

**TELEGRAM CHANNEL AS LEARNING
COMMUNITY TO LEARN ENGLISH: A CASE STUDY
OF “CHILL ENGLISH BY SCHOOLFESS”**

THESIS

**Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English**



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ABSTRACT

Dhandi, Yumnanita Putri. (2023). *Telegram Channel as Learning Community to Learn English: A Case Study of "Chill English By Schoolfess"*. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.

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Nowadays, individuals can learn English easily and with varied methods. They do not need to attend any formal classes for learning it. One of them is learning English from Telegram. There are many learning platforms in Telegram that learners can utilize such as *Chill English by Schoolfess* Channel. This qualitative research aims to identify the use of *Chill English by Schoolfess* channel as a learning community to learn English and the materials provided by the channel. The data was the activities and the materials uploaded in *Chill English by Schoolfess* channel. The findings indicated two things. First, there are several activities that learners can learn, and the activities focus on different skills such as reading, writing, listening, and speaking. The activities identified include completing the script, spelling game, listening to movie trailers, reading short English stories, recording as the navigator, and grammar quizzes with explanations. Second, the materials that learners can use are short stories, poems, scripts, letters, and movie trailers. This study highlights that the activities and materials may help enhance students' English skills as it provides different functions and purposes. Learners can select the activities and materials that they want to learn based on their needs. The time for learning English in Telegram is also flexible, and learners can learn it when they have free time.

ABSTRAK

Dhandi, Yumnanita Putri. (2023). *Telegram Channel as Learning Community to Learn English: A Case Study of "Chill English By Schoolfess"*. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.

Supervisor I: Fitriah, S.Pd., MA, Ph.D. Supervisor II: Prof. Dr. Mohamad Salik, M.Ag

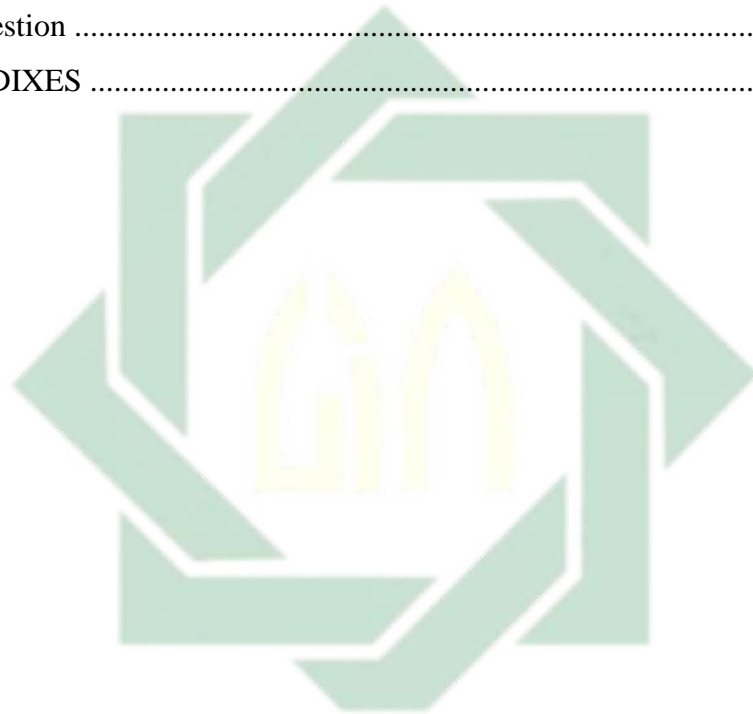
Kata kunci: Telegram, Saluran Telegram, Komunitas Belajar, Belajar Bahasa Inggris.

Saat ini, individu dapat belajar bahasa Inggris dengan mudah dan dengan metode yang bervariasi. Mereka tidak perlu menghadiri kelas formal untuk mempelajarinya. Salah satunya belajar bahasa Inggris dari Telegram. Ada banyak platform pembelajaran di Telegram yang dapat dimanfaatkan pelajar seperti saluran *Chill English by Schoolfess*. Penelitian kualitatif ini bertujuan untuk mengidentifikasi penggunaan saluran *Chill English by Schoolfess* sebagai komunitas pembelajaran untuk belajar bahasa Inggris dan materi yang disediakan oleh saluran tersebut. Datanya berupa kegiatan dan materi yang diunggah dalam saluran *Chill English by Schoolfess*. Temuan itu menunjukkan dua hal. Pertama, ada beberapa kegiatan yang dapat dipelajari peserta didik, dan kegiatan tersebut difokuskan pada keterampilan yang berbeda seperti membaca, menulis, mendengarkan, dan berbicara. Kegiatan yang teridentifikasi meliputi menyelesaikan skrip, permainan mengeja, mendengarkan trailer film, membaca cerita pendek bahasa Inggris, merekam sebagai navigator, dan kuis tata bahasa dengan penjelasan. Kedua, materi yang dapat digunakan peserta didik adalah cerita pendek, puisi, naskah, surat, dan trailer film. Studi ini menyoroti bahwa kegiatan dan materi dapat membantu meningkatkan keterampilan bahasa Inggris siswa karena memberikan fungsi dan tujuan yang berbeda. Peserta didik dapat memilih kegiatan dan materi yang mereka ingin belajar berdasarkan kebutuhan mereka. Waktu belajar bahasa Inggris di Telegram juga fleksibel, dan pembelajar bisa mempelajarinya saat ada waktu luang.

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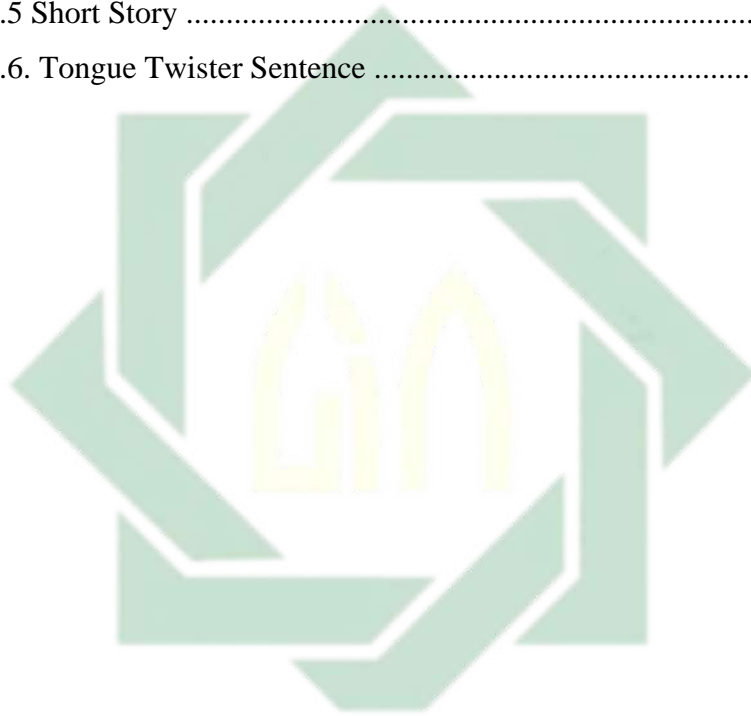
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LIST OF ABBREVIATION

LMS = Learning Management System

App = Application

Doc = Document



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CHAPTER I

INTRODUCTION

In this chapter, the researcher reports the introduction of the use of *Chill English by Schoolfess* channel as a learning media to learn English and the materials provided by the channel. This chapter contains several parts which are the background of the study, research questions, research objectives of the study, significance of the study, scope-and limitation, and definition of key terms.

A. Research Background

Learning is defined as "a process that results in change as a result of experience and increases the potential for improved performance and future learning".¹ The learner's attitude, behavior, and knowledge can change. As a result of their experiences, learners' perspectives on concepts, ideas, or the world change. Through learning, learners can explore and understand more to get new insights. According to the field or ways of learning, it is divided into formal learning and informal learning. Formal learning is typically a structured activity that takes place in a classroom setting. Formal learning is defined as learning that is delivered systematically and intentionally. It is guided and planned by the teacher through a learning platform or takes place in a face-to-face setting. In opposition, informal learning is generally unstructured, spontaneous, and unintended. It occurs outside of a traditional learning setting.

¹ Susan A. Ambrose, Marie K. Norman, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching.*, Microwave and Optical Technology Letters, XLVIII <<https://doi.org/10.1002/mop.21454>>.

Depending on the dimension, learning may have formal or informal characteristics connected to purposes. The extent to which learning is the primary and intentional goal of an activity or whether the activity has another primary aim. Learning is mostly an unexpected consequence and is a theoretical topic. Within the dimension, the question of whose goals are driving the learning is of considerably more relevance. Learning that is started and more learner-determined is considered informal. On the contrary, learning that is planned to satisfy the demands of others in positions of greater authority, such as a controlling instructor, an employer, the government, or others is considered formal.

For the learning to be easier, individuals tend to use the media. As the essentials itself, media are all that are used to produce, reproduce, distribute, disseminate or convey information. For this reason, communication media plays an important role in people's lives. The process of sending information in this modern era is very sophisticated. Telecommunications technology is the most sought after to convey or transmit information or news because telecommunications technology is growing faster, more precisely, effectively and efficiently.

The advancement of technology, communication, and information, particularly the internet, has created a demand for Indonesian teachers to be able to use it as a source of positive learning media in supporting teaching and learning processes. The use of technology media allows teachers and students to access learning materials and interact directly in the classroom as well as

outside the classroom via online media. Technology in media also brings learners in learning activities anywhere or what is known as the ubiquitous learning environment.² Media technology also allows students to participate in a learning environment everywhere. As a result, in the twenty-first century, with its rapid technological development, it should be able to balance face-to-face learning with the use of technology in order to create a more effective learning environment.

Human-based media, print-based media, visual-based media, audio-visual media, computer-based media, and the use of libraries as learning resources are all examples of media used in education and learning. In this situation, communication and the appropriate media chosen is crucial to teaching and learning in order to prevent miscommunications between teachers and pupils. Beside that, the information conveyed by educators can be received by students if educators use learning media.

