

**STUDENTS' PERCEPTION ABOUT TELEGRAM AS A MEDIUM TO
HELP STUDENTS IMPROVE ONLINE NARRATIVE WRITING:
DURING COVID-19 PANDEMIC
A FINAL PROJECT**

Submitted as a partial fulfillment of the requirement for the Bachelor
Degree (*Sarjana Pendidikan*) in English Education



written by:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY SEMARAN**

VALIDATION

A Sarjana Pendidikan Final Project on

**STUDENTS' PERCEPTION ABOUT TELEGRAM AS A MEDIUM TO HELP
STUDENTS IMPROVE ONLINE NARRATIVE WRITING: DURING COVID-19
PANDEMIC**

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STATEMENT OF WORK'S ORIGINALITY

Hereby, the author honestly declared that the undergraduate final project made by the writer does not contain part of the person works, except those which written in a quotations and references as scientific paper should. If the author's statement is not valid, the author agreed to accept academic sanction in the form of revocation of paper and degree obtained from the paper.



MOTTO

You must have made a mistake. That is how you learn and that is how the world works.

- Naomi Campbell

DEDICATION

This final project is dedicated to my dear parents, my older brothers and my entire extended family for the prayers, love and support given to the people around me who never fail to motivate and support me.

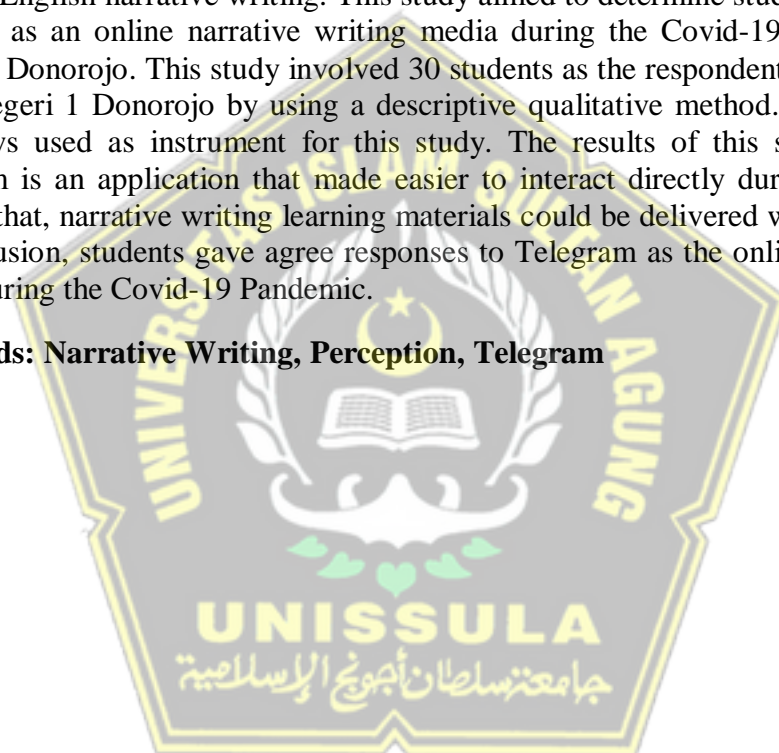


ABSTRACT

Arisanti. N (2022). *Students' Perception on Telegram as A Medium of Online Writing During Covid-19 Pandemic at SMA Negeri 1 Donorojo*. English Education Study Program. Languages and Communication Science Faculty, Sultan Agung Islamic University. Advisors: Mega Mulianing Maharani, S.Pd.,M.Pd.

The Covid-19 pandemic has forced teaching and learning activities to be carried out online. The Covid-19 pandemic has made learning to be done online through online learning media. Telegram is one of the learning media used at SMA N 1 Donorojo for learning English narrative writing. This study aimed to determine students' perceptions of telegram as an online narrative writing media during the Covid-19 Pandemic at SMA Negeri 1 Donorojo. This study involved 30 students as the respondents from 11th grade of SMA Negeri 1 Donorojo by using a descriptive qualitative method. Questionnaires and interviews used as instrument for this study. The results of this study indicated that Telegram is an application that made easier to interact directly during online learning. Besides that, narrative writing learning materials could be delivered well using Telegram. In conclusion, students gave agree responses to Telegram as the online narrative writing media during the Covid-19 Pandemic.

