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

By:

FAIZ MUHAMMAD NUR
2519004

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

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NIM   : 2519004

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul *"Students' Feelings in Using Telegram Video Call Group with Native Speakers"* adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sebelumnya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 11 April 2023

Yang menyatakan

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di-

PEKALONGAN

Assalamu'alaikum Wr. Wb.

       Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini kami kirimkan naskah skripsi saudara:

Nama : Faiz Muhammad Nur

NIM   : 2519004

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

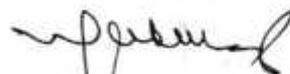   Dengan ini mohon agar skripsi saudara tersebut segera dimunaqasahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian Bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 24 Oktober 2024
Pembimbing,

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Has been examined and approved by the panel of examiners on Monday, 24th February 2025 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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Assigned by
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MOTTO

يُسْرًا الْعُسْر

"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"

Farah Farhatus Soimah

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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
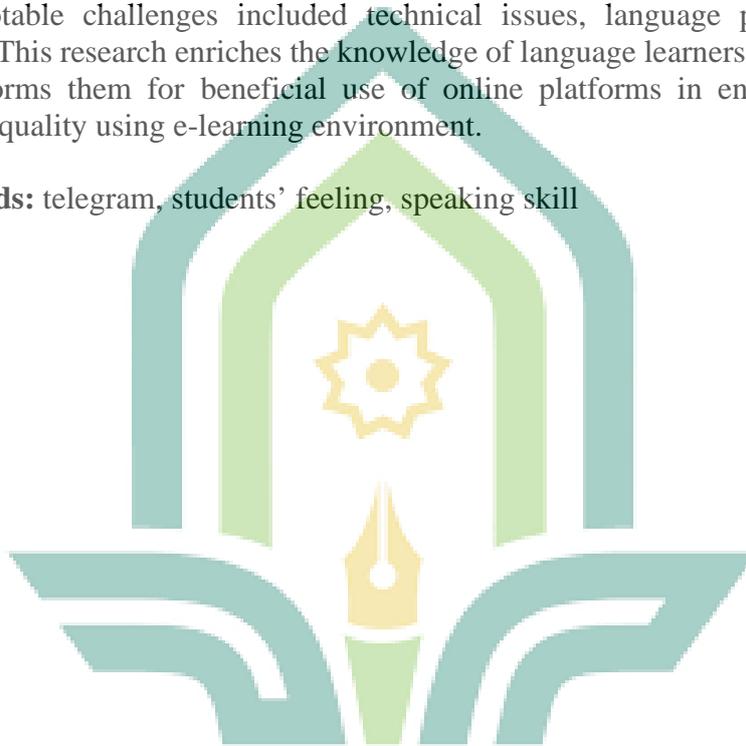
PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled **" Students' Feelings in Using Telegram Video Call Group with Native Speakers"** can be completed. It is submitted to English Education Department, UIN K. H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Research Seminar Proposal Course. This proposed study can be accomplished because of many supports from several people. Therefore, on this occasion I would like to express my sincere gratitude to:

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2. Mutammam, M.Ed. as my supervisor who has given me the suggestion, guidance and time in writing this research proposal.
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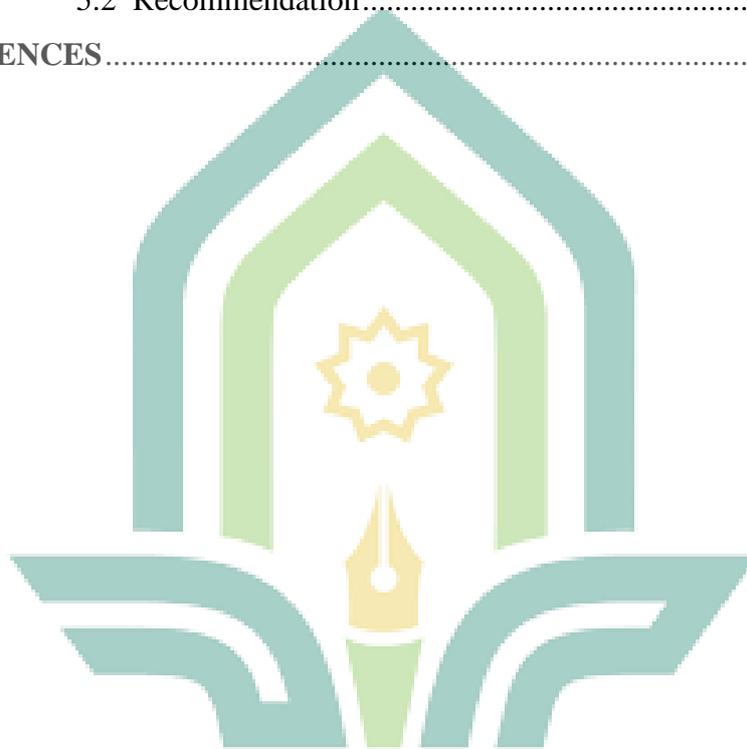5. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, 24 Oktober 2024

