

**FEELINGS OF MEMBERS OF THE "GRUP BELAJAR BAHASA
INGGRIS" WHILE LEARNING ENGLISH VOCABULARY THROUGH
CHATTING ACTIVITIES ON TELEGRAM**

A THESIS

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



By:

Dede Herawati

20522007

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN K.H ABDURRAHMAN WAHID PEKALONGAN**

2026

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2026

SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGGUNAAN KECERDASAN ARTIFICIAL

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Assalamu 'alaikum, Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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While Learning English Vocabulary Through Chatting Activities on Telegram.

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu 'alaikum, Wr. Wb.

Pekalongan, 3 Juni 2026

Pembimbing,



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MOTTO

“Sebutkanlah nama-Nya, resapilah jalan-Nya, kelak kau mengingat, kau akan teringat.”

(Perunggu, 33x)

*“The future belongs to those who believe in the beauty of their dreams.
Jangan biarkan apa pun mengecilkan mimpimu, dunia terlalu luas untuk
peranmu, dan masa depan terlalu indah untuk disia-siakan.”*

(Eleanor Roosevelt)



ABSTRAK

Dede Herawati. (2026). Perasaan Anggota “Grup Belajar Bahasa Inggris” Saat Mempelajari Kosakata Bahasa Inggris Melalui Kegiatan Mengobrol di Telegram. Tesis. Jurusan Pendidikan Bahasa Inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Isriani Hardini, S.S., M.A., Ph.D.

Kata Kunci: *Perasaan; Kosakata; Telegram; Kegiatan Obrolan*

Di era globalisasi, kemampuan berbahasa Inggris telah menjadi keterampilan penting bagi para pelajar. Telegram sebagai platform obrolan menawarkan ruang informal untuk belajar bahasa Inggris, termasuk aspek kosakata dan perasaan selama proses belajar. Penelitian ini bertujuan untuk mengeksplorasi perasaan dan cara-cara yang dilakukan oleh anggota Telegram dalam mempelajari kosakata bahasa Inggris melalui aktivitas obrolan di Telegram. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa wawancara semi-terstruktur terhadap tiga anggota Telegram yang secara aktif menggunakan platform tersebut. Analisis data dilakukan melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peserta mengalami perasaan positif, seperti kebahagiaan, minat, dan motivasi, selama proses belajar kosakata melalui obrolan. Perasaan ini muncul ketika peserta berhasil memahami dan menggunakan kosakata baru dalam percakapan. Selain itu, peserta menggunakan empat strategi belajar kosakata: 1) menggunakan Google Translate dan fitur terjemahan di Telegram, 2) menebak arti kata-kata melalui konteks percakapan, 3) mengulang dan merekam kosakata baru, serta 4) memanfaatkan grup Telegram sebagai lingkungan belajar. Temuan ini menunjukkan bahwa aktivitas obrolan di Telegram tidak hanya memfasilitasi pembelajaran kosakata secara alami, tetapi juga menumbuhkan perasaan positif yang mendukung kelangsungan proses pembelajaran. Telegram berperan sebagai platform informal yang mendukung pengembangan kosakata dan kondisi afektif siswa di luar ruang kelas.

ABSTRACT

Dede Herawati. (2026). Feelings of Members of the "Grup Belajar Bahasa Inggris" While Learning English Vocabulary Through Chatting Activities on Telegram. *Thesis*. English Education Department. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Advisor: Isriani Hardini, S.S., M.A., Ph.D.

Keywords: *Feelings; Vocabulary; Telegram; Chatting Activity*

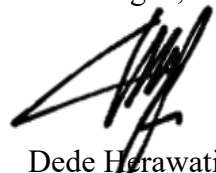
In the era of globalization, the ability to speak English has become an important skill for students. Telegram as a chat platform offers an informal space for learning English, including aspects of vocabulary and feelings during learning. This research aims to explore the feelings and ways of Telegram members learning English vocabulary through chatting activities on Telegram. This research uses a qualitative approach with data collection techniques in the form of semi-structured interviews with three Telegram members who actively use Telegram. Data analysis is carried out through data condensation, data presentation, and drawing conclusions. The research results showed that participants experienced positive feelings, such as happiness, interest, and motivation, during the process of learning vocabulary through chatting. This feeling arises when participants succeed in understanding and using new vocabulary in conversation. In addition, participants used four vocabulary learning strategies: 1) using Google Translate and the translate feature on Telegram, 2) guessing the meaning of words through conversational context, 3) repeating and recording new vocabulary, and 4) using the Telegram group as a learning environment. These findings show that chatting activities on Telegram not only facilitate natural vocabulary learning but also foster positive feelings that support the continuity of the learning process. Telegram acts as an informal platform that supports the development of students' vocabulary and affective conditions outside the classroom.