As technology has evolved in this era, there are many ways for students to learn something using learning media. They can access and explore so many things whether it is online or offline. One of the ways students learn is the online learning community. Besides learning in school, the learning community is a part of their study source, especially in learning foreign languages such as English.

² Zamzami Zainudin and Cut Muftia Keumala. (2018). "Blended Learning Method Within Indonesian Higher Education Institutions", *Jurnal Pendidikan Humaniora* vol.6, no.2.

The learning community is a group of people that contains different roles which are tutors and learners to manage the success of the learning community. The learning community not only encourages information sharing but also has the capability to generate knowledge for the benefit of the community as a whole or its individual members.³ The goal of the learning community is to provide learners with something to learn and make the learners comprehend the materials or exercises given.

Learning community is one of the places where learners can learn anything comfortably in a suitable platform that is convenient for all who accessed it. The learning community provides materials that engage learners to learn four different language skills. which could be exercised there in a more fun way and flexible because it allows students to access and study without the limitations of time, place, and pace. Students can access it anywhere and whenever.

The media or platform used for the learning community is focused on the platforms called Telegram. Telegram is an instant messaging application that allows users to communicate text messages, images, videos, and any sort of materials. In Telegram, a message sender or receiver might be a user, a group, or a channel.⁴ In Telegram, channels and groups can be used to broadcast

³ Margaret Barret Sue Kilpatrick and Tammy Jones. (2012). 'Defining Learning Communities', *Qualitative Research and Case Study Applications in Education*, 27-43.

⁴ Arash Dargahi Nobari, Negar Reshadatmand, and Mahmood Neshati. (2017). 'Analysis of Telegram, an Instant Messaging Service', *International Conference on Information and Knowledge Management, Proceedings*, Part F1318. 2035-38
<<https://doi.org/10.1145/3132847.3133132>>.

messages in addition to user-to-user messaging. All activities in the Telegram channel are varied and it will help students learn better in a fun way.

The importance of this study is to know what is the use of Telegram for the learning community to learn English. In this context, the learning community called “Chill English by Schoolfess” in Telegram provides English language learning in all grades or levels. Learners can learn four language skills in the form of quizzes, games, voice notes, and other fun activities. As what it's contained in, this Telegram Channel is beneficial as a learning media which helps students to engage and drill in learning English by practicing to read, listen, write, and speak in English. Telegram as a learning community to learn English needs more exploration, especially with different activities or ways to check learners' understanding. In that matter, there have been some studies on the use of Telegram in learning English before. The earlier study explored the students' response to the use of Telegram in English class and identified the obstacles they experienced when applying this application.⁵ Furthermore, another past study revealed that the majority of EFL students perceived Telegram as a useful tool for English language learning, particularly in vocabulary learning.⁶ Both studies implied that there are various channels from Telegram that can educate learners about the English language, it is useful applications for learning purposes among students and can enhance student

⁵ Lintang Kusuma and Tono Suwartono. (2021). ‘Students ’ Response To the Use of Telegram in English’, 10.1, 20–35.

⁶ Zahra A. Abu-Ayfah. (2019). ‘Telegram App in Learning English: EFL Students’ Perceptions’, *English Language Teaching*, 13.1, 51 <<https://doi.org/10.5539/elt.v13n1p51>>.

engagement in learning through discussions on learning English language. Considering what has not been widely explored in these past studies, this study used to know what is the use of Telegram for the learning community to learn English.

B. Research Question

This study contains two research questions, namely:

1. What are the activities provided in Chill English by Schoolfess channel as a learning community to learn English in Telegram?
2. What are the materials given to learn English in Chill English by Schoolfess channel in Telegram?

C. Research Objective

The current study aims:

1. To know the activities provided in Chill English by Schoolfess channel as a learning community to learn English in Telegram.
2. To know the materials given to learn English in Chill English by Schoolfess channel in Telegram.

D. Research Significance

The writer hopes this research can contribute to English teaching and learning especially in learning communities. It has two major significances from the results of this study that are practical and theoretical significances:

1. Theoretical Significance

This research may contribute to the theory specifically on the use of Telegram as community learning. The findings may extend the theory or

confirm previous studies on how teachers could also utilize Telegram as learning media, and how the public can maximize the use of learning channels in Telegram such as *Chill English by Schoolfess* for learning community.

2. Practical Significance

a. For the subscribers/students

For the practical contribution of this study, the finding may contribute to the learners who would like to use learning channels such as *Chill English by Schoolfess* as a learning community in Telegram. The students will know that there are some channels in Telegram that help them learn English such as *Chill English by Schoolfess* channel. The result of this research can be used as a reference to inform the students to know in-depth about the English learning community and what is contained in it.

b. For the tutors/teachers

The result of this research may contribute to the tutors/teachers by informing them of the teaching materials that they can use in teaching practices. Teachers can adopt the materials used in the online learning community named *Chill English by Schoolfess*. From that matter, teachers can explore or present the materials in various ways to make the teaching and learning process more interesting and engaging for the students.

c. For other researchers

The results of this research can be a reference to other researchers to identify further additional information for those who want to conduct further research on the related field on the use of Telegram as a learning community. They could also identify other channels that have similar purposes to make comparisons among the channels so the researchers can compare the materials that are useful for the readers or students.

E. Research Scope and Limitation

There are two areas examined in this study. First, the focus of this study is on the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English. The second scope is this study focuses on the materials given to learn English in *Chill English by Schoolfess* channel in Telegram.

The limitation of this research is the data collected in *Chill English by Schoolfess* channel in Telegram. The study was conducted by involving the interaction between the tutor and the subscribers/learners such as the information given, the activities prepared, and the materials given in the channel.

F. Definition of Key Terms

1. Telegram

Telegram is a set of networked tools that allow people to meet, communicate, and share their ideas, hobbies, and creations. In terms of collaboration and communication, this social networking site has pioneered

the way.⁷ In this study, the collaboration and communication is between tutor and learners in *Chill English by Schoolfess* channel. It is utilized extensively for teaching and learning purposes. This channel is utilized publicly by one administrator to facilitate subscribers or students who would like to learn or practice English.

2. English Resources

Educational resources are either in the public domain or have been distributed under an intellectual property license that allows others to freely use or repurpose them.⁸ In the study, it is defined as English complete courses, course materials, modules, textbooks, streaming videos, software, and any other tools or approaches used to enable access to information in *Chill English by Schoolfess* channel.

3. Learning Media

Learning media is used to aid and enhance learners in the learning process. Learners acceptability and utilization are critical fundamental indicators of system success. Learning medium should be extensively adopted with active learners participation. A learning medium that is well-liked by learners will encourage learners' engagement and participation in

⁷ Charanjit Kaur Swaran Singh and others. (2020). 'Rethinking English Language Teaching through Telegram, Whatsapp, Google Classroom and Zoom', *Systematic Reviews in Pharmacy*, 11.11, 45–54 <<https://doi.org/10.31838/srp.2020.11.9>>.

⁸ Cristobal Cobo. (2013). 'Exploration of Open Educational Resources in Non-English Speaking Communities', *International Review of Research in Open and Distance Learning*, 14.2, 106–28 <<https://doi.org/10.19173/irrodl.v14i2.1493>>.

the learning process. The media utilized in this study is *Chill English by Schoolfess* channel.



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CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses the theoretical framework and the previous study that is classified in several subheadings namely (1) Learning Community, (2) Telegram Channel, (3) Teaching and Learning Using Learning Management System (Telegram Channel), and (4) English Contents in Learning Community.

A. Review of Related Literature

1. Learning Community

A learning community must mix academic subject content and social interactions, while also providing a physical place or facility in which an exciting learning environment might arise. The idea of a professional learning community has now come to a crucial point that is all too unfamiliar to those who have previously witnessed well-intended school reform. The initial excitement quickly fades into confusion regarding the initiative's underlying ideas. The cycle continues with the inevitable implementation issues, the conclusion that the reform has not achieved the expected objectives, the abandoning of the reform, and the beginning of a new search for the following promising idea. The professional learning community approach is based on the idea that formal education's primary goal isn't simply to ensure that students are taught but to ensure that they learn. This simple shift in emphasis from teaching to learning has far-reaching repercussions for schools.

The learning community is a non-traditional setting to gain additional learning. A learning community is a group of people whose members collaborate to advance their collective learning objectives. As the learning objectives are similar, each member takes part in every learning session. People learn more quickly and with a positive attitude in a participative setting.⁹ Because of that, individuals tend to learn easier in an informal learning community.

Apart from functioning as a place where students are involved in active and collaborative learning activities in the academic field, the learning community can also be a place for students to develop themselves. Therefore, the learning community is tasked with facilitating its members who may lack skills or confidence to learn independently by giving them responsibility.

The learning community is a collection of individuals with a variety of academic interests and objectives. Learning communities concentrate on collective vision by cooperating to exchange information with academic objectives.¹⁰ It was further stated that the learning community as a teaching-learning approach provides an environment for students to gain knowledge and improve their academic performance. Besides that, students also can

⁹ Ratu Yunita Sekar and Nike Kamarubiani. (2020). “KOMUNITAS BELAJAR SEBAGAI SARANA BELAJAR DAN PENGEMBANGAN DIRI”, Indonesian Journal of Adult and Community Education, vol.2 no.1.

¹⁰ Erping Zhu and Danilo M. Baylen. (2005). ‘From Learning Community to Community Learning: Pedagogy, Technology and Interactivity’, *Educational Media International*, 42.3, 251–68 <<https://doi.org/10.1080/09523980500161395>>.

increase other self development aspects including increasing awareness, self-confidence, and self-empowerment.¹¹ Furthermore, relationships with other people are also categorized as the foundation for the formation of self-confidence.