The Writer

TABLE OF CONTENT

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.
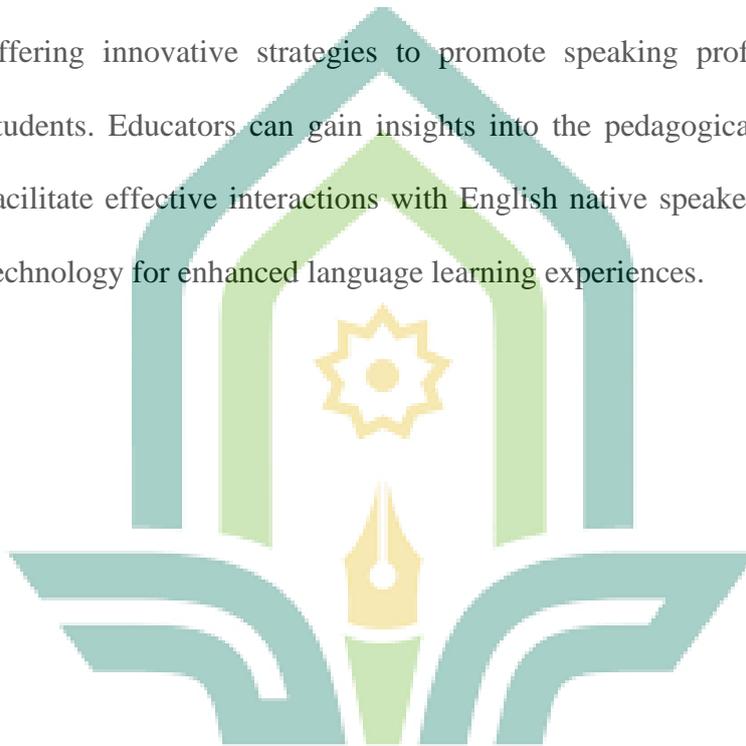
CHAPTER II

THEORITICAL BACKGROUND

2.1. Literature Review

2.1.1. The Significance of Speaking Skills in EFL Learning

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.

Proficiency in speaking English is a cornerstone of effective language acquisition and holds several critical implications for EFL learners. Here, we will delve into these implications with reference to established research and scholarly work.

a. Communication competence

Speaking is regarded as the primary mode of communication in real-life situations. As noted by Canale & Swain (1980, p. 30) "verbal and non-verbal communication strategies that may be called into

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action to compensate for breakdowns in communication due to performance variables or to insufficient competence", communication competence in a foreign language involves not only linguistic competence (grammar and vocabulary) but also sociolinguistic and strategic competences, both of which are highly relevant to speaking. Proficiency in speaking allows EFL learners to engage in meaningful conversations with native speakers and other non-native speakers. These skills enable learners to convey their thoughts, ideas, and emotions effectively, which is essential not only for personal and professional interactions but also for cultural exchange and social.

b. Real-world application

The ultimate goal of language learning is to enable learners to use the language in authentic, real-world scenarios. Speaking skills are directly applicable in everyday life, whether it's ordering food in a restaurant, participating in a business meeting, or making friends in a new country (Brown, 2007). EFL students who can speak fluently and accurately are better equipped to function in English-speaking environments, as they can effectively navigate various communication contexts (Nation & Newton, 2009).