Keywords: Narrative Writing, Perception, Telegram

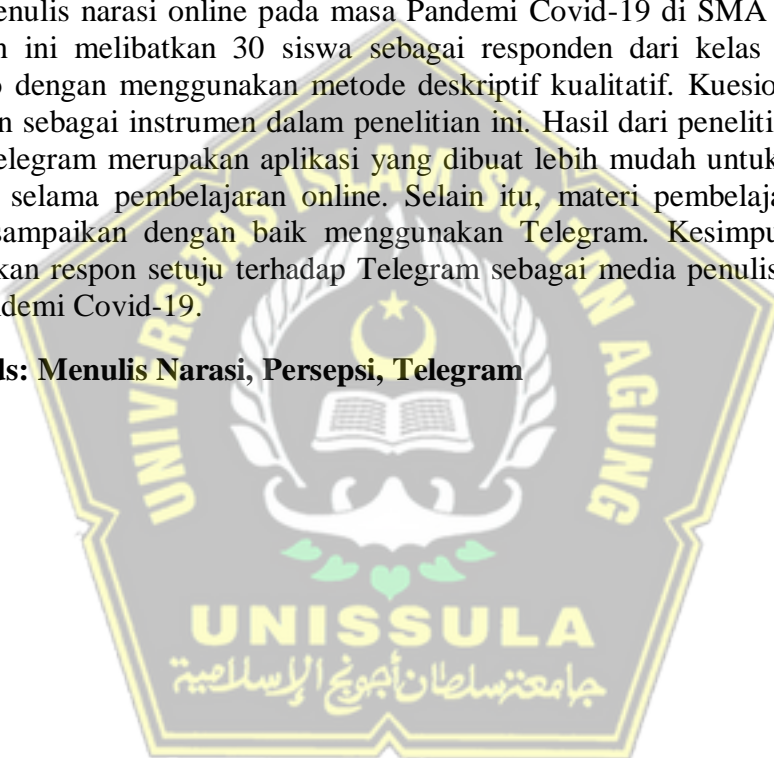


INTISARI

Arisanti. N (2022). *Students' Perception on Telegram as A Medium of Online Writing During Covid-19 Pandemic at SMA Negeri 1 Donorojo*. English Education Study Program. Languages and Communication Science Faculty, Sultan Agung Islamic University. Advisors: Mega Mulianing Maharani, S.Pd.,M.Pd.

Pandemi Covid-19 memaksa kegiatan belajar mengajar dilakukan secara online. Pandemi Covid-19 membuat pembelajaran harus dilakukan secara online melalui media pembelajaran online. Telegram merupakan salah satu media pembelajaran yang digunakan di SMA N 1 Donorojo untuk pembelajaran menulis narasi bahasa Inggris. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap telegram sebagai media menulis narasi online pada masa Pandemi Covid-19 di SMA Negeri 1 Donorojo. Penelitian ini melibatkan 30 siswa sebagai responden dari kelas 11 SMA Negeri 1 Donorojo dengan menggunakan metode deskriptif kualitatif. Kuesioner dan wawancara digunakan sebagai instrumen dalam penelitian ini. Hasil dari penelitian ini menunjukkan bahwa Telegram merupakan aplikasi yang dibuat lebih mudah untuk berinteraksi secara langsung selama pembelajaran online. Selain itu, materi pembelajaran menulis narasi dapat disampaikan dengan baik menggunakan Telegram. Kesimpulannya, mahasiswa memberikan respon setuju terhadap Telegram sebagai media penulisan naratif online di masa Pandemi Covid-19.