Apart from the factors already mentioned, there are three other reasons why someone joins a learning community:

a. Interest

Interest can be a reason for someone to join a learning community. The interest can be on the people who join the learning community. Furthermore, it can be the interest in the form of the activities carried out by the community where individuals think that the activity is fun to do. For many students, the motivation to participate in a particular activity is because they think it is fun and useful.¹²

b. Learning Content

The content taught in learning communities is the main attraction so that someone wants to join in.¹³ In that matter, the content that is taught in a learning community is needed by an individual to reach the goals which are determined by themselves.

¹¹ Helena Herrera, David Brown, and Jane Portlock. (2015). 'Foundation Degree Learning: An Educational Journey of Personal Development', *Journal of Further and Higher Education*, 39.6, 839–61 <<https://doi.org/10.1080/0309877X.2013.869562>>.

¹² Eleanor J. Brown, Lynda Dunlop, and Jayme Scally. (2020). "It's about Not Achieving the Outcomes That You Necessarily Expected": Non-Formal Learning in Higher Education', *Teaching in Higher Education*, 25.1, 52–67 <<https://doi.org/10.1080/13562517.2018.1541880>>.

¹³ Eleanor J. Brown, Lynda Dunlop, and Jayme Scally. (2020). "It's about Not Achieving the Outcomes That You Necessarily Expected": Non-Formal Learning in Higher Education', *Teaching in Higher Education*, 25.1, 52–67 <<https://doi.org/10.1080/13562517.2018.1541880>>.

c. Relevance to Career

A current or future career can also be a reason for someone to join a learning community. Someone who aspires to be a teacher or someone who is an education student may join a learning community that can facilitate them to develop their knowledge and skills in teaching or sharing knowledge. This is in accordance with the opinion that implies the learning community is a place in which it provides learning for students who feel weak towards certain skills or lack confidence.¹⁴

By joining the learning community, individuals can also have advantages. One of the advantages is individuals' self-development. There are five values related to individuals' self-development:

a. Relationship

The learning community usually consists of members who generally have the same idea and goals. By that matter, the members joined to achieve that by experience and try the same way. The motivation to join a learning community is when individuals know that they are together with others who have the same way of thinking is a motivation to join a learning community. The same goals and mindset as well as being active in participating to communicate with each other can help individuals build friendships.¹⁵

¹⁴ Julian P. Dziubinski. (2014). 'Does Feeling Part of a Learning Community Help Students to Do Well in Their A-Levels? Exploring Teacher–Student Relationships', *Research in Post-Compulsory Education*, 19.4, 468–80 <<https://doi.org/10.1080/13596748.2014.955641>>.

¹⁵ Eleanor J. Brown, Lynda Dunlop, and Jayme Scally. (2020). "It's about Not Achieving the Outcomes That You Necessarily Expected": Non-Formal Learning in Higher Education', *Teaching in Higher Education*, 25.1, 52–67 <<https://doi.org/10.1080/13562517.2018.1541880>>.

Learning communities through collaboration and communal interaction can make individuals' new ideas and strategies be developed.¹⁶ To sum up, in a learning community collaboration and interaction between members is important because the relationship will make individuals create and develop learning ideas. Relationships in the learning community can be established because of interactions, both in sharing interests or in solving problems in the community.

b. New Knowledge

Learning new things is the result that someone definitely expects to join a learning community.¹⁷ As stated in the previous discussion, individuals' motivation to join a community is the content presented in the community. Consideration of individuals who would like to join a community is whether the importance of the contents to the individual or the willingness of individuals to learn it.

In a learning community, new knowledge can be obtained through other people or self-education. Knowledge from other people can be obtained from sharing knowledge among the members, the representative speakers of the community, or through discussions with community members. On the other hand, self-

¹⁶ Deborah Tannehill and Ann MacPhail. (2017). 'Teacher Empowerment through Engagement in a Learning Community in Ireland: Working across Disadvantaged Schools', *Professional Development in Education*, 43.3, 334–52 <<https://doi.org/10.1080/19415257.2016.1183508>>.

¹⁷ Eleanor J. Brown, Lynda Dunlop, and Jayme Scally. (2020). "It's about Not Achieving the Outcomes That You Necessarily Expected": Non-Formal Learning in Higher Education', *Teaching in Higher Education*, 25.1 (2020), 52–67 <<https://doi.org/10.1080/13562517.2018.1541880>>.

education is obtained through experiential learning on their own such as preparing learning materials, planning activities, or sharing knowledge with community members.

c. Skill Development

In addition to increasing knowledge, learning communities can also assist members in developing their skills. These skills can be obtained through activities in the community. Teaching activities or sharing knowledge with fellow members or activities in planning organizational events can help develop teaching skills, communication, and act according to the norms of certain groups. Following that, students can also create events that are useful for the benefit of the community.¹⁸ This ability is considered useful in future careers and also in the life of an individual especially in the development of skill.

d. Confidence

Individual self-confidence can be formed by joining a community. In a learning community, the members are faced with independent learning situations so that they have their own autonomy to express anything when learning. In addition, activities in the learning community can encourage community members to always interact, communicate, and express ideas. Students can

¹⁸ Eleanor J. Brown, Lynda Dunlop, and Jayme Scally. (2020). “‘It’s about Not Achieving the Outcomes That You Necessarily Expected’: Non-Formal Learning in Higher Education’, *Teaching in Higher Education*, 25.1, 52–67 <<https://doi.org/10.1080/13562517.2018.1541880>>.

indirectly increase their self-confidence with each other. Self-confidence will be higher if the responsibilities of a member can be carried out properly. People can be more confident to take on new challenges when they succeed in gaining something from their actions.¹⁹

e. Network

Networking in the learning community occurs by the opportunity to interact and discuss thoughts with members in the community. From there, it might become the start of other activities outside the community. Such activities will also lead to the deployment of networking because it might involve people outside the learning community. Collaborating with many other learning communities or with anyone outside the community will help community members expand their network and this will make it easier for someone to carry out a meaningful activity because it will create opportunities to get support from others. The extent to which a person develops a network outside the organization is considered very valuable because it will provide opportunities to interact and discuss ideas with the organization, which leads to concrete actions.

¹⁹ Eleanor J. Brown, Lynda Dunlop, and Jayme Scally. (2020). “‘It’s about Not Achieving the Outcomes That You Necessarily Expected’: Non-Formal Learning in Higher Education’, *Teaching in Higher Education*, 25.1, 52–67 <<https://doi.org/10.1080/13562517.2018.1541880>>.

2. Telegram Channel

Learning media is a tool used by an educator in the learning process.²⁰

In line with this, learning media can be regarded as educational media which are used as tools in learning activities.²¹ Educational media used so that the messages conveyed are not only in written form but also oral form. It may be useful for overcoming passive students. The use of educational media or appropriate learning media can make it easier for educators to deal with passive students and enhance a pleasant learning experience.²² One of the learning media that can be used for teaching and learning activities is Telegram. There are also specific features that can be used to reach specific points which are connected to many people that have the same goals.

Telegram channels can be used to reach big audiences with public statements. Channels provide a special chance to communicate with individuals who subscribed directly. The number of subscribers to Telegram Channels is limitless, and only admins are permitted to post. Media companies employ channels to communicate with its subscribers, readers, and viewers. The channel may serve a variety of functions, including teaching, learning, advertising. There are many things that we can talk about on the channel with so many people. Nowadays, it can be used as a platform

²⁰ Thomas JS Alhabib, Isah Cahyani, and Ma'mur Saadie. (2021). 'Pemanfaatan Media Telegram Pada Pembelajaran Menulis Cerpen', *Seminar Internasional Riksa Bahasa XIV*, 493–501 <<http://proceedings.upi.edu/index.php/riksabahasa/article/view/1386>>.

²¹ Thomas JS Alhabib, Isah Cahyani, and Ma'mur Saadie. (2021). 'Pemanfaatan Media Telegram Pada Pembelajaran Menulis Cerpen', *Seminar Internasional Riksa Bahasa XIV*, 493–501 <<http://proceedings.upi.edu/index.php/riksabahasa/article/view/1386>>.

²² Ismi Maulidiyah. (2022). "Effectiveness Of Telegram Application As Indonesian Language Learning Media", *Jurnal Teknologi Pendidikan*, vol.10.

to teach and learn the English language. For the utilization of the channel, several features can be used:

a. Send photos, videos, files

Administrator/admin can send photos, videos, or files that might be needed for the channel. Telegram allows users to share photos, videos, files (jpg, mp4, doc, zip) with a maximum size of 1.5 GB.

b. Send music

Administrator or owner can send music that might be needed for the channel. Telegram allows users to share music or any audio (mp4).

c. Send poll question

In making a poll question, administrator or owner can choose between two modes according to the answer preferred. It can be chosen whether it is vote mode (multiple answers) or quiz mode (only have one correct answer).

As for how to create a poll, click on the pin icon, select poll, create questions and answers, click and choose preferred settings. The further explanation about the settings (mode) is explained below:

- 1) Multiple answer, which is a poll mode that can give participants the ability to choose one between several options given, it is more appropriately used as voting polls. This poll does not show whether the chosen options by students are wrong.
- 2) Quiz mode, in the quiz mode it can also have an explanation and it is good for educational purposes. If students choose the wrong

answer, the correct answer will be shown and the further explanation would help the students to know and learn more.

By this feature, the administrator as the tutor can choose the appropriate mode for the activity that needs poll provided in the telegram channel. It can be customized by the tutor.

d. Comment, forward, copy, pin

As an administrator or subscriber the features such as comment, forward, and copy the text or link is available in Telegram channel. The administrator can also use a pin feature that can help the important text to be shown at the top of the channel.

