

**STUDENTS' FEELINGS IN USING TELEGRAM
VIDEO CALL GROUP WITH NATIVE SPEAKERS**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



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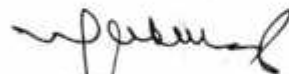
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Atas perhatian Bapak/Ibu, saya sampaikan terima kasih.

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MOTTO

يُسْرًا الْعُسْرَ

“Maka sesungguhnya sesudah kesulitan itu ada kemudahan”

(QS Al-Insyirah: 5)

"Akan selalu ada jalan menuju sebuah kesuksesan bagi siapapun, selama orang tersebut mau berusaha dan bekerja keras untuk memaksimalkan kemampuan yang ia miliki."

Bambang Pamungkas

“Tidak penting soal dimana kita berada. Selama kita mampu berproses dan berkembang ke arah yang lebih baik, disitulah tempat terbaik untuk kita”

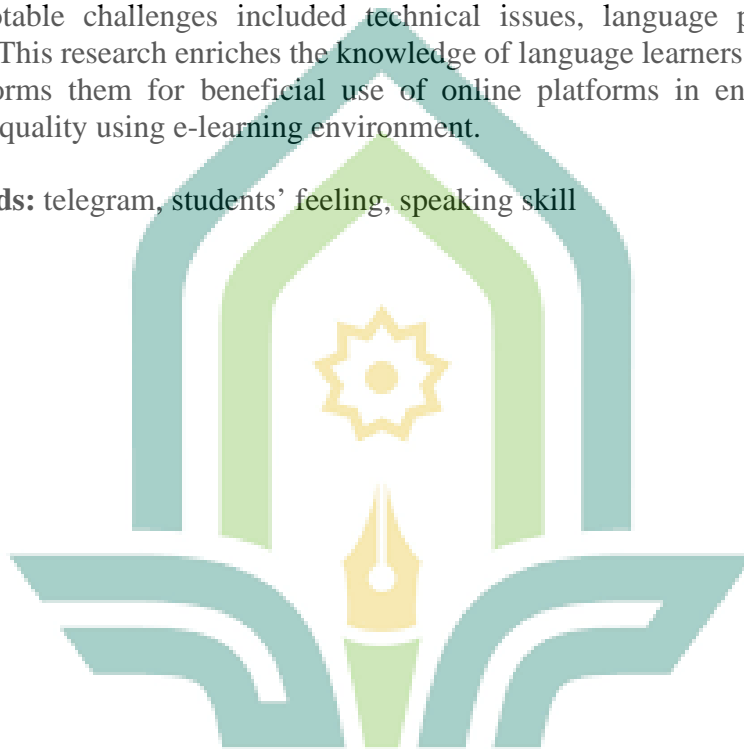
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ABSTRACT

The present study effect of interactions with English native speakers in a Telegram video call group on the speaking skills, and sub-skills thereof, of EFL students. The present study used a narrative inquiry approach to investigate the experiences and perceptions of three EFL students who took parts in these online groups. Utilizing semi structured interviews and thematic analysis, the study examined new features of speaking skills which were ameliorated by these interactions and what challenges students faced in such virtual asynchronous settings. The results showed that Telegram video call groups were effective tools for EFL learners to practice speaking, gain authentic input and build confidence. Most notable challenges included technical issues, language preference, and anxiety. This research enriches the knowledge of language learners and teachers. It also informs them for beneficial use of online platforms in enhancing higher learning quality using e-learning environment.