Keywords: Menulis Narasi, Persepsi, Telegram



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Semarang, August 8th, 2022



Nadya Intan Tri Arisanti
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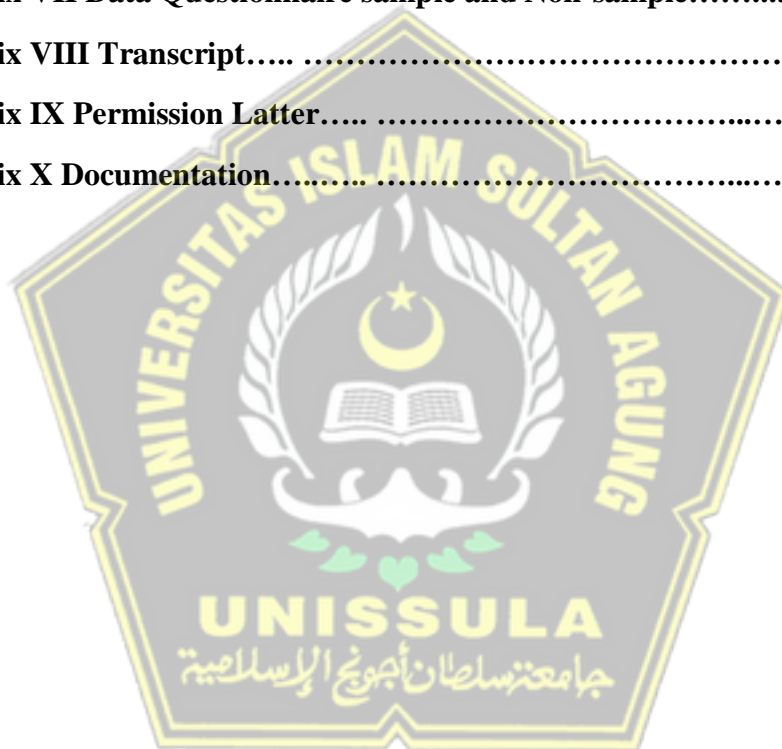


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CHAPTER I

INTRODUCTION

This first chapter provides the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

1.1 Background of the Study

It has been two years two years since people were shocked by the COVID-19 outbreak that hit the whole world. The outbreak that was first discovered on December 1, 2019 in Wuhan, China recorded 209 million. The Covid-19 outbreak was first discovered on December 1, 2019 in Wuhan, China with 209 million cases recorded worldwide. The Covid-19 outbreak recorded 209 million cases worldwide. The World Health Organization (WHO) states that the 2019 novel coronavirus (2019-nCoV) was the cause of Covid-19 which was first discovered in Wuhan, China (Krishnapatria 2020). The significant increase in the number of cases made the World Health Organization (WHO) announced that COVID-19 had become a global pandemic on March 11, 2021. Indonesia is recorded as a country with a total of 3.9 million cases, making Indonesia the country with the highest Covid-19 cases in Southeast Asia. Several sectors opened by the Covid-19 pandemic include the economy, industry, tourism, business, education and health sectors. The Covid-19 pandemic has become a problem that has occurred in more than 200 countries in the world including Indonesia and has caused anxiety in the

socio-economic and educational fields (Kamil et al. 2021). With the obstacles and problems that occur due to the COVID-19 pandemic, create challenges for the education sector.

The education sector is one of the sectors most affected by the COVID-19 pandemic. The government urges the public to carry out social restrictions. The public is advised to maintain distance, work from home, community lockdown and stay at home to reduce the spread of the Covid-19 virus. Teaching and learning activities that are usually carried out face-to-face cannot take place as they should. Even so, students must still have the right to education. According to Robandi et al. (2017), Students still have the right to guaranteed education during the Covid-19 emergency and protect students from the dangers of the Covid-19 . Nadiem Makariem as minister of education and culture issued an edrانا to educational institutions to postpone offline learning and divert it through e-learning. Teaching and learning activities such as delivery of material, tasks, and tests are all done online.

English as an important subject to learn must also be carried out online during the Covid-19 pandemic. Students must be able to master 4 basic skills in English including, listening, speaking, reading and writing. According to Sianturi et.al (2020), writing skills become the most complex skills in English. Media selection is an important factor to support the success of the English writing learning process. This is done in order to achieve the learning objectives so that they can still be achieved even in the conditions of the Covid-19 pandemic.

According to Djalante et al. (2020), as the fourth largest population in the world, Indonesia is predicted to be significantly affected in a long time. Teachers are required to choose effective learning media in online learning. By using effective learning media, learning outcomes will be good during the Covid-19 pandemic.

Telegram has become one of the media choices for learning to write English. According to Wiranegara & Hairi (2020), Telegram is one of the popular social media that can be used as a medium for learning foreign languages. A. Abu-Ayfah (2019) add that Telegram is a messaging application that can be used to send videos, images, and other file types without making full memory capacity because it is stored in cloud-based services and can be used in various fields. The features available on Telegram make it easy for students to do online learning. Telegram is one of the media choices for learning English writing.