c. Employability and career advancement

In a globalized world, English language skills are highly valued by employers (Crystal, 2003). Proficiency in speaking English can significantly impact employability and career advancement (Shirazi &

Sadeghi, 2018). For instance, researchers have found that industries like international business, diplomacy, and academia often require strong speaking skills in English (Brown & Levinson, 1987; MacLellan, 2009). Effective oral communication skills are essential for participating in cross-cultural negotiations and collaborations.

d. Academic success

In an academic context, speaking skills are crucial for presentations, discussions, and collaborative projects (Bygate, 1987). Academic success often hinges on the ability to express oneself clearly and coherently in the English language (Airey, 2011). The contribution of speaking skills to academic achievement is well-documented in various studies (Eckman, 2003; Flowerdew & Miller, 2005).

e. Cultural understanding

Proficiency in speaking English also enhances cultural understanding. It allows learners to engage with English-speaking cultures, understand their customs, and appreciate the nuances of language, humor, and idiomatic expressions (Kramsch, 1993). Speaking skills facilitate cross-cultural competence and empathy, as learners can more effectively navigate cultural differences (Risager, 2007).

f. Increased self-confidence

As EFL learners develop their speaking skills, they gain confidence in their language abilities (MacIntyre & Charos, 1996). The act of speaking itself can boost learners' self-esteem, and as they see improvements in their speaking skills, this sense of accomplishment carries over into other areas of life (Horwitz, Horwitz, & Cope, 1986).

g. Language proficiency balance

While reading and writing skills are important in language learning, an imbalance that neglects speaking skills can hinder overall proficiency (Hedge, 2000). Language proficiency is most effective when it is balanced across the four language skills: reading, writing, listening, and speaking (Richards & Schmidt, 2002). Speaking complements these skills by providing an opportunity to actively use the language.

h. Motivation and engagement

The ability to speak and engage in conversations with native speakers or other learners can serve as a significant motivator for EFL students (Gardner, 1985). Positive social interactions and the sense of achievement in speaking can energize learners and encourage continued language learning (Dörnyei, 2005).

The significance of these skills is well-documented in research and scholarly literature, underlining their pivotal role in language acquisition

and learners' overall life experiences. Recognizing this importance and integrating speaking skills into language learning programs is critical for EFL learners' success. Oral communication skills are critical to any aspect of life as well as work (Sayin, 2015). Here's the essence of acquiring speaking skills from EFL point of view:

a. Can relate well to colleagues and customers;

b. Able to get information they need from organizations and individuals;

c. Can explain things clearly and contribute to meetings and discussions;

d. More successful in their careers;

e. More positive and productive relationships with others

2.1.2. Technology-Mediated Language Learning

Technology-mediated language learning has transformed the landscape of language education, providing learners with innovative tools and platforms for language acquisition. This section elaborates on the significance of technology-mediated language learning, referencing established research and scholarly work.

a. Access to Authentic Resources

One of the primary benefits of technology-mediated language learning is the ready access to authentic language resources. Learners can engage with real-world texts, audiovisual materials, and online content produced by native speakers (Hubbard, 2008). This exposure to authentic language helps learners develop a deeper understanding of the language and its usage.

b. Interactive Learning Environments

Technology provides interactive learning environments that engage learners actively. Computer-assisted language learning (CALL) programs, language apps, and online language courses offer interactive exercises, quizzes, and multimedia content, enabling learners to practice and receive instant feedback (Chapelle, 2001).

c. Flexibility and Convenience

Online language learning platforms offer learners the flexibility to study at their own pace and convenience (Godwin-Jones, 2018). Learners can access language materials and engage in learning activities anytime, anywhere, making it easier to accommodate language learning into their busy lives.

d. Enhanced Motivation

Gamification and digital language learning platforms have been shown to enhance learner motivation (Hamari, Koivisto, & Sarsa, 2014). Elements such as rewards, competition, and progress tracking make learning more engaging and enjoyable, motivating learners to persist in their language learning efforts.

e. Individualized Learning Paths

Technology-mediated language learning often incorporates adaptive learning systems that tailor lessons to individual learner needs (Vesely, Bloom, & Sherlock, 2007). This personalization

ensures that learners receive content and exercises that are appropriate for their skill level, optimizing their learning experience.