3. Teaching and Learning Using Learning Management System (Telegram Channel)

The Learning Management System (LMS) is an integrated and comprehensive system and is classified as an e-learning platform. LMS features include learning process management, lesson content management, subject discussion, and evaluation conducted online.²³

LMS is used to develop and manage online courses and is the center of most e-learning activities, disseminating materials and means of communication and collaboration between lecturers and students. LMS is a method used to manage web-based learning resources. By using the LMS students can interact with other students, get lecture material, submit

²³ Rajani Trivedi, Rajender Kumar and Mohd, Noor and Sharma, 'Proposed Framework For Open Source Based E-Learning Implementation In Uttarakhand', *International Journal Of Engineering Research & Technology*, 2.11 (2013), 2276–77.

assignments, and other information. Platforms that can be used as a place to have teaching and learning processes are Telegram Channel, Telegram Group, WhatsApp Group, Google Classroom, and others.

Telegram has quite complete features and is growing, making it possible to facilitate learning and teaching activities through direct message responses.²⁴ Through the features on the Telegram channel, tutors can easily convey information about material to students precisely and quickly. Besides being able to provide information, features on the Telegram channel can send a file and make it easy to download the file. This can also help tutors in delivering material. Tutors can upload the material on the Telegram channel then students can download it.²⁵ Along with the existing features, Telegram Channel applications and features are starting to be installed by the community and used in daily communication. This application has the potential to develop among the community.

Various Learning Management Systems (LMS) such as the Telegram channel can provide convenience in interaction in the learning process. Good learning activities can be seen from learning activities in participating in learning. Learning activities are interactions between individuals and individuals or individuals with the environment that can bring better

²⁴ Gde Sastrawangsa. (2017). 'Pemanfaatan Telegram Bot Untuk Automatisasi Layanan Dan Informasi Mahasiswa Dalam Konsep Smart Campus', *Konferensi Nasional Sistem & Informatika*, 773.

²⁵ Loren Natasya Gunawan. (2020). 'Aplikasi Bot Telegram Untuk Media Informasi Perkuliahan Program Studi Informatika-Sistem Informasi Bisnis Universitas Kristen Petra', *Conference on Business, Social Sciences and Innovation Technology*, 1.1, 573-79
<<http://www.nature.com/doi/10.1038/nri2221>>.

changes. Learning can also be done if there is an activity, this condition provides important things because activity is a very vital principle in teaching-learning interactions.²⁶ All this knowledge must be obtained by self-observation, self-experience, self-investigation, self-working, with self-created facilities both spiritually and technically.²⁷ In that matter, it is shown that everyone who learns must be active in every activity provided there, because with learning activities student involvement in the learning process will increase. Besides learning activities, independence learning is also a factor that comes from individuals who influence learning achievement.

4. English Contents in Learning Community

The use of learning media such as LMS in learning English has encouraged students to be more independent in learning. In LMS students are invited to interact online.²⁸ Thus, the use of LMS is a learning tool provider system that can be utilized for administrative purposes, documentation, activity reporting, and implementation of learning activities.

The function of LMS is to regulate the e-learning model which can be accessed anywhere and anytime. LMS contains contents or materials in pedagogic and professional competencies that are made with multimedia

²⁶ Rasman Sastra Wijaya. (2015). 'Hubungan Kemandirian Dengan Aktivitas Belajar Siswa', *Jurnal Penelitian Tindakan Bimbingan Dan Konseling*, 1.3, 40–45.

²⁷ Aan Widiyono. (2021). 'Pengaruh Penggunaan LMS dan Aplikasi Telegram terhadap Aktivitas Belajar', *Jurnal Penelitian Ilmu Pendidikan*, 14 (1), 91-101

²⁸ Agustina Tyas Asri Hardini. (2017). 'Pembelajaran Berbasis LMS Dalam Perkuliahan Di Prodi PGSD: Peran, Peluang Dan Tantangannya', *Prosiding Seminar Nasional*, 135–44 <http://pgsd.umk.ac.id/files/prosiding/2017/16_Agustina_UKSW.pdf>.

packaging such as English text, animation, video, sound. It is provided as supplements and enrichments for the development of learner competencies by utilizing the features available.

The presence of LMS brings better hope from the current education system so that it can increase student learning activities. It is an important tool in today's education because it provides convenience to its users. The program is available for download on any technological device, including laptops, tablets, and mobile phones. By that factor, learning is possible. Students are more motivated and interested in learning because it supports distance learning with more flexible learning processes. Furthermore, it has been discovered that student enthusiasm for learning has increased, particularly with the variety of features that can be used in the teaching and learning process. In that case, students may feel at ease in that learning environment.

B. Review of Previous Study

There are several existing studies in the same field as this study. The study by Mizan Yushril Rahmatullah Faqih Putra entitled "The Teaching of English by Using Telegram Application: A Case Study at SMKN (Vocational High School) 4 Malang" aims to describe the implementation of Telegram application as a teaching media in teaching English and to know students' perceptions toward the implementation.²⁹ Using case study as a research design

²⁹ Mizan Yushril Rahmatullah Faqih Putra. (2021). 'The Teaching of English by Using Telegram Application: A Case Study at SMKN (Vocational High School) 4 Malang', *Education of English as Foreign Language*, 4.2, 94–100 <<https://doi.org/10.21776/ub.educafl.2021.004.02.06>>.

and using online observation checklist and interview guideline to get the data. However, though the study has investigated the implementation of Telegram application as a teaching medium in teaching English by using one of its features called API bot and to know students' perceptions toward the implementation, it has not deeply analyzed the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English and the materials given to learn English in *Chill English by Schoolfess* channel in Telegram. It is shown more on the resources used, the materials provided, the ideas of activities, and how the management of the learning community.

Furthermore, the study by Sri Wahyuni entitled "Students' Perspectives on Using Telegram Messenger as A Learning Media" was conducted at Universitas Islam Riau, Pekanbaru, Riau.³⁰ It uses a descriptive qualitative study and focuses on students' perspectives on using Telegram Messenger that was used as a learning media at the English Study Program of Universitas Islam Riau. However, the focus is on examining students' perspectives on Telegram Messenger on perceived usefulness, perceived ease of use, attitude toward using, and actual system use during the fifth semester of English for office class. On the other hand, the purpose of this study is to know the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English and the materials given to learn English in *Chill English by Schoolfess* channel in Telegram.

³⁰ Sri Wahyuni. (2018). 'Students' Perspectives on Using Telegram Messenger As A Learning Media', 5, 45–52.

Another study is by Mojtaba Aghajani and Mahsa Adloo entitled “The Effect of Online Cooperative Learning on Students’ Writing Skills and Attitudes through Telegram Application”.³¹ To begin with, all students were given a pre-test. Students were divided into face-to-face and Telegram cooperative writing groups. Following that, participants were given a post-test. The students were also given a questionnaire to examine the effect of Telegram on ESP learners' views on ESP vocabularies and expressions. The data was then examined with an independent t-test and the paired sample t-test. The findings show that participants of cooperative writing groups in Telegram scored higher than those in cooperative writing groups face-to-face. However, the variations in post-test writing scores across cooperative writing groups in Telegram or cooperative writing groups face-to-face were not significant. This study focused not only on the whole writing performance such as language use and vocabulary but also on the content such as organization and mechanics. The difference between the earlier study and the current study is focusing not only on writing skills, but all skills that are utilized in each activity provided in the learning community. This current study also discussed more on the English resources, materials, activities, and the management of English learning through Telegram in *Chill English by Schoolfess* channel.

³¹ Mojtaba Aghajani and Mahsa Adloo. (2018). ‘The Effect of Online Cooperative Learning on Students’ Writing Skills and Attitudes through Telegram Application’, *International Journal of Instruction*, 11.3, 433–48 <<https://doi.org/10.12973/iji.2018.11330a>>.

Fourth study discovered is by Zahra A. Abu-Ayfah entitled “Telegram App in Learning English: EFL Students’ Perceptions”.³² A quantitative approach is used for this study and the instrument utilized for data collection is survey questionnaire. The participants of the study were 300 EFL college students at Taibah University in AL-Medina AL-Munawarah, Saudi Arabia from the department of English and Translation. 100 males and 200 females were selected randomly for the study. The results indicated that the majority of EFL students perceived Telegram as a useful tool for English language learning, particularly in vocabulary learning. On that matter, this present study will focus more on the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English and the materials given to learn English in *Chill English by Schoolfess* channel in Telegram.

Another study is by Sedigheh Vahdat, Zohre Gooniband Shooshtari, and Farhad Mazareian entitled “The Impact of Telegram on Learning of Collocational Knowledge among EFL High School Students”.³³ The study pointed out the investigation of the Telegram’s impact for Iranian EFL learners on collocation learning. Through a language proficiency test, 40 high school participants whose language proficiency homogeneity was selected, divided, and randomly examined into two groups of 20 students in each group which are the experimental and control group. A pretest was administered to the

³² Zahra A. Abu-Ayfah. (2019). ‘Telegram App in Learning English: EFL Students’ Perceptions’, *English Language Teaching*, 13.1, 51 <<https://doi.org/10.5539/elt.v13n1p51>>.

³³ Sedigheh Vahdat. (2020). ‘The Impact of Telegram on Learning of Collocational Knowledge among Iranian EFL High School Students’, *Applied Linguistics Research Journal*, 4.03, 37–51 <<https://doi.org/10.14744/alrj.2020.18189>>.

participants to recognize the effect of participants' background knowledge in terms of collocations. At the end of treatment sessions, to measure the learners' progress as the result, a collocation knowledge test was administered for both the control and experimental groups as the parallel of the pre-test. The results revealed that there was a substantial difference in performance between the experimental and control groups, indicating the influence of improving collocational knowledge on Iranian high school students using Telegram. This study suggests that using Telegram as a newly developing mobile application has numerous pedagogical benefits and efficiently encourages EFL learning. For the present study, it is focused on case study on EFL learners discovering new knowledge aside from collocational knowledge that is provided in *Chill English by the Schoolfess* channel at Telegram.