Telegram has begun to be used at SMA Negeri 1 Donorojo as a medium for learning to write narratives during the Covid-19 pandemic since November 2021. Using Telegram has resulted in various student perceptions. Based on this, researchers will conduct research related to students' perceptions of Telegram as a medium for learning to write English online for class XI SMA Negeri 1 Donorojo. The results of this study are used as reference material and evaluation of the use of Telegram as a medium for learning to write English narrative online during the Covid-19 pandemic.

1.2 Reasons for Choosing the Topic

The writer has chosen the topic entitled “Students’ Perception About Telegram As A Medium To Help Students Improve Of Online Narrative Writing: During Covid-19 Pandemic “based on the following reasons:

1. The Covid-19 outbreak has affected many sectors, including the education sector. According to Krishnapatria (2020), related to the response to the COVID-19 outbreak, large-scale social restrictions were carried out to close schools in an effort to reduce the spread of the virus. The Covid-19 pandemic has forced learning activities that are usually done face-to-face to be done online. The Covid-19 pandemic has forced SMA Negeri 1 Donorojo to conduct online learning due to large-scale social restrictions.
2. The Covid-19 pandemic has shifted learning to online learning. According to Rulandari (2020), all teaching and learning processes are carried out online during the Covid-19 pandemic. Learning media is important in learning activities to support teaching and learning activities. Telegram was chosen as the medium for learning English during the COVID-19 pandemic at SMA Negeri 1 Donorojo.

1.3 Research Question

The research question of the study is “What are Students’ Perception on Telegram as a Medium of Online Narrative Writing During the Covid-19 Pandemic at SMA Negeri 1 Donorojo?”

1.4 Objective of the Study

The aim of this study is to find out Students’ Perception About Telegram as A Medium to Help Students Improve of Online Narrative Writing During Covid-19 Pandemic

1.5 Limitation of the Study

This study only focused on Students’ Perception on Telegram as A Medium of Online Narrative Writing During Covid-19 Pandemic in 11th Grade of Students at SMA Negeri 1 Donorojo.

1.6 Significance of the Study

This study is expected to provide information and bring significance:

1. Pedagogical significance

a. For Teachers

This study is aimed at the successful use of telegram as a medium for writing online narrative writing in the era of the Covid-19 pandemic.

b. For Students

The results of this study are expected to show students' responses to pedagogic competencies and practice them in the use of Telegram as

a medium for writing online narrative writing during the Covid-19 pandemic.

2. Practical Significance

a. For Teachers

The results of this study are used as an evaluation and planning study that is used to improve the quality and student learning outcomes in online narrative writing lessons during the Covid-19 pandemic. Thus, this research is expected to be useful for students and teachers.

b. For Students

The results of this study are used as an evaluation and planning study that is used to improve the quality and student learning outcomes in online narrative writing lessons during the Covid-19 pandemic. Thus, this research is expected to be useful for students and teachers.

c. Other Researcher

This research is used as a reference for other researchers who have the same topic and theme.

1.7 Definition of Key Terms

To make the research easy to understand, the researcher provided the following key terms:

1. Perception

Yunita & Maisarah (2020) state that perception is a process carried out by individuals in giving meaning to the environment. Individuals can gain awareness and recognize information such as the environment,

people, objects and events in it. In this process, the individual will interpret all of his senses in recognizing and giving meaning to the environment. The process carried out by an individual in assessing and giving meaning to the surrounding environment.

2. Telegram

Abbasi and Behjat (2018) state that Telegram is a cross-platform instant messaging application that gives users the ability to send and receive text messages, location information, pictures and videos in real time between individuals and friends. Telegram is an application that can be used to send messages for free. Not only sending messages in text form, Telegram can also be used to send images, videos, files. With its features and advantages, Telegram is the most downloaded application throughout the world with more than 1 billion downloads (Sensor Tower Research, 2021).

3. Narrative Writing

Almelhi (2021) states that writing is a media communication tool that can be used to express ideas and thoughts creatively. Meanwhile, narrative text is a story related to an event in sequence (Montgomery et.al 2007). Narrative text also called as imaginative text. Narrative writing presents stories that involve characters arranged in sequence. In hence, narrative writing can be interpreted as an activity that composes and conveys ideas that are imaginative in nature which aims to entertain the reader.