f. Cultural and Social Exposure

Technology allows learners to connect with speakers of the target language and immerse themselves in the culture (Warren, 2019). Language exchange apps, social media, and online communities provide opportunities for learners to interact with native speakers and learn about the cultural context of the language.

g. Self-Directed Learning

Technology-mediated language learning empowers learners to take control of their language acquisition (Benson & Voller, 1997). Learners can set their learning goals, choose the materials that interest them, and monitor their own progress

h. Blended Learning Environments

Technology can be integrated into traditional classroom settings to create blended learning environments (Graham, 2006). This approach combines face-to-face instruction with online resources, offering learners a more comprehensive language learning experience.

i. Global Collaboration

Technology facilitates global collaboration in language learning. Learners can engage in joint projects with peers from around the world, promoting cross-cultural communication and fostering a global perspective (Belz, 2002).

j. Language Maintenance and Continuous Learning

Technology-mediated language learning supports language maintenance and continuous learning (Godwin-Jones, 2018). Learners who have acquired a language can use digital resources to reinforce their language skills and stay current with language trends.

2.1.3. Students' Feeling

In the context of a student's conversation with a native speaker through a group video call, the feelings that emerge can include a variety of affect, both positive and negative, that influence the dynamics of communication. For example, a student may feel happy and excited when speaking with a native speaker because it is a rare opportunity to practice the language directly, feel connected to another culture, and get constructive feedback. In this case, this feeling of happiness is an expression of positive affect that signifies satisfaction in the interaction.

However, on the other hand, it is possible for students to feel pressure or anxiety, especially if they feel less confident in their language skills (Martin & White, 2005). This negative affect can lead to feelings of insecurity, where students doubt their ability to communicate effectively or fear making mistakes that could reduce their credibility in the eyes of native speakers. In these cases, feelings of security are important, where students want to feel that they can communicate without fear or anxiety of judgment.

In addition, it is also possible that students feel emotionally involved in the conversation, feeling happy to be talking to people from a different country, which can also increase their feelings of satisfaction in having the conversation. This emotional involvement often increases motivation to continue learning and improving their language skills. According to Martin & White (2005), there are three types of affects.

a. **Emotion Intensity**, describes the extent to which the feeling is strong or weak. It refers to how strong or weak the expressed emotion is. Emotions can be expressed on a scale from mild to very intense. Emotional intensity refers to how strong or weak the feelings expressed in language are. It relates to the degree of strength or softness of the emotion felt. In affect analysis, intensity can be rated on a scale from mild to very strong emotions.

Example:

1) "I am somewhat disappointed" (low intensity).

2) "I am very disappointed" (high intensity).

In this use of intensity, we can see the difference between expressions that show mild feelings and those that describe deeper or stronger feelings. In some cases, this intensity can be changed by using words that describe the strength of the feeling, such as "very," "extremely," "very much," or conversely, words that dampen it such as "somewhat," "a little," or "quite a bit."

b. **Source of Emotion**: Indicates who or what caused the emotion. In this case, the emotion can be expressed as a response to another person (e.g., "I'm angry with you") or to an object or event (e.g., "I'm very disappointed with the results of that exam").

There are two kinds of sources:

1) External Sources: Emotions are triggered by events, situations, or other people. For example, a person may feel angry because someone criticized them or because an unwanted event happened.

2) Internal Sources: Emotions arise from internal feelings or thoughts, such as feeling anxious because of worries about the future or feeling happy because of a personal achievement.

Example:

1) "She is angry with me" (external source of emotion: actions of others).

2) "I feel anxious about tomorrow's exam" (internal source of emotion: one's own worries).

The source of emotion refers to the party or factor that triggers or causes the feelings experienced. Emotions can come from oneself (internal) or from the outside world (external). This explains whether a person feels emotions because of external events, or because of more personal internal factors such as their own feelings or thoughts.

1) **Polarization of Emotions**: In this case, emotions can be positive or negative. For example, positive emotions include feelings of

happiness or contentment, while negative emotions include feelings of anger or disappointment.