Next study is by Ismail Xodabande entitled "The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners".³⁴ The study examined the effectiveness in teaching English language pronunciation to Iranian EFL learners using Telegram. In four weeks, four groups are included and get different treatments. There are 30 Iranian EFL learners as participants which are divided into two experimental (N = 14) and control (N = 16) groups. The results of the pre-test and post-test indicated that the pronunciation of participants in the experimental group improved significantly compared to the control group, but there was no significant

³⁴ Ismail Xodabande. (2017). 'The Effectiveness of Social Media Network Telegram in Teaching English Language Pronunciation to Iranian EFL Learners', *Cogent Education*, 4.1 <<https://doi.org/10.1080/2331186X.2017.1347081>>.

improvement in the pronunciation of participants in the experimental group from the post-test that was delayed four weeks later. From the findings of the study, using social media networks to teach language elements can be very effective and intriguing. According to that, the present study uses case study to examine the learning activities, sources, materials, and the management of English learning in the *Chill English by Schoolfess* channel at Telegram.

Another study is by Hibah Khalid Aladsani entitled “University Students’ Use and Perceptions of Telegram to Promote Effective Educational Interactions: A Qualitative Study”.³⁵ The purpose of this study was to investigate how to use Telegram to boost students' educational connections and to analyze their perceptions of utilizing it as an interactional media in a university course. The outcomes of this study indicated numerous educational activities that can be used on Telegram to improve student interactions, as well as how students communicate with their teacher and with each other on Telegram. The findings also emphasized students' impressions of Telegram as a technology to improve their course interactions, as well as the benefits and drawbacks of utilizing Telegram in this course. Different from the previous study conducted, this present study will explore more on the learning activities, learning sources, learning materials, and how to engage interactions in *Chill English by Schoolfess* channel.

³⁵ Hibah Khalid Aladsani. (2021). ‘University Students’ Use and Perceptions of Telegram to Promote Effective Educational Interactions: A Qualitative Study’, *International Journal of Emerging Technologies in Learning*, 16.9, 182–97 <<https://doi.org/10.3991/ijet.v16i09.19281>>.

Lastly, the previous study was conducted by Hossein Heidari Tabrizi and Nareges Onvani entitled “The Impact of Employing Telegram App on Iranian EFL Beginners’ Vocabulary Teaching and Learning”.³⁶ A quasi-experimental study method was used. The convenience sampling approach was used to select 31 Iranian students in the age of 10 to 14. The teacher taught the participants English vocabulary in two ways: for four weeks via Telegram and for another four weeks via regular face-to-face classroom training. When the scores from words taught using Telegram were compared to the scores from traditionally taught lexical items, it was determined that learning vocabulary through the social network was more effective than the traditional way. This study could assist teachers and material developers in considering the use of technology and common apps in language lessons for the goal of L2 vocabulary development. On the other hand, as an addition, this recent study will examine the activities, the sources, and the materials that are provided and how it engages the communication between tutor and students at *Chill English by Schoolfess* channel at Telegram.

From the previous studies mentioned above, the researcher classified six studies that discussed similar focus which are the implementation, the effect, the impact, and the effectiveness on Telegram teaching and learning. It is highlighted and classified as the first research and the seventh research on the implementation and how to use Telegram, the third research on the effect of

³⁶ Hossein Heidari Tabrizi and Nareges Onvani. (2018). ‘The Impact of Employing Telegram App on Iranian EFL Beginners’ Vocabulary Teaching and Learning’, *Applied Research on English Language*, 7.1, 1–18 <<https://doi.org/10.22108/are.2017.103310.1087>>.

Telegram on ESP learners, the fifth research and eighth research on the impact of employing Telegram, and the sixth research on the effectiveness in teaching English using Telegram.

Moreover, two previous studies discussed another similar focus which is students' perspectives on the use of Telegram. It is highlighted and classified as the second research on students' perspectives on using Telegram Messenger in Universitas Islam Riau and the fourth research on EFL students' perceptions of Telegram application at Taibah University, Saudi Arabia.

Following the explanation of previous studies, the researcher implied that the current study has a different focus from the previous studies mentioned. This current study discussed the activities provided in Chill English by Schoolfess channel as a learning community to learn English and the materials given to learn English in *Chill English by Schoolfess* channel in Telegram. In addition, the gap is also in the use of qualitative method and case study as the design when some studies using a quasi-experimental method. Another gap found is the use of data analysis guidelines as the instrument of the study while some previous studies used online observation checklists and interview guidelines.

CHAPTER III

RESEARCH METHOD

This chapter focuses on elaborating the way the researcher conducted the study in the use of a learning community in Telegram in English learning that is divided into research design, research setting, data and source of data, research instruments, data collection technique, and data analysis technique.

A. Research Design

This study used a qualitative design which is case study. Case study is appropriate for this study because it is an investigation on a single group or community which is *Chill English by Schoolfess* channel in Telegram. It is one of the Telegram channels that has a function as a learning community and it is a specific channel in Telegram for learning English. In this regard, the function of this design is to obtain in depth information about particular specific information which are the activities prepared, the materials given, the instructions written and the strategy to inform readers about the learning community called *Chill English by Schoolfess* channel.

B. Research Subject and Setting

The subject of this study is the data that is available at the Telegram channel. This study took place in the learning community channel called *Chill English by Schoolfess*. Considering the number of subscribers (73.922 subscribers) and the interaction that helps students to engage and learn English by consciously or unconsciously, the decision was made. Aside from that matter, English learning by using an online learning community in Telegram

could facilitate people who want to set aside time to learn English in every way possible because of their hobby or just want to improve themselves. As stated in the Telegram blog, Telegram has 700 million monthly active users. In this matter, it can be used by students to learn English. For Schoolfess, it is a well-known community that runs on many platforms which contains a variety of information, activity and material that are beneficial for students in learning English that is provided in a non-repetitive way.

C. Data and Source of Data

1. Data

The data of this study is the information of the way the tutor uses Telegram to teach English and the materials given to learn English in the learning community. This data is used to answer the first research question about the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English and the second research question about the materials given to learn English in *Chill English by Schoolfess* channel in Telegram.

2. Source of Data

The source of data was including documentation, observation, audiovisual record.³⁷ Data of this research was gathered from the tutor and sources that were shared in the *Chill English by Schoolfess* channel in Telegram.

³⁷ John W. Creswell. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Ed.).

D. Research Instrument

The instrument used in this study is the observation guideline. It is a tool involved to gather information by educators in their academic community, by workers in local area settings, or clinicians recording human way of behaving. (footnote) The observation guideline in this study will be used to analyze the content of the channel, this may include the description of the activities, instructions, resources, and materials given by the tutor to answer the first and second research question. Generally, observation guidelines were based on the management of the learning community such as the activities provided, the resources used, the materials discussed, the instructions given. The researcher did direct observation which involves observing without interacting with the tutor or students in the *Chill English by Schoolfess* channel in Telegram.

There are five aspects analyzed using observation guidelines which are category (i), activity (ii), instruction (iii), and resource (iv). These aspects used in the data analysis guideline were adapted from two previous studies. Aspect (i) is adapted from Mehdipour and aspect (ii) is adapted from Raza and Bilal Hassan (see appendix I).

The criteria that had been constructed to the data analyzed consist of the categories, the activities, the instructions or announcements, and also the resources provided by the tutor in the learning activity by the year of 2021 and 2022.

E. Data Collection Technique

The first important step to avoid ethical issues is that the researcher asked for permission of the tutor to explore and use the files, links, photos, voice notes in the *Chill English by Schoolfess* channel. The consent concern to get the data of the research has to be addressed by the researcher. This concern was done through contacting the tutor to inform them about conducting research in *Chill English by Schoolfess* channel in Telegram. The researcher contacted the tutor by direct messaging through the tutor's personal Instagram account to ask permission and sent the official research permit to the tutor.

After getting permission from the tutor, the data in the channel is collected by the researcher. The data is in the form of photos, voice notes, links, screenshots and so on. The researcher conducted this to gain insight focused on the information to answer the first research question about the activities provided by the tutor in *Chill English by Schoolfess* channel and second research questions about the materials given in *Chill English by Schoolfess* channel in Telegram.

Firstly, the researcher analyzed all of the activities and materials in *Chill English by Schoolfess* channel without any exception. Secondly, the researcher classified several things which focused on how the learning community preceded by collecting the activities provided, the resources used, the materials discussed, the instructions given, and the communication between tutor and students.

F. Data Analysis Technique

Using observation guideline

The researcher analyzed the data of the learning community by using observation guidelines. The researcher used the following steps to analyze the collected data in a systematic manner:

1. Collected and identified the data which are photos, voice notes, links, and screenshots from the *Chill English by Schoolfess* channel in Telegram that is relevant to answer the first and second research question.
2. Analyzed the collected data that is relevant and beneficial to answer the first and second research question before coding the data.
3. Coded all the data collected into several categories. The researcher did the coding according to the included particular information which are the activities prepared, the materials given, and the strategy to inform readers in the *Chill English by Schoolfess* channel in Telegram.
4. Compiled, analyzed and highlighted the important information of the data. After that, made a description of the results to become one complete, valid, and relevant information to answer the first research and second research question about the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English and second research question about the materials given to learn English in *Chill English by Schoolfess* channel in Telegram.

CHAPTER IV

FINDING AND DISCUSSION

This chapter reports about the findings of the data collection process and the discussion of it by reflecting it on the existing related theory. To be precise, there are two things that are discussed in this chapter which are the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English and the materials given to learn English in *Chill English by Schoolfess* channel in Telegram.

A. Finding

There was several data analyzed from *Chill English by Schoolfess* channel in Telegram for this research. The data was analyzed according to two research questions. First research question is about the activities which were provided in the learning community in Telegram to facilitate students' English learning were collected and analyzed. Second research question is about the materials provided in the learning community in Telegram to facilitate students' English learning. The findings of the research were presented as follows:

1. The activities provided in Chill English by Schoolfess channel as a learning community to learn English in Telegram

The results of this research are started by presenting the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English. The results of analysis showed that there were eleven activities the tutor of *Chill English by Schoolfess* channel uploaded in Telegram. The activities uploaded are classified according to several skills:

reading, writing, speaking, listening, and grammar, as described in Table 4.1.