1.8 Organization of the Study

In order to make the study easier to follow, it organized into five chapters, as follows:

Chapter I introduces the Background of the Study, the Reason for Choosing the Topic, the Objective of the Study, the Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

Chapter II is Review of the Related Literature, its cover some points that contain explanations and theories related to research.

Chapter III contains about the Research Design, the Subject of the Study, the Instrument of Study, the Validity, the Reliability, the Technique of Data Collection, the Procedure of Study and the Analysis Data.

Chapter IV deliberates about the Results and Discussion the Result of this study includes the Analysis of the Closed-ended Questionnaire and Interview Result.

Chapter V contains the Conclusion and the Suggestion.

CHAPTER II

REVIEWS OF RELATED LITERATURE

Chapter II discusses review of the related literature which consists of several points to be explained. The theory discusses about Perception, Telegram, Narrative Writing and the Review of the Previous Studies.

2.1 Perception

Perception is the first keyword in this title. It becomes the sub-chapter in the chapter II that covers of the Definition of Perception, the Students' Perception and the Factor and Process of Perception.

2.1.1 Definition of Perception

Perception comes from the Latin word *percepio* which has the meaning of recognizing, interpreting and compiling something that aims to provide information, description and understanding of the situation in the environment. According to Yunita & Maisarah (2020), perception is a process that is carried out to give meaning to an environment. With perception, individuals can obtain and recognize information such as objects, environments, people and events that occur in them. In this process, the individual begins to interpret all his senses to give meaning to the environment.

Goldstein (2010) states that perception describes sensory stimuli that can produce behavioral, experiential, and sensory operations. Qiong (2017) adds that in philosophy, psychological perception and cognitive science can be referred to as the process of assessing information or achieving awareness.

Based on the above theories regarding perception put forward by several experts, it can be concluded that perception is a process of recognizing and interpreting sensory information. Perception can enable individuals to process sensory information into something meaningful. In short, perception is an individual's process of interpreting or interpreting information in an environment.

2.1.2 Students' Perception

Students' perceptions are vital in teaching and learning activities. Student perception can be interpreted as what is felt by students. Agustin et.al (2021) state students' perceptions are used to determine how students behave and interact with an object. Modrzyk (2019) Student perceptions show how significant differences are in measuring learning outcomes, outside of the characteristics of the student's background. Every student is different about what they feel, see and hear

According to Sulasmia et.al (2021), student perceptions have an important role in evaluating teaching effectiveness. Perceptions of students are used by teachers in seeing and deciding the value of students. In addition, students' perceptions are also an important indicator of the teaching and learning environment in the classroom. After students' perceptions are known, teachers can assess or improve what students are interested in and not asking for, as well as what they like and don't like in the learning process. Both in the learning environment and in learning strategies. Therefore, students' perceptions are important in achieving teaching goals.

Based on the explanation above, students' perceptions are what students feel from their point of view. Student perceptions are used in the teaching and learning process to determine student preferences in interests and learning styles that can affect learning outcomes. This makes student perception important in teaching and learning activities.

2.1.3 The Factors and Processes of Perception

According to Aelterman et.al (2007), There are four important factors that influence person's perception including (1) the selection stimuli (2) the organization of the stimuli, (3) the situation, and (4) the self-concept of the person.

1. Selection stimuli

This process is called the selection process, which is a selection process in which individuals can see things differently. everyone will rate and choose a particular cue or filter. for example, when watching television focusedly we cannot hear other things such as creaking doors, falling pens, knocking on doors, etc.

2. Organization of the stimuli

The second factor influencing perception is the organization where after information is collected through a filtering process, it will produce meaning from the selected stimuli.

3. Situation

The next factor that influences perception is the situation. Expectations, past situations and experiences can influence what people experience. This relates to a person being able to adjust his behavior in various situations. For example, college graduates will have difficulty adjusting to the values and norms that exist in the workplace.

4. Self-concept of the person

The final factor is how the individual perceives himself influences us about the external world. This concept is important because it can determine much of what is felt and done. For example, if you see yourself as a competitive person, you are more likely to be motivated to be competitive.

Factors that support the process of human perception consist of selection of stimuli, organization of the stimuli, situation, self-concept of the person. The result of the perception process will emerge by reviewing the factors that influence it. so that, students' perceptions can be formed properly.