There are two kinds of polarization:

1) Positive Emotions: Refers to feelings that lead to pleasant or uplifting experiences, such as happiness, contentment, joy, or love. These emotions are often seen as pleasant and strengthen social relationships.

Example: "I'm so happy to hear that good news!"

1) Negative Emotions: Refers to feelings that arise from unpleasant or stressful experiences, such as sadness, anxiety, anger or frustration.

Example: "I'm so angry that she lied to me."

The degree of polarization of these emotions can vary, and can sometimes be quite extreme. For example, someone who is very happy might say "I'm really, really happy!" which indicates a very strong emotion, or conversely, someone who is very angry might say "I'm really angry!" which also indicates a very strong negative polarization.

In conclusion, students' feelings when having conversations with native speakers through group video calls include a variety of affects, both positive and negative, which affect their communication experience. Feelings of happiness and emotional engagement often arise when students feel satisfied and motivated to practice the

language, while feelings of anxiety and insecurity can arise if they feel a lack of confidence or fear of making mistakes. These affect reflects satisfaction, security and happiness, which are important factors in influencing the quality of interaction and students' motivation to learn. Therefore, understanding these emotional dynamics can help create a more supportive and effective learning environment.

2.2.Previous Studies

The following section is a summary of previous study about the impact of telegram video call group.

First, the study was conducted by Vahdat (2020) entitled "The Impact of Telegram on Learning of Collocational Knowledge among EFL High School Students". The result showed that there was a significant difference between the performance of experimental and control groups. The different is this study discusing in speaking area with native speakers.

Second, the study was conducted by Halimah (2018) entitled "Boosting Students' Speaking Ability through Community Language Learning". The result showed that community language learning has boosting students speaking skill within score 61 of 27 students that has been tested. The different is in how the researchers analyze the data. Halimah research used community language learning, while this research used telegram video call group to analyze the data.

Third, the research was conducted by Aisyah (2021) entitled "Rising English Students' Motivation in Online Learning Platform: Telegram Apps

Support" this research showed that the average score of students' learning motivation was 80.56% after using the telegram bot. The different is in how the researchers get to know what will students increase. The Aisyah research is learning motivation, while this research is speaking skills.

Generally, the previous studies show different points and different results. The point of all these previous studies is how to support something from students and what is used for the support process. This study refers to the uses or benefits of telegram group video calls, especially interacting with native speakers. The interaction brings up several aspects that can improve students' speaking skills.