PREFACE

All praise and gratitude be to Allah SWT, who has bestowed His mercy and blessings and provided guidance, health, and patience so that I could complete my thesis entitled "Feelings of Members of the “Grup Belajar Bahasa Inggris” While Learning English Vocabulary Through Chatting Activities on Telegram.” This thesis is submitted to the English Language Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, as one of the requirements for a Bachelor of Education degree. This study was made possible thanks to the support of kindhearted individuals. Therefore, I would like to take this opportunity to express my sincere gratitude to:

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TABLE OF CONTENTS

SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGGUNAAN KECERDASAN ARTIFICIAL	i
NOTA PEMBIMBING	ii
APPROVAL SHEET	iii
ACKNOWLEDGEMENTS	iv
MOTTO.....	v
ABSTRAK.....	vi
ABSTRACT	vii
PREFACE	viii
TABLE OF CONTENTS	ix
CHAPTER 1 INTRODUCTION	1
1.1 Research Background.....	1
1.2 Formulation of the Problems.....	4
1.3 Aims of the Study	5
1.4 Operational Definitions.....	5
1.4.1 Feelings	5
1.4.2 Vocabulary	5
1.4.3 Telegram.....	5
1.4.4 Learning Vocabulary	6
1.5 Significance of the Research	6
CHAPTER II THEORETICAL BACKGROUND.....	8
2.1 Literature Review	8
2.1.1 Feelings	8
2.1.2 Vocabulary	9
2.1.3 Telegram.....	10
2.1.4 Learning Vocabulary	12
2.2 Previous Studies	13

CHAPTER III RESEARCH PROCEDURE	18
3.1 Research Design	18
3.2 Setting and Participants	18
3.3 Data Collection.....	19
3.4 Data Trustworthiness	20
3.5 Data Analysis.....	21
1. Data Condensation	21
2. Data Display	22
3. Conclusion, Drawing and Verification	22
CHAPTER IV FINDINGS AND DISCUSSION.....	23
4.1 Findings	23
4.1.1 Telegram members' experience when using Telegram chat activities	23
4.1.2 The way Telegram members learn new English vocabulary through chatting activities	26
4.2 Discussion	32
4.2.1 Telegram Members' Feelings When Using Telegram Chat Activities ..	32
4.2.2 The way Telegram Members Learn New English Vocabulary through Chatting Activities	36
CHAPTER V CONCLUSION.....	39
5.1 Summary and Findings	39
5.2 Recommendation	41
A. For English Teachers and EFL Students	41
B. Practical Recommendations for Teachers and Students	42
C. For Further Researches	42
REFERENCES	44
Appendix 1: INTERVIEW TRANSCRIPTION	47
Appendix 2: SCREENSHOT WITH PARTICIPANTS	58

CHAPTER 1

INTRODUCTION

1.1 Research Background

Vocabulary mastery is an important foundation in learning English as a foreign language (EFL), because limited vocabulary hinders language comprehension and production (Webb, 2020). Adequate vocabulary enables students to understand and convey information effectively in various communication contexts. Without adequate vocabulary, students will have difficulty understanding texts, conveying ideas, and interacting orally and in writing. Nation (2001) emphasizes that vocabulary learning includes four main aspects: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Among these aspects, meaning-focused output is closely related to real communication, in which learners use vocabulary to express ideas and interact with others. This approach helps learners recognize, understand, and use vocabulary efficiently in real situations.

However, students often experience difficulties in learning vocabulary, such as difficulty remembering vocabulary they have learned. Ganesan et al. (2025) stated that memorization is not the best method in the learning process, but context-based learning is more effective for students. Nguyen & Pham (2021) found that context-based vocabulary learning is more effective than memorization. This is in line with cognitive theory, which states that

real-life contexts aid in retention and mastery (Chen et al., 2022). Therefore, learning vocabulary through meaningful use in communication can help learners remember vocabulary better than simply memorizing.

With the advancement of digital technology, students now rely not only on formal classroom learning but also utilize social media and instant messaging applications like Telegram. Telegram provides frequent exposure to English communication and supports language development (Idris et al., 2025). Telegram also features a global search function that allows users to find public channels to join and connect with others. Telegram public channels can accommodate an unlimited number of Telegram users, who can send various types of messages, including text, documents, images, and even long videos (Kusuma and Putra, 2023).