Keywords: telegram, students' feeling, speaking skill



PREFACE

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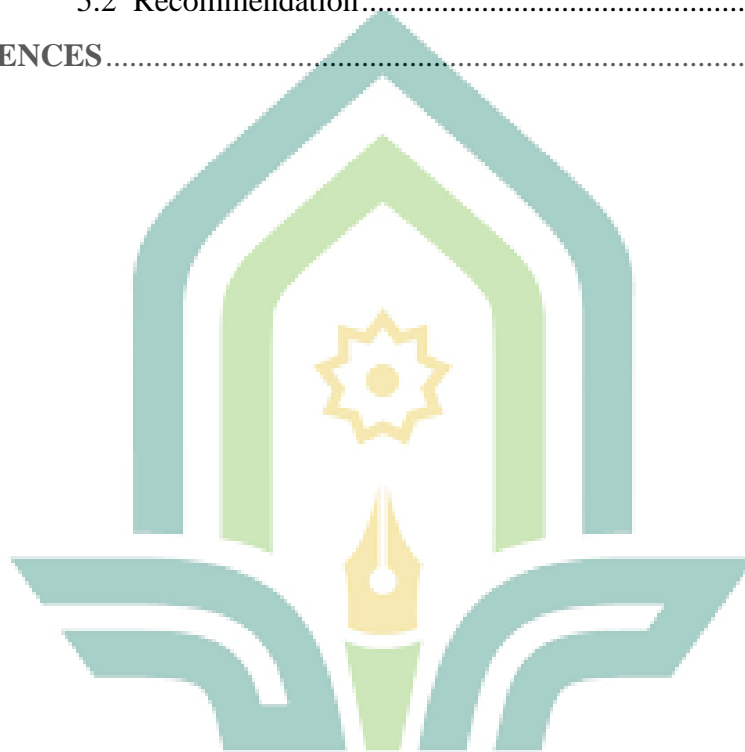
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CHAPTER I

INTRODUCTION

1.1. Background of the study

The development of speaking skills is a crucial aspect of English as a Foreign Language (EFL) education, enabling students to effectively communicate in English in various contexts. With the advent of technology, educators have explored the potential of online platforms to supplement traditional classroom instruction and enhance speaking proficiency. Telegram, a popular messaging app, offers video call group interactions, providing an avenue for EFL students to engage in conversations with English native speakers. This literature review examines existing research on the impact of Telegram video call group interactions on EFL students' speaking skills using a narrative inquiry approach.

Technology-mediated language learning has gained attention in recent years due to its potential to enhance language acquisition. Studies have shown that online platforms, such as video chat groups, facilitate authentic communication and interaction with native speakers, promoting speaking proficiency (Kukulska-Hulme et al., 2020). Telegram's video call feature offers opportunities for EFL students to engage in meaningful conversations, receive immediate feedback, and develop their speaking skills outside the classroom.

Authentic communication plays a crucial role in language learning, allowing learners to apply their language skills in real-world contexts. Engaging in conversations with English native speakers through Telegram

video call groups provides EFL students with authentic language input and the opportunity to practice speaking skills (Liaw & Zhang, 2013). These interactions foster fluency, accuracy, and confidence in speaking English.

The narrative inquiry approach focuses on individual stories and experiences, providing a deeper understanding of learners' perspectives and the impact of Telegram video call group interactions. This approach enables researchers to explore the narratives of EFL students, uncover their challenges, growth, and perceptions of speaking skills development within the Telegram video call group (Clandinin & Connelly, 2000). The narrative inquiry approach allows for a holistic exploration of the impact of these interactions on EFL students' speaking skills.

Research suggests several benefits of utilizing Telegram video call group interactions. EFL students can experience a safe and supportive environment for language practice, receive prompt feedback, and learn new language skills from native speakers (Wang & Wang, 2009). Additionally, interactions within the group foster a sense of camaraderie, motivation, and enjoyment, which contribute to speaking skill development (García-Sánchez et al., 2021). However, challenges may include technical issues, language barriers, and overcoming speaking anxiety in virtual settings (Shih & Tsai, 2008). Exploring these benefits and challenges is essential for a comprehensive understanding of the impact of Telegram video call group interactions on EFL students' speaking skills.

The literature review highlights the significance of exploring the impact of Telegram video call group interactions with English native speakers on EFL students' speaking skills. Technology-mediated language learning, authentic communication, and the narrative inquiry approach provide a theoretical foundation for understanding the potential benefits and challenges of utilizing Telegram video call groups. By incorporating insights from existing research, this study aims to contribute to the field of EFL education by providing practical implications for educators and curriculum developers seeking to enhance students' speaking proficiency through technology-mediated interactions. Research observation began by researcher start to learning speaking skill when long distance learning around 2021. Researcher face every possibility of advantage and sortage in time researcher and other member of Random Chat English that in this case researcher colleagues contribute at video call group interaction.

1.2. Research Context

The study took place in telegram platform, especially in video call group. Actually the interaction involves many members that joining the video call group. However, this research chose the participants from that interaction and was chosen due to active member as a student.