2.3. Conceptual Framework

This research presented the aspect of speaking skills and the specifics challenges of EFL interactions with native speakers. The researcher used participants' written reflections as research data. In data analysis, the researcher used the thematic analysis of Braun & Clarke (2006). The researchers used some aspects from Sayin (2015) and Pratolo (2019) for the speaking skills challenges. The theory can help the researcher to identify students' challenges in speaking skills and speaking aspect for communication. Based on the explanation, the following is the conceptual framework of the research.

```
┌─────────────────────────────────┐
│          Speaking Skills        │
└─────────────────────────────────┘
                 │
┌─────────────────────────────────┐
│      Telegram Video Call Group   │
│      Interactions with English   │
│          Native Speakers         │
└─────────────────────────────────┘
                 │
┌─────────────────────────────────┐
│      The Specific Aspects of     │
│          Speaking Skills         │
└─────────────────────────────────┘
                 │
┌─────────────────────────────────┐
│  Students' Feeling Aspect:       │
│                                  │
│  1.  Emotion Intensity           │
│  2.  Source of Emotion           │
│  3.  Polarization of Emotions    │
└─────────────────────────────────┘
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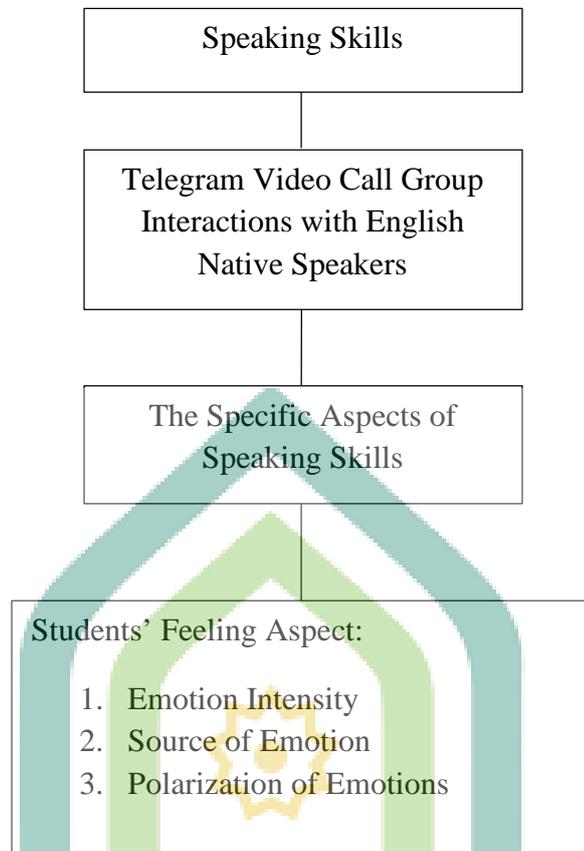
Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH PROCEDURE

3.1. Research Design

This study discusses how students learn speaking skills through telegram video call group. Therefore, the researcher used a narrative research method. Polkinghorne (2007) stated that "narrative research is the study of stories". In this case, the story told by the participant that concluded an explanation about themselves. The researcher tried to focus on how telegram video call group used for students speaking skills.

3.2. Setting and Participant

The research conducted through Telegram Application in Indonesia. The participants of this research are the group that consists of 3 members. This selection is due to the members that still active using telegram group video call and the members have interacted with native speakers. These are the profiles of the participants :

Initial Name	Age	Profession	City
Devi	23	Student	Bandung
Louis	23	Student	Sukabumi
Yudi	24	Student	Bogor

3.3. Data Collection

In collecting the data, this study used semi-structured interviews and documentation. The researcher used *Bahasa* and then translate it into English to facilitate the interview. According to Kallio (2016), semi-structured

interviews consist of two levels of questions: main theme and follow-up questions. Participants were allowed to speak informally about their experiences and thoughts within the main themes, which included the core material of the research topic. And then, to help the participant understand the Main Themes, Follow-Up Questions Were Used.

3.4. Data Analysis

This study aimed to know how essential telegram video call group can develop participants speaking and to know the challenges when interact with native speakers. Therefore, to obtain the data, the researchers used the theory from Braun & Clarke (2019) about thematic analysis. According to Widodo (2014), thematic analysis has 5 steps to transcript the data from the interview.

3.4.1 Replaying recorded data to recall information from participants.

A researcher needs to be able to recollect actual information gathered during fieldwork. The first listening aids in the recall and reflection of what has been recorded. The researcher should play back all of the recorded data as part of this warm-up listening process to help connect them with the information they have gathered.

3.4.2 Understand main points and seeing some emerging findings.

The researcher emphasizes understanding the main concepts and spotting some newly discovered information that could engage or relate to study topics.

3.4.3 Find the connection between the questions and emerging findings from participants to observe the detailed information.

In order to fully examine and interpret the data, the researcher looks at more specific data so that she or he can identify how the research questions and new findings are connected.

3.4.4 Convert talking data into written text.

Repeated listening, more focused writing, writing repeatedly, and reflecting on the transcriptions are all steps in this process. This activity allows you to convert spoken information into text and organize that material so that the depth or selectivity of the information relies on the study topics.

3.4.5 Concentrates on analyzing and interpreting the transcribed data.