In addition to the factors that influence perception, the process of perception also plays an important role in the creation of a perception. Qiong (2017) states there are three processes in perception, as follows:

1. Selection

The first stage is selection, in this process, stimuli to the environment turn into meaning. Stimuli in the environment such as the sound of a

clock ticking, the words we hear, witnesses to accidents and many more.

These stimuli will simultaneously wait to be processed at a later stage.

2. Organization

Organization becomes the second stage in the selection process. In this process information from the outside world will be obtained and will be arranged in the form of a meaningful pattern. There are two characteristics that exist in this process. First, the structure of human perception is available in the process of organizing. Second, human perception has stability in this process. In other words, a smooth process will last longer.

3. Interpretation

The last stage in this process is Interpretation, which is the process of attaching the meaning of the stimulus. However, with the same stimulus, individuals will still give different meanings.

Based on the factors and processes described by several experts, the factors have an important role in reviewing what factors affect the perception of an individual. Meanwhile, by doing the perception process properly, the perception generated by an individual run well. So that, perception can be used as a benchmark or evaluation of a something. In conclusion, Factors and processes become important elements that accompany the formation of a perception of an individual.

2.2 Telegram

Telegram is the second keyword in this title. It is the sub-chapter discussing about The Concept of Telegram, Telegram in Teaching and Learning Activity and Group Chat Features for Learning Process.

2.2.1 General Concept of Telegram

In this era, various social media applications exist to support the needs of the community. Telegram has become one of the most popular applications in communication. Gobadi & Taki (2021) state that telegram is an application launched by Pavel and Duroy which is a computer programming company in Berlin as an application that can serve the online community. Telegram is based on an open-source platform and the service is completely free without any payment but has a fast interface (Muchlisin, 2019). It makes users do not have to spend money to access the telegram application. In meeting the goals of its users, telegram as a multifunctional messaging application has many functions. Abbasi and Behjat (2018) state Telegram is an instant messaging application that has the ability to send and receive messages, pictures, videos and real-time locations between users. This makes Telegram a simple chat service that can allow individuals to stay connected with the loved ones in their lives (Modrzyk, 2019). With the functions offered by Telegram, it will make it easier for individuals to exchange messages and information without meeting each other. Based on

explanation above, Telegram is an application that can be used to send messages for free. Besides that, Telegram can also be used to send images, videos and file. It can be concluded that Telegram is a cloud-based messaging application that can be used to send messages, pictures, video images, files that are used in various fields.

2.2.2 Telegram on English Teaching and Learning

The Covid-19 pandemic has made learning done online. Various media are used as learning instruments. One of the social media that is currently popular is Telegram. Based on a report from Sensor Tower Research in 2022, Telegram has reached 1 billion downloads worldwide. Indonesia, representing 8% of application installations, occupies the 3rd position as the country with the most telegram downloaders in the world after India and Russia. Being a popular media among the public, especially students, telegram is one of the social media used in the field of education nowadays. Iksan (2017) states that through telegram, students and teachers can be involved in issues related to learning. With these reasons, telegram can be used as an option in choosing learning media that is carried out online.

Telegram is currently one of the applications that is widely used in language learning activities. The facilities owned by Telegram are considered to be able to facilitate and meet the needs of teachers and students to learn and teach. Famarzi (2017) agrees that telegram is an application that has the advantage of facilitating the online learning. According to Yinka & Queendarline (2018), Telegram can be used as a learning medium for the following reasons: 1) Several

platforms: smartphone (Operating system, Android) Tab, iphone, PC, Laptop, iPad, and Web. 2) Have compatible file formats: jpg, Excel, PowerPoint, word audio, movie, pdf. 3) Can save and upload large files. 4) Grouping facility: have access to old/old messages, members add members by 1000 members. 5) Better storage management capacity. 6) Better memory management system. 7) Security using encryption. The advantages possessed by the telegram application can be used to support and facilitate online learning activities. These advantages can be used to simplify and support online learning activities.

Telegram can answer the students' needs well and provide very fast feedback. In addition, Telegram also offers additional opportunities for students to interact with teachers beyond the traditional study time and confined spaces of the classroom. Those benefits make Telegram as a medium that can be used in English Teaching and Learning Activity.