1.3. Formulations of the study

This study provides a question:

1. How is the students feeling doing interaction with native speaker using telegram video call group?

1.4.Operational definition

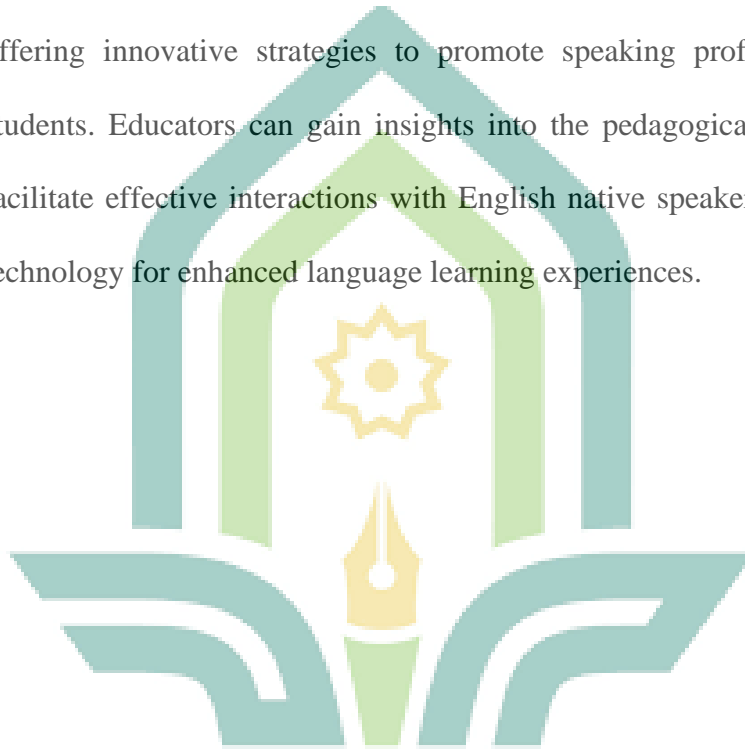
Based on the thesis title, the researcher provides some definitions as follows:

1. Telegram video Call Group is the act of engaging in voice-based conversations and interactions within a specific group on the Telegram messaging app. This includes participating in speaking exercises, engaging in authentic communication, and receiving feedback from English native speakers (Ng, 2020).
2. Students' feeling refers to the range of emotions, feelings and mental states experienced by students in an educational context. This includes aspects such as feelings of happiness, anxiety, frustration, confidence or stress that can affect how students interact with their learning environment, communicate with peers and teachers and their ability to learn effectively (Pekrun, 2012).
3. Speaking skills is the ability to express oneself fluently, accurately, and confidently in spoken English. It encompasses aspects such as pronunciation, grammar, vocabulary usage, and effective communication in various contexts (Hussain, 2017).

1.5.Significance of the study

1. Theoretical: This research will contribute to Martin & White (2005) theory about affects or students' feeling. By exploring the students' feeling of this approach, the study aims to provide insights into how such interactions can enhance fluency, accuracy, and overall proficiency in spoken English.

2. Empirical: This research will shed light on the use of technology, specifically Telegram video call groups, as a tool for language learning and practice. Understanding the benefits and challenges of utilizing such platforms can inform educators and curriculum developers on incorporating technology effectively to supplement traditional classroom instruction.
3. Practical: This study can provide practical implications for EFL educators, offering innovative strategies to promote speaking proficiency among students. Educators can gain insights into the pedagogical practices that facilitate effective interactions with English native speakers and leverage technology for enhanced language learning experiences.



CHAPTER V

CONCLUSION

5.1 Summary of The Findings

Based on the explanation in the previous chapter, it was found that each participant has a feeling when answer the interview question. Especially when get interaction with native speaker through telegram video call group. Devi has emotion intensity when get interaction with native speaker. Especially when Devi expressing phrases that Devi finds funny and have strong emotions. In addition, Devi also applies polarization of emotions. Just like the previous utterance, Devi also ends the sentence with a laugh that reinforces the expression, and of course includes feelings that are positive. The next participant, Louis, applies emotion intensity. Louis' expression shows that disagreement from answering the question and is weak. The next participant is Yudi, who applies the source of emotion. Yudi's expression shows that there are several reasons that cause Yudi to lack confidence in having a conversation with native speakers. On the other hand, Yudi also applies polarization of emotion which shows a positive expression.

5.2 Recommendation

In this section, the researcher would like to offer some recommendations. Further speaking research, can explore the aspects and the way how to solve them. The researcher hopes further researchers could reviewed this topic with different focus, as well as adding reliable reference sources.

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