The researcher focuses on analyzing and interpreting the transcribed data when finished transcription of all the data. This analytical listening enables the representation, analysis, and understanding of the data.

3.5.Research Steps

To get the result of the research, the researcher needs some process. There are some steps to carry out the research effectively. Those steps were explained as follow:

3.5.1 Exploring The Problem

The first step is explored the benefit of interaction with native speakers through Telegram video call group. Then, the researcher identified and developed the problem.

3.5.2 Extensive Literature Review

At this step, the researcher found some relevant literature reviews to the problem and find a theory about the problem.

3.5.3 Developing Hypothesis

In this step, the researcher conducted the purpose of the research with developed the research questions. It can provide what the researcher will be looking for. These are the questions from the researcher list :

a. what did you know about telegram?

b. since when did you use telegram?

c. What are Telegrams function for every day used?

d. is telegram support your English skill?

e. are you using telegram with fulltime English language?

f. since when do you use to communicate with English native speakers?

g. What makes you able to communicate with native speakers?

h. Where do the native speakers you interact with come from?

i. How long have you interacted with native speakers? (duration of group video call)

j. What aspects of speaking ability can influence interactions with native speakers?

k. What are your challenges when interacting with native speakers?

3.5.4 Collecting The Data

After clearly stating the research questions, the researcher gathered information three members through semi-structured interviewed.

3.5.5 Analysis The Data

To obtain the data, the researcher used the theory from Braun & Clarke (2019) that included some steps based on the interview data.

3.5.6 Reporting The Result of The Research

For closing the step, the researcher reported the research data through writing the research and presentation of the result.
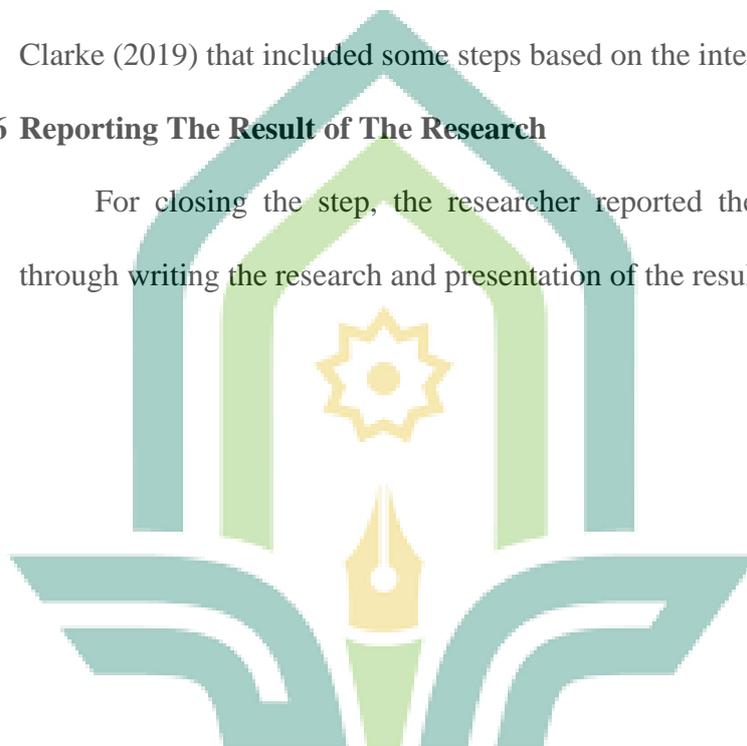
CHAPTER IV

RESULTS AND DISCUSSION

4.1.Result

In this chapter, the researcher provides the result of the research. It showed that the participants have their own story of them. The story has a different explanation about speaking with native speakers through telegram call.

4.1.1 Students' Feeling in Interaction with Native Speaker Using Telegram Video Call Group

a. *Positive Feeling*

This section show how participant feel happiness when they interact with native on Random Chat English Telegram groupchat.

b. *Feeling Joyfull*

According to the interview data, Devi applicant this feeling. It can be followed the data:

> *"Joining the random group and talk with random people around the world, nope, around-Hindi-world lol!"*

> *"I just trying to feel confident without thinking about how to talk with English 'should be'"*

> *"Confident, people said if you want to talk in English, u should to know (more) about grammar and also an accent, like accent is the identity how English you are, you know what I mean"*

> *"I've been thinking that they would to laughing when they listen about my grammar or my-poor-verb somehow, Hahaha so just go on"*
> (Devi. Interview, June 2024)

Besides Devi, Louis also applicant this feeling. It can be followed the data:

> *"especially when the person who is my partner is European, so the only alternative language used is English, so this situation encourages me to inevitably use English,."*
> (Louis. Interview, June 2024)

The result of the mentioned revealed that Devi and Louis applicant this feeling when answering the question by the researchers.

c. *Negative feelings*

This section researcher will show the negative feeling of participant using data for the prove.

d. *Struggled*

According to the interview data, only Yudi that applicant this feeling. It can be followed the data:

> *"My English is not very fluent now because I rarely have time to study it. Other commitments have interrupted my English learning."*

> *"I sometimes lack proper grammar because I don't read enough English materials and often rely on Google Translate. This sometimes leads to misunderstandings during conversations."*
> (Yudi. Interview, June 2024)

4.2 Discussion

This section will answer the research question of this study, that is participant do got advantage for learning at telegram video call group by talking with native speakers. Participant do have positive time for being able to talk with English native speakers by online application.

