.
Researcher   : What is diffculty of using Telegram?
Student 3   : I do not feel difficulty to operate Telegram application.
Researcher   : What do you usually use Telegram for?
Student 3   : I usually use Telegram to communicate with my classmates or just watching movie.

Result of Student Interview Transcript

Student 4   : Pinata

Researcher   : What do you think about Telegram?
Student 4   : It is message application similar with WhatsApp messenger.
Researcher   : What do you often using Telegram?
Student 4   : I often use Telegram
Researcher   : How do you think about learning English through Telegram?
Student 4   : I think it is good because I can learn anything and anytime I want
Researcher   : In your opinion, what is advantage of using Telegram?
Student 4   : as I know Telegram is rich of useful feature such as joinning education group or channel so we can learn anything in it and it is also for entertainment such as downloading music or video.
Researcher   : What is diffculty of using Telegram?
Student 4   : Nothing, because Telegram is easy to use.
Researcher   : What do you usually use Telegram for?
Student 4   : I usually use Telegram as entertainment like watch film or Korean drama and join simple quizzes from group or channel that I followed.

Result of Student Interview Transcript

Student 5   : Rohimatul Husna

Researcher   : What do you think about Telegram?
Student 5   : Telegram is application for sending message
Researcher   : What do you often using Telegram?
Student 5   : I rarely use Telegram
Researcher   : How do you think about learning English through Telegram?
Student 5   : I think learning English using Telegram is fun because I do not feel bored when do an assignment from teacher.
Researcher   : In your opinion, what is advantage of using Telegram?
Student 5   : as for me Telegram can be used as second google because it is able to as searching engine, downloading any music or video, watching movie or film, and joining any useful group or channel.
Researcher   : What is diffculty of using Telegram?
Student 5   : Althought I seldom use Telegram but I do not feel difficulty to use it.
Researcher   : What do you usually use Telegram for?
Student 5   : I use Telegram to do assignment from teacher and entertainment like watch movie.
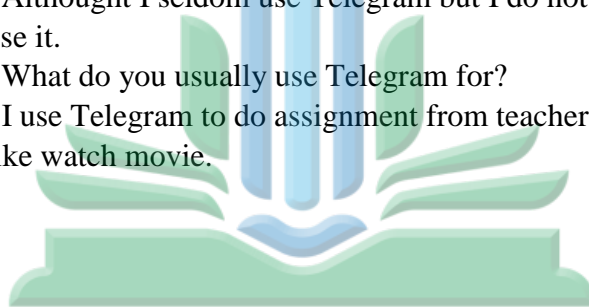
Curriculum Vitae

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