Table 4.1. The learning activities in learning community

Category	Learning Activity
Reading	<ul style="list-style-type: none"> ● Reading Announcements
Writing	<ul style="list-style-type: none"> ● Writing A Story ● Finding The Words! ● Making "If I... I would..."
Listening	<ul style="list-style-type: none"> ● Filling In The Blanks! (Script) ● Spelling Game ● Listening to Movies Trailers
Speaking	<ul style="list-style-type: none"> ● Reading Short English Story ● Reading Tongue Twister ● Recording as The Navigator
Grammar	<ul style="list-style-type: none"> ● Grammar Quizzes and Explanations

The activities are based on English skills including reading announcements, writing a story, finding the words, making “If I.. I Would...”, filling in the blanks (script), spelling game, listening to movie trailers, reading short english story, reading tongue twister, and recording as the navigator. Furthermore, there are grammar quizzes and explanations provided. The detail explanation of the activities uploaded in Chill English by Schoolfess based on the language skills is explained in the following section:

a. Reading

Reading is one of the focus of activities that the tutor uploaded in Telegram. When the tutor provides the learners with reading activities there are several things that they focus on, namely providing announcements that vary from one to another announcement about information that is important and beneficial for students to learn English by reading.

This activity focuses on giving information about the source that students can use to read a lot of English literature, which is Chill English Library (<http://bit.ly/ChillEnglishLibrary>). By that website, *Chill English by Schoolfess* facilitates students to improve their reading skills by learning and enriching the new vocabulary that they did not know before.

Besides that, the tutor provided the second announcement to inform students to develop and improve their reading skills that

focused on the collection of poems written by the tutor. Students can read the poems by clicking the link provided by the tutor which leads to a thread that helps students to read it easily by only scrolling down.

Another activity related to reading is provided by the tutor following the picture which is:

Picture 4.1 Numbers



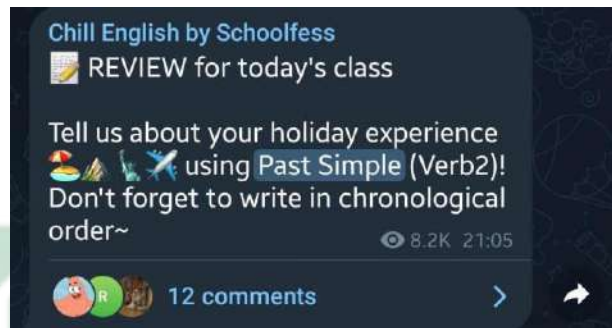
The activities provided by the tutor according to the picture and announcement above is that students need to read a short story that contains a lot of numbers and record it. For that matter, the tutor has provided a picture about how to read numbers beforehand. This activity is beneficial for improving students' reading and speaking skills. Furthermore, students get to know and understand how to read numbers in English.

b. Writing

Based on the collected data, the tutor shared and provided students with several activities. There were “Writing sessions”, “Find the words!”, and "If I... I would...". It showed that the activities focused on writing skills that enhance and stimulate

students' participation and improve students' English. The first activity given is followed by the picture, such as:

Picture 4.2 Writing Story



According to the instruction in the picture above, the tutor gives an activity to learn English by "Writing Story" that uses past simple tense (verb 2) and students are expected to write in chronological order. This activity encourages students to learn writing, in particular how to write a story. The topics are free and students can write according to their interest. The main thing is that students should write a story using 'past sentences' (Verb 2).

Second activity given by the tutor are followed by another picture and instruction, such as:

Picture 4.3 Adjectives



In the picture above, the tutor focuses on the activity of "Find the words!" in which the tutor gives a picture and students need to find as many adjectives as they can. After that, students need to write the first 3 adjectives that they can find in the picture. This activity focuses on learning and improving the English reading and writing skills by the adjectives in the picture.

Another activity provided by the tutor related to writing skills is followed by the instruction which asks students to write a description of a conditional sentence that is followed by the line "If I... I would...". Students also have to include 3 chosen words that were provided by the tutor in the description. To make the instruction easy to comprehend, the tutor also provided an example of how the activities work. This activity is beneficial for students in improving writing skills and also critical thinking in making appropriate sentences by including the chosen words provided by the tutor.

c. Listening

Another English skills tutor focused is Listening skills. By that matter, the tutor provided several activities that stimulate students to listen more. There are 3 activities which are "Fill the blanks [script]", "Spelling game", and "Movie Trailers Listening Challenge". For the first activity, it is given and followed by the instruction provided by the tutor, namely "Do you listen?". The

students need to fill 5-7 blanks of the audio script by listening to the audio given by the tutor. The focus of this activity is to improve students' listening skills and writing skills. Furthermore, students can also learn new vocabulary by the script given.

Another activity given by the tutor is followed by the instruction which implies students learn English by playing a spelling game. In addition, the tutor gives the letters by audio because it is focused more on listening. The audio contains a person's name or a place's name in various levels based on the amount of letters.

Furthermore, a different activity given by the tutor that focuses on listening is followed by the instruction which focuses on the thread of five movie trailers. Students have to write what they hear from the movie trailers provided by the tutor by replying on the thread. Each trailer has 2 parts which are the normal part and the slower part to help students to apprehend easily.

d. Speaking

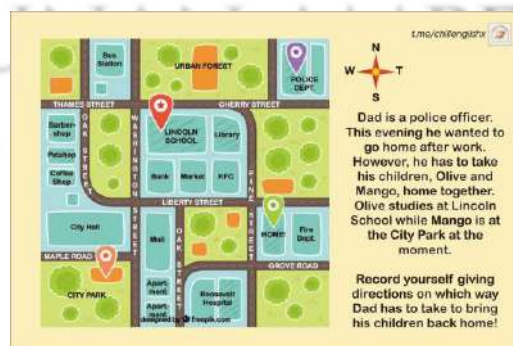
Speaking is another skill that is important in English. It will indicate an output and show the English level of the learner. There are several activities that stimulate and provoke students to improve their speaking skills in Chill English by Schoolfess channel in Telegram which are the short English sentence speaking session, tongue twister, and the navigator. For the first activity, it is followed by an instruction and a picture of short English sentences provided

by the tutor. Students have to record how they read it and send it to the comments section of the channel. Students are expected to practice and learn by reading it in a good structure and pronunciation. Students can also know the recording of other students in order to know the parts where they need improvement.

For the variety of activities, there are also other activities that focus on games. The second activity is also followed by an instruction and it is implied to be a game called tongue twister in a picture of the sentences provided by the tutor. Students are required to record when they read it. This game is beneficial for students because it helps the brain remember patterns and words faster.

Another activity provided by the tutor that focuses on speaking skills is "The Navigator". It is followed by a picture and an instruction which are:

Picture 4.4 Maps



As the instructions written in picture and room chat, students have to record as the navigator to the Dad for the way from the Police Department to Home. Students also have to consider a given

situation in the picture. This activity is beneficial for students in improving speaking skills, reading skills, and critical thinking.

e. Grammar

Grammar is one of the important aspects of the English language. Students would learn grammar in the English language to understand and use English. It helps comprehension and offers standards for when and how to use words. It would be difficult to communicate vocally or in any other way without this knowledge. In *Chill English by Schoolfess* there are several activities to learn and improve students' grammar which are quizzes provided by the tutor. For the first quiz, it is followed by a short announcement for the opening of the quiz. There are 5 multiple choice questions and students have to choose the right answer. Tutor uses the "poll question" feature in Telegram so the students just need to click on the right answer like a vote. Furthermore, the explanation of the quiz's material is provided by the tutor after several minutes.

Another quiz is provided by the tutor to give an insight to students about grammar. It is followed by the instruction which implies that there are 7 sentences given by the tutor and students have to choose the word/phrase that is grammatically incorrect by clicking one of the answers in multiple choice questions. The tutor uses the "poll question" feature in Telegram so the students just need to click on the right answer like a vote. Furthermore, the explanation

of the quiz's material is provided by the tutor shortly after the quiz is over.

There is another activity focused on grammar that the tutor provided which is the third grammar quiz. Before giving the quiz, the tutor shared a brief instruction. Students have to choose the right standard word order which is the most appropriate answer to create normal complex sentences. There are 6 multiple choice questions about "Complex Sentences". This activity is beneficial as it is improving and enhancing students' grammar knowledge by focusing on complex normal sentences in the English language.

2. The materials given to learn English in Chill English by Schoolfess channel in Telegram.

Regarding the materials that tutor use in the online learning community (*Chill English by Schoolfess* channel), the researcher analyzed that the tutor in the channel used different materials such as short stories, poems, audio texts, and videos. The use of these materials allows learners to learn English and improve their skills. The following table describes the materials that tutor use in *Chill English by Schoolfess* channel.

Table 4.2. The learning materials on learning community

Category	Learning Material
Reading	Short Stories, Poems, or Other English Literatures
Writing	Short Story - Past Simple (Verb 2), Adjective, and Conditional Sentence
Listening	Recordings of A Script, Recordings of Letters, and Movie Trailers Video
Speaking	Short Story (Picture), Long Sentence (Picture), Map (Picture)
Grammar	Order of Adjectives, Degrees of Comparison, Adjectives, Verbs, Plural Possessive, Pronoun & Complex Sentences

According to the analysis, there are several materials provided by the tutor in consideration of the relevancy of students' level diversity and needs in the learning community. The researcher analyzed several materials given which are past simple (verb 2), adjective, spelling letters, and short story (picture). Furthermore, there are also quizzes on order of adjectives and degrees of comparison, adjective, verb, plural possessive, and pronoun. In addition, there is information for the Chill English Library

which contains short stories, poems, or other English literature (See table 4.2.)

a. Materials for Reading - Short Stories, Poems, or Other English Literatures

Tutor in Chill English by Schoolfess facilitates a way to improve students' reading skills by opening Chill English Library. In there, students could find English short stories with various genres, English poems, and other English literature (still coming soon). It's all free, which is accessible and students can make reading fun again by any choices there.