Video call group give students, particularly those learning a foreign language, a unique opportunity to converse with native speakers. Students frequently experience anxiety or nervousness at first because they are afraid of making a mistake or finding it difficult to follow the discourse. Despite this, the majority of students said that group video conversations with native speakers offered a fantastic chance to practice their language abilities in a more relaxed setting (Yu, 2022)

Speaking in a language different than their native tongue puts pressure on certain students, which can occasionally make them feel insecure. Nevertheless, despite occasional errors, many people also experience joy and motivation when they are able to communicate well. Students frequently feel satisfied after completing this process because they believe they can conquer the obstacle (Trenkic, 2014).

In addition, group video calls also offer a different social dimension. Students can interact in a more relaxed and informal environment, which often makes them feel more free to speak without pressure. They can also learn about the culture from native speakers, which provides a new perspective on language learning (Ibatova, 2022).

According to the interview data, all participants answered according to what they experienced and felt during interactions with native speakers using group video calls. Each answer they gave explained their respective feelings (Wendlan, 2018). Of course, each participant has their own feelings according to what they answered during the interview.

Starting with the first feeling, which is emotion intensity. This feeling describes whether the feelings expressed are weak or strong. Weak or strong here means how strong or how weak the feelings are channeled through expression.

According to the interview data, Devi implemented this feeling when answering one of the interview questions. Devi initially said that joining a group with random or unknown people is fun. At the end of the answer, Devi added a laugh that included a heavy laugh. This is because Devi made a small trick that initially said people around the world, but what she meant was around-hindi-world which means people around the continent near the Indian Ocean or around the Southeast Asian continent. The little trick made Devi explain that the little trick was funny to hear and had a strong emotional meaning for Devi.

Next, Devi said that if we know about grammar in more detail, then we will feel confident. Not only knowing more detailed grammar, Devi also said that accent also affects our confidence. The word 'confident' was said by Devi at the beginning of the utterance because she was very confident with that answer. So the utterance has a strong feeling of confidence.

Besides Devi, Louis also applies this feeling when answering questions. Louis' speech begins with the word 'no' and is followed by an answer that connects the word 'no'. This feeling is weak because Louis did not emphasize the 'no' too much when answering the question.

The second feeling is the source of emotion. This feeling explains what causes the feeling to be felt by someone. According to the interview data, only Yudi applies this feeling. Of Yudi's three remarks, all of his remarks have their own reasons. The first one Yudi does not always use English because Yudi is still developing his English speaking skills. The second speech explained that Yudi's English was not too smooth because Yudi rarely studied English and also other activities that interfere with the time to learn English itself. And Yudi's last speech explains that Yudi has poor grammar because Yudi doesn't read enough English texts and also still often uses google translate. This makes Yudi sometimes misunderstand when having a conversation. In conclusion, all the remarks expressed by Yudi have their own reasons to explain Yudi's initial statement. This study found that telegram can be the bridge of learning speaking skill straight with native speakers. These experiences can be powerful and had big impact for the member because they can directly test their capability with native speakers. Even with struggles and challenges, participant and researcher found that the wall of challenges is meant to be break, not as blockade that limit their learning.

The last feeling is polarizations of emotion, which is a feeling that has a positive or negative nature. According to the interview data, Devi uttered several sentences that had a positive nature. This is evidenced by the laughing sentence at the end of the spoken sentence which shows positive speech. This feeling was also applied by Yudi when answering interview questions. This is evidenced by Yudi's affirmative answer at the beginning of his sentence.

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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