Some students use the Telegram app to chat or join Telegram groups and chat about their daily activities or things they like in those groups. Chatting activities in English, even if done in a casual context, can help students recognize, use, and retain new vocabulary. Kusumaningrum et al (2019) found that text-based interaction through chatting can create repeated opportunities to use vocabulary in meaningful contexts, thus strengthening memory and application of the vocabulary in real situations. The use of the Telegram application in English learning can improve students' reading ability (Ammade et al., 2021). Telegram's features support a more interactive and flexible learning process. Mohd Rusli et al. (2022) revealed that

Telegram, as an online learning medium, has advantages in terms of ease of use and ability to support collaborative learning. It helps students achieve learning objectives effectively in the context of distance learning.

In addition to providing opportunities for vocabulary learning, conversation activities also engage learners' emotional responses during communication. Feelings such as self-confidence, fear of making mistakes, comfort, and enjoyment can influence learners' willingness to participate in English conversations. According to MacIntyre (2007), learners' willingness to communicate in a second language is strongly influenced by affective factors such as self-confidence, anxiety, and motivation, which determine whether learners choose to engage in communication. When learners feel more comfortable and confident, they are more likely to actively participate in conversations, creating greater opportunities to discover and practice new vocabulary in meaningful contexts. Therefore, in this study, emotions are viewed as an important part of the overall learning process that occurs during English conversation activities. This perspective is also consistent with Nation's (2001) view that vocabulary develops through meaningful language use, especially when learners actively participate in communication.

Students often have difficulty understanding new vocabulary. They frequently rely on memorization, and when they do not use that vocabulary in everyday communication, they gradually forget it. Meaningful communication through conversational activities provides students with opportunities to encounter, practice, and reuse vocabulary in authentic

contexts. During this process, students also experience various emotions, such as confidence, fear of making mistakes, comfort, and enjoyment, which can influence how they participate in English conversations. Therefore, this study examines the emotions of members of the “Grup Belajar Bahasa Inggris” on Telegram while learning English vocabulary through chat activities. This study also examines how they learn new vocabulary during these chat activities. Using a narrative research approach, this study aims to describe the participants’ feelings while they learn English vocabulary and how they learn through chat activities on Telegram. The narrative research approach was chosen because it allows the researcher to deeply understand the participants’ stories and life experiences (Creswell, 2012).

Many previous studies have examined the effectiveness of Telegram in English language learning. However, research examining learners’ emotions during English conversation activities and how those emotions relate to their vocabulary learning process remains limited. Therefore, this study examines the emotions of Telegram members while learning English vocabulary through chatting activities on Telegram, as well as how they learn new vocabulary through these interactions.

1.2 Formulation of the Problems

The problems to be discussed in this research are as follows:

1. What are the group members' feelings while learning English vocabulary through chatting activities on Telegram?

2. How do group members learn new English vocabulary through chatting activities on Telegram?

1.3 Aims of the Study

Based on the research problem, the author formulates the research objectives as follows:

1. To find out group members' feelings while learning English vocabulary through chatting activities on Telegram.
2. To find out how group members learn new English vocabulary through chatting activities on Telegram.

1.4 Operational Definitions

Some key terms in this research are briefly defined as follows:

1.4.1 Feelings

Feelings are positive or negative emotional evaluations that individuals feel and express in response to certain events, processes, or circumstances (Martin & White, 2005).

1.4.2 Vocabulary

Vocabulary is an important aspect of language because it is present in all language skills, which include listening, speaking, reading, and writing (Juhendi et al., 2019).

1.4.3 Telegram

Telegram is a cloud-based instant messaging application that allows users to send text messages, voice messages, images, videos, and various other file types. It is known for its speed, security, and ability to

support large group communication, making it an effective tool in the context of online learning (Aryadillah, 2023).

1.4.4 Learning Vocabulary

Chatting refers to text-based interactions conducted online through instant messaging applications. In the context of English language learning, this activity can improve vocabulary acquisition by providing an environment that supports the use of new words in meaningful and communicative contexts (Kusumaningrum et al., 2019).