In the Chill English Library, there is one book of a collection of English poems by Jihan Amalia entitled "The Heart's Desire". The book includes 12 poems with various designs of decoration (font, lines/shapes, graphics, stickers) so students won't feel bored or unentertained when reading the poems.

Other works provided in Chill English Library are short stories. There are many short stories classified by its genres or themes which are adventure stories, fantasy stories, horror stories, horror and gothic stories, mystery stories, romance stories, science fiction stories, slice of life stories, and mix genres stories.

Another collection of poems is provided by the tutor in a thread that can be easily accessed by the students. There are 4 poems and each poem has an explanation of it in Bahasa Indonesia. Apart from

that, there is also a different thread of another collection of poems by the tutor.

By that matter, students would have many options and could choose according to their preference in their free time to make their reading fun and not monotonous. Students can also learn new vocabulary that they might not know when reading the poems and stories.

b. Materials for Writing - Past Simple (Verb 2), Adjective, and Conditional Sentence

The first material provided by the tutor in English teaching and learning in the online learning community to improve students' writing skills is Past Simple Tense (Verb 2). The material is explained in class by live streaming and can be accessed again through Youtube or Google Drive. After the class ends, the tutor will give a short assignment for the review if students already understand thoroughly.

It was stated by the tutors as follows:

“REVIEW for today's class: Tell us about your holiday experience using Past Simple (Verb 2)! Don't forget to write in chronological order~”

In the live streaming class, the tutor explained the past simple by categorizing it using formulas. First, past simple formulas with “be” in positive, negative, and interrogative sentences (yes or no question and wh- or how question). Tutor also explained the past simple

followed by nouns, adjectives, and adverbs. Second, past simple formulas with other verbs in positive, negative, and interrogative sentences (yes or no question and wh- or how question).

Second material which focuses on students' writing is Adjectives. In this activity, the tutor provided a picture that had 21 adjectives in it. Students need to write the first 3 adjectives that they found in the picture. Adjectives are important to learn since they can add detail to a noun and to make descriptions clearer or more interesting.

Another material which focuses on students' writing is conditional sentences. Students have to make conditional sentences that contain what would students do if in that condition in at least three sentences. Students also have to include three chosen words that are provided by the tutor. The example of the conditional sentences as the material given by tutor are:

"If I were a musician, I would..."

chosen words: sleep, immediately, cat

= If I were a musician, I would have my own recording studio. In my studio, I could play music with my friends, family, and of course my cat. I could also use it to sleep if I were too lazy to go to my room. my recording studio should also provide a private toilet where I could immediately go if I needed to pee."

According to the example that tutor has provided, students can also learn further on past tense and modal verbs (would, could,

should). It is appropriate to learn by students, especially in intermediate or upper intermediate level.

c. Materials for Listening - Recordings of A Script, Recordings of Letters, and Movie Trailer Videos

There are three materials provided by the tutor that focus on students' listening skills. The first material provided by the tutor in English teaching and learning in the online learning community to improve students' listening skills are several recordings as well as the audio scripts. The four recordings and the scripts are dialogues or short stories. The audio scripts have 5-7 blanks so students are expected to fill in the blanks by listening to the recordings.

The second material provided by the tutor to improve students' listening skills are a series of recordings that contain spelling letters in English. The recordings only contain either a person's name or a place name with different levels in each. Students are expected to listen to the recordings and arrange the word based on the spelling then answer immediately.

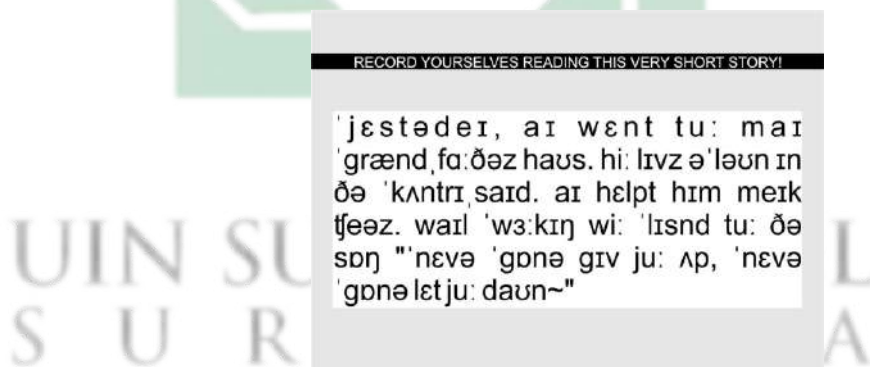
Another material given by the tutor for listening activity are movie trailer videos without any subtitles. Movie trailers are important to tell audiences about the movie plot and encourage them to see the film. It is expected to be challenging for students to listen and comprehend what the trailer is about and what the audio says in the videos.

There are 2 parts on each movie trailer videos which are the normal part and the slower part to help students to apprehend easily. Each video has approximately 30 seconds - 1 minute so it might not be burdening for the students to try to improve listening skills.

d. Materials for Speaking - Short Story (Picture), Long Sentence (Picture), Map (Picture)

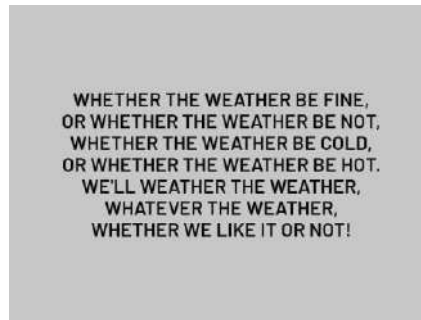
Tutor in Chill English by Schoolfess facilitates a way to improve students' speaking skills by providing two materials. The first material is a picture of a short story that contains thirty five words. The short story is written in the international phonetic alphabet which shows the students how to pronounce a certain word in English (See picture 4.1.)

Picture 4.5 Short Story



The second material provided by the tutor is a picture of a long sentence that contains thirty five words which are tongue twister sentences. Tongue twisters could be a way to clarify the pronunciation of words.

Picture 4.6. Tongue Twister Sentence



Students are expected to record themselves while trying to say the tongue twister in the picture above (See picture 4.2.). By this activity, tongue twisters can stretch and strengthen the muscles which students use to speak. Tongue twisters show students what words and sounds that have trouble pronouncing.

Another material provided by the tutor is a picture of a map. This material helps the students as a benchmark to explaining the direction by recording themselves. This material not only stimulates students' speaking skills but also students' knowledge on direction in English. To make it understandable is also a challenge of this activity.

e. Materials for Grammar - Order of Adjectives, Degrees of Comparison, Adjectives, Verbs, Plural Possessive, Pronoun & Complex Sentences

Grammar is one of the important aspects that we might learn in order to become fluent and understand English. Tutor provided several quizzes that focus on varied grammar materials, such as:

1. Order of Adjectives

The material for the first quiz is Order of Adjectives. There are 5 multiple choice questions and students need to answer it by choosing the right answer. The explanation of the quiz's material is provided by the tutor after several minutes.

The explanation of the material is explained systematically which are the definition of adjectives, the usual sequence of adjectives (opinion, size, physical quality, shape, age, color, origin, material, type, and purpose), the examples of adjectives and invented longer adjective phrases. In addition, the tutor provided the source of material.

2. Degrees of Comparison, Adjectives, Verbs, Plural Possessive, Pronoun

In the second quiz, there are 7 multiple questions of sentences that grammatically incorrect with varied materials that students need to understand which are divided into:

1) Degrees of Comparison

For question number one of the quiz, the material is degrees of comparison. It shows the highest degree of comparison which is the superlative degree of comparison. It is utilized to compare the similarities between two or more nouns. It indicates which of the contrasted nouns has the highest or lowest degree of the stated quantity or quality.

Additionally, the second question is also focusing on the degree of comparison which corresponds with the other adjectives in the series. The appropriate comparative form must be used.

2) Adjective

The third question of the quiz is focusing on adjective material. The adjective form is required to change the noun in the incorrect sentence to make it appropriate.

3) Verb

Question number 4 of the quiz indicates another material which is a verb. The singular form of the verb (was) should be used to agree with the singular subject that is placed before the verb to make the sentence appropriate and correct.

4) Plural and Singular Possessive

Number 5 of the quiz is about the plural possessive material. The appropriate plural word (their) should be used to make a correct sentence that agrees with the plural noun.

Next, the sixth question of the quiz is focusing on another word which is included in singular material. The adjective (expert) should not be pluralized in order to make the correct sentence.

5) Pronoun

The last number of the quiz is focusing on reflexive pronoun material. According to the question, if both the noun phrase (these craftsmen) and the pronoun refer to the same people, then the appropriate reflexive pronoun (themselves) should be used in order to make the correct sentence.

3. Complex Sentences

Another material on the grammar quiz provided by the tutor to learn grammar is complex sentences. Tutor provided 7 questions which contained 6-11 collections of words in each question. This material helps students to learn how to make and arrange a set of words to be a proper sentence.

B. Discussion

The discussion presents the previous findings by reflecting the main findings to related theory and previous studies. There are two things that are discussed in this section. First, the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English. Second, the materials given to learn English in Chill English by Schoolfess channel in Telegram.

1. The activities provided in Chill English by Schoolfess channel as a learning community to learn English in Telegram

As the main focus of this study, the tutor provided several activities of English learning in Chill English by Schoolfes in order to facilitate and

improve students' English skills. The results of the data indicated that several ways or activities in Chill English by Schoolfess are reading announcements, writing a story, finding the words, making "If I... I would..." sentences, filling in the blanks of the script, spelling game, listening to movie trailers, reading short English stories, reading tongue twisters, recording as the navigator, and grammar quizzes with explanations. These results corresponded with the previous study by Zanaton H. Iksan and Sumaiyah Mohd. Saufian which the learning process began with open questions provided by the lecturer. Students responded to the questions by spontaneously typing their views with materials prepared by the tutor before. Another way provided is the technique of Diagram, Mapping, Audio, and Caps Lock which the activity focused on the use of the pictures, map, audio, and capslock that help students in their learning.³⁸

By that matter, English learning in online learning communities such as Telegram channel provide students a practical, flexible, and effective way in learning, it also makes them more active. All of the activities done are beneficial and stimulate students in enhancing their English skills. These results also corresponded with a previous study by Zahra A. Abu-Ayfah that found it happened due to the use of the features in Telegram which was possibly able to facilitate students to easily comprehend in English learning effectively and responsibly. The majority of the students

³⁸ Zanaton H Iksan and Sumaiyah Mohd Saufian. (2012). 'Mobile Learning: Innovation in Teaching and Learning Using Telegram', *International Journal of Pedagogy and Teacher Education (IJPTE)*, 11.1, 19–26.

said Telegram was a good reading tool for their reading proficiency.³⁹ It implies that Telegram is a useful tool for learning to read. Additionally, it shows that because of its ease, Telegram may be preferred by students.

For the writing, most of the students indicated Telegram is helpful for learning English writing. Being ranked last in English language skills does not mean that Telegram has no value as a tool in writing learning, in fact, earlier study found Telegram is a tool which significantly supports students in developing their ability to write and improves their word choice in their writing task.⁴⁰ This may happen because Telegram can facilitate students in transmitting ideas or information since Telegram is a platform that is globally accessible and convenient that can be used by all people for any purpose, especially education with varied writing activities provided with the use of Telegram features by the tutor.

Regarding listening, an abundance of students said Telegram was a good tool for improving their listening abilities, despite the fact that it came in lower than their vocabulary, grammar, and reading abilities. The results of the current study showed that students continued to view the Telegram as a suitable medium for listening-based learning. It suggests that students may find Telegram to be simple to use wherever they are and whenever they want, in addition to giving them access to authentic

³⁹ Zahra A. Abu-Ayfah. (2019). 'Telegram App in Learning English: EFL Students' Perceptions', *English Language Teaching*, 13.1, 51 <<https://doi.org/10.5539/elt.v13n1p51>>.

⁴⁰ Mojtaba Aghajani and Mahsa Adloo. (2018). 'The Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes through Telegram Application', *International Journal of Instruction*, 11.3, 433–48 <<https://doi.org/10.12973/iji.2018.11330a>>.

situations in which to hone their listening abilities. Students can get an unlimited number of photos, videos and files in any format (doc, zip, mp3, or others). By that feature, students can get a fun activity that can improve their listening skills.

Another skills improved are speaking. According to speaking skill, a significant amount of the students implied that using Telegram makes it easier to speak English. It shows that students thought Telegram was a good way to learn how to speak. The consequence of the ongoing study is consistent with the discoveries of a past exploration that expressed that E-talk Castel's model in Telegram gives a decent contribution for the students to work on their speaking ability in the English language.⁴¹ This might happen in Chill English by Schoolfess channel because the tutor provided several activities that can help students in conveying ideas verbally with the proper context, content, and instruction. The activities given are adjusted according to the English level of the students so it is comprehensible. The focused aspects in the activities are varied such as fluency, pronunciation, grammar, and ideas. Students might also enhance their critical thinking skills by being creative, interpretive, and communicative in the activities provided.

⁴¹ Ramlan Setiawan and Nining Candra Wahyuni. (2017). 'English Talk Class Based Telegram (E-Talk Castel) an Innovative and Creative Strategy to Stimulate Students ' Speaking Skill', *English Language and Literature International Conference (ELLiC)*, 1, 195-99
<<https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/2611>>.

For grammar learning, numerous students acknowledged using Telegram for grammar study. The majority of students felt that Telegram played a role in improving their ability to utilize grammar correctly in EFL. This means that Telegram has a widely reported influence on student grammar learning. The findings coincided with the findings from an earlier study that concluded mobile learning applications are more efficient and superior to traditional methods in teaching and learning the English language in general and grammar learning in particular.⁴² As the technology improves from the traditional method to modern method, the use of features of Telegram channel might have an impact for students in English grammar learning especially when it has a non-stressful and convenient English teaching and learning that is strict to particular rules or ways.

2. The materials given to learn English in Chill English by Schoolfess channel in Telegram.

As the main focus of this study, the tutor provided several materials of English learning in Chill English by Schoolfes in order to facilitate and improve students' English skills. The results of the data indicated that several materials provided classified by the English skills are short stories, poems, past simple (Verb 2) stories, adjective sentences, conditional sentences, recordings of a script, recordings of letters, movie trailers video,

⁴² Abu Laban MM, and Firwana SS (2017). The Effectiveness of Using Mobile Learning in Developing Eleventh Graders' English Grammar Learning and Motivation for English (unpublished master's thesis). Islamic University (Gaza), Gaza. Retrieved from <http://search.mandumah.com/Record/875097>

short story picture, long sentence picture, map picture. Furthermore, there are order of adjectives, degrees of comparison, adjectives, verbs, plural possessive, pronoun and complex sentences, quizzes and explanations. There are a variety of materials in Chill English by Schoolfess since the tutor might want to prevent students from getting bored. In addition, the tutor might assure students to be exposed to strategies in English learning that are adjusted to their own preferable learning style in each individual. With that matter, a variety of instructional strategies are likely to be enjoyable by students so they can engage longer in English learning.

The results in this study also corresponded with the previous study by Ni Kadek Citrawati that Telegram instructions and materials have a positive impact on students' performance in language skills and subskills.⁴³ Vocabulary, grammar, pronunciation, insights and ideas, arrangement of thoughts, mechanics, fluency, and comprehension were the interconnected language components related to the language abilities gained by the materials provided in Telegram. Furthermore, the interactive nature of Telegram allows for discussion and constructive feedback on the materials given to help students improve their English. These findings suggest that Telegram is an effective learning medium for improving students' English while also providing a productive and secure environment for students to use and improve their English. The materials and ways provided by the

⁴³ Ni Kadek Citrawati and others. (2021). 'Telegram as Social Networking Service (SNS) For Enhancing Students' English: A Systematic Review', *Journal of English Language Teaching and Linguistics*, 6.2, 239 <<https://doi.org/10.21462/jeltl.v6i2.531>>.

tutor in Chill English by Schoolfess are varied so the students won't feel burdened or bored when learning.

As the Chill English by Schoolfess learning community in Telegram has many subscribers, the tutor might have considerations when choosing particular material that was analyzed previously. These considerations could be based on how the materials are relevant to the students, how the materials are considered important to give to the students, and how the materials can be comprehensible to the students. Furthermore, students could study the materials autonomously. They could stay connected with the teacher if they don't understand the materials as the teacher gives the further explanation of the materials. Students might also be well informed or understand about their mistakes by the explanation provided by the tutor. Moreover, students will know their weaknesses and try to improve to be better in English learning.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter conveys about the conclusion from the finding and discussion, as well as the suggestion that the researcher can give for the parties involved, regarding the activities provided in *Chill English by Schoolfess* channel as a learning community to learn English and the materials given to learn English in *Chill English by Schoolfess* channel in Telegram.

A. Conclusion

The following two conclusions can be drawn from this study's findings:

1. The tutor provided several activities in *Chill English by Schoolfess* channel in order to support students in enhancing their English skills. By utilizing features and functions of Telegram in English teaching and learning, the tutor facilitates students' space that is generally well-prepared and well-organized. Based on the findings, it is confirmed as the analysis of the influence of Telegram in improving students' English knowledge. Telegram has numerous pedagogical benefits and efficiently encourages EFL learning. By the guidance from the tutor by the instructions given, the learning activities have a positive impact on students' performance in English skills and subskills. The activities provided in the previous study teaching and learning process is corresponded as students have to spontaneously typing their views with materials prepared by the tutor before that focused on the use of the pictures, videos, audios, and any other that

help students in their English learning that is not monotone so students will feel ease and easy to understand it rapidly.

2. There are several materials in *Chill English by Schoolfess* that are beneficial for students as the materials might be relevant to the students, considered important to give to the students, and the materials could be comprehensible to the students. Tutor provided several materials classified by the English skills which are listed as reading, writing, listening, speaking. In addition, students also learn grammar materials which are important because they provide information that enhances comprehension in communicating and connecting with other people, especially in foreign languages. These results are valuable to students due to the interconnected language components associated with the language skills acquired through Telegram included vocabulary, grammar, pronunciation, insights and ideas, thought organization, mechanics, fluency, and comprehension. Furthermore, the interactive nature of Telegram allows for discussion and constructive feedback in learning the materials will help students improve their English.

B. Suggestion

Followed by the conclusion and limitations of this study, the researcher has several suggestions for the English tutors and future researchers. As follows:

1. For English learning community tutors

It is going to be good if the tutors apply or add more ways or activities that can help students in enhancing their English skills in interesting and fun ways possible with the consideration of students' learning style, students'

level and students' ease of comprehension. In addition, tutors need to consider the materials which are classified as important and instructional that can help students in improving their English knowledge and skills.

2. For future researchers

There are several suggestions that the current researcher can give. First, it is going to be fascinating to conduct a study to compare between two or more English learning communities on any similar or different platform that is already familiar. Second, by reflecting on these, the study may further investigate the effectiveness or the challenges of the chosen platform's features and functions, activities, or materials. Third, future researchers may also investigate the similar cases of this study to the different focus. For example, focus on participants rather than what is provided in the learning community. Might analyze more the implementation of teaching and learning process in the learning community such as the planning, agreement, strategy and implementation of obligations and goals. Subsequently, the present researcher does not limit the future researcher's ability to examine further by looking for gaps that the previous study did not cover, either as a reference or as a foundation for analyzing and approving the results of this investigation. Aside from that, the future researcher might explore if there is an influence on the chosen platform or innovations that have been incorporated into English learning activities related to the teachers or/and students English capabilities.

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