1.5 Significance of the Research

1. **Empirical:** This study will provide empirical insights into how Telegram members feel and how they learn English vocabulary through chatting activities on Telegram. The findings of this study will reveal how they experience using the app as a flexible and informal learning medium, as well as the strategies they develop to learn vocabulary through chat activities.
2. **Practical:** Practically, the results of this study will provide educators, students, and learning media developers with a real picture of the potential of Telegram as an informal learning medium in the context of English vocabulary acquisition.
3. **Theoretical:** This study contributes to the discussion of learners' feelings and vocabulary learning in informal digital communication. The study is related to Martin & White's Appraisal Theory (2005), especially the concept of affect, which explains emotional responses experienced by

learners during English communication activities. In addition, the findings also support Nation's theory of vocabulary learning (2001), particularly meaning-focused input and meaning-focused output, since Telegram members learn and reuse vocabulary naturally through daily chatting interactions.



CHAPTER V

CONCLUSION

5.1 Summary and Findings

Based on the research results, it can be concluded that Telegram users experience a variety of feelings when using English in chat activities. Participants experienced both negative and positive feelings during the communication process. Negative feelings included fear of making grammatical errors, lack of confidence, feeling insecure, and difficulty using English. Meanwhile, positive feelings included enjoyment, confidence, comfort, and feeling "cool" when chatting in English. The findings also showed that all participants experienced a shift in feelings from negative to more positive over time. This occurred because participants became more accustomed to English communication and received support from their online community, which helped them feel more comfortable using English without fear of judgment.

This study also found that participants experienced positive feelings when discovering new vocabulary through chat activities. Participants felt excited, amazed, and motivated when they encountered slang, abbreviations, or unfamiliar expressions during conversations. This positive emotional response encouraged them to continue using English in their daily interactions. The findings also revealed that participants experienced incidental learning through Telegram chat activities. Although their initial

goal was simply to communicate or socialize, they gradually realized that they were naturally learning new vocabulary through repeated exposure and interaction in English conversations.

In addition, this study found that positive feelings, such as enjoyment, comfort, and motivation, made participants more active in learning English through chatting. Participants employed several strategies to learn and remember new English vocabulary through these conversations. Participants generally used Google Translate, Telegram's translation feature, and contextbased guessing strategies to understand unfamiliar words. To memorize vocabulary, participants tended to reuse newly learned words in conversations, write them down in notes, and memorize unique or interesting expressions. These findings also indicate that participants strategically use Telegram groups and private chats as spaces to practice communicating in English. Through these activities, vocabulary learning occurs naturally and interactively as part of their daily digital communication.

Overall, this study demonstrates that Telegram chat activities not only function as a communication tool but also serve as a space that shapes learners' feelings and supports the natural learning of English vocabulary through daily online interactions.

5.2 Recommendation

A. For English Teachers and EFL Students

1. The research results show that chatting on Telegram can trigger various feelings in students, such as fear of making mistakes, feeling inferior, enjoying themselves, and even feeling low in confidence. Therefore, teachers can create a more relaxed and supportive learning atmosphere so that students feel comfortable using English without fear of making mistakes.
2. This research also shows that a non-judgmental environment helps students become more confident when using English. Teachers can implement a more supportive learning approach by providing positive corrections so that students are more confident in trying to speak and chat in English.
3. By recognizing that using English in everyday communication can foster feelings of enjoyment and comfort, teachers can utilize social media or chatting platforms as alternative informal learning outside the classroom to help students become more accustomed to using English in real-life contexts.
4. The research results show that students often feel afraid of making grammatical errors when using English. Therefore, teachers need to instill the understanding that mistakes are part of the language learning process so that students are less afraid to try using English.

B. Practical Recommendations for Teachers and Students

1. Teachers can create a dedicated Telegram group for English practice so that students have a space to practice chatting in English in a more relaxed and informal way.
2. Teachers should create a less rigid learning environment and provide opportunities for students to discuss topics they are interested in using in English to make the learning process more enjoyable.
3. Students can start joining English learning communities or groups that have a supportive environment and actively use English in everyday conversation.
4. Students are advised not to be overly afraid of making grammatical errors when chatting in English, as confidence can develop through the habit of using the language directly.
5. Students can utilize the translation feature of an application, Google Translate, or guess the meaning of words from the context of the conversation to help them understand new vocabulary when chatting.
6. Students can also get into the habit of reusing new vocabulary encountered during chatting so that it is easier to remember and becomes part of their daily language use.

C. For Further Researchers

This research is expected to serve as a reference for future researchers who want to explore the feelings of English learners when chatting via social media, particularly Telegram. The researchers hope

that further research can expand on this topic from different perspectives. Furthermore, it is hoped that further research will provide broader data on how chatting activities on social media can influence learners' feelings and motivations in using English in everyday life.



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