2.2.3 Group Chat Feature for Learning Process

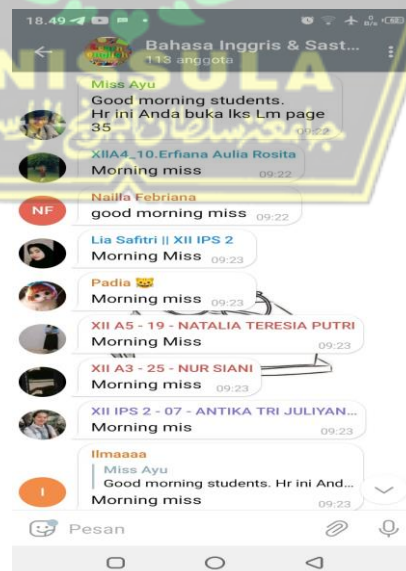
In supporting learning activities, telegram presents several excellent features that teaching and learning activities are more interesting and effective, including: Fitur search, sticker chat, gif, channel, bot, group chat, Telegram web, username, dark mode, cloud-based storage, multi gadget platform, multi login, open source/free. Channel, Telegram bot and group chat become most popular feature in supporting teaching and learning activities. With the various features provided by Telegram, it can be a suitable medium for online writing learning.

At SMA Negeri Donorojo online writing learning using telegram has been carried out starting on November 2021 during Covid-19. The Group Chat feature

is used to support online writing learning. The purpose of group chat on telegram is to monitor learning activities (Muchlisin, 2019). Students can send pictures, videos, student assignments to keep in touch with the teacher. teachers can also provide learning materials such as videos, files, e-books without fear of the files being too large, because telegram is an application that can be used to send various files even though they have a large size.

Based on Hitekno.com In creating a group chat on Telegram, you have to go through several steps: 1) click the pen image in the upper left corner of the Telegram home screen, 2) click new group, 3) select several contacts to add to the group, 4) next, click next above, 5) type the name of the group to be created, 6) then , select the profile photo to post to the group chat, 7) lastly, click the tick in the top corner. In an easy way, teachers and students can easily operate Telegram.

Picture 2. 1 Telegram Group Chat



In the Telegram group chat, students and teachers do not need to save the names of members because the names are automatically listed when the user logs in to Telegram. Thus, the teacher will find it easier to provide feedback to students. Not only that, Telegram group chat also has an excellent feature, namely voice chat groups. This feature is different from voice notes which have to record the voice first because voice chat is done in real time. This group voice chat feature is almost similar to video conferencing, but only sound appears without video. This of course can make it easier for teachers and students to interact directly. This voice chat is a feature used by 11th graders of SMA N 1 Donorojo to learn English online.

Picture 2. 2 Voice Chat Telegram



With group chat, teachers and students can share learning materials in various file forms of various sizes. Voice chat is used as a medium to discuss, explain material, ask questions and practice directly voice to voice between

teachers and students and students with students. With these features, online writing learning activities can be carried out during the covid-19 pandemic.

2.3 Narrative Writing

Narrative Writing is the third keywords of the study. It is the sub-chapter discussing about Definition of Narrative Writing, Process of Narrative Writing, and Example of Narrative Writing.

2.3.1 Definition of Narrative Writing

Writing is one of the important skills in English because by writing the individual can convey ideas, information and thoughts in written form, the process of transferring ideas into written form can be easily understood, and writing can be media for communication and important in teaching English (Sinaga, 2020). There are many texts in English that must be mastered by students in order to master English language. Students are asked to write different types of text in the setting of English as a foreign language including narrative text.

According to Oshima and Hogue (2007), narration is a story event. Narrative writing presents stories that involve characters arranged in sequence. Fitriati et.al (2018) state that the purpose of this type of text is to entertain or amuse the reader with imaginative stories. It can be concluded that narrative writing is an activity that composes and conveys ideas that are imaginative in nature which aims to entertain the reader.

2.3.2 Process of Narrative Writing

O'Malley (1996) argues that the narrative writing process have three elements:

1. Pre-writing

In Pre writing students choosing topic. After the topic is chosen, the topic will be narrowed down to a more specific topic. After the topic is selected, the writer will discuss who and what the purpose of the narrative text they write is. In the last stage of pre-writing the writer will collect the details.

2. Whilst- writing

At this stage, the process carried out is drafting. In this process, the first version of the paper will be made into a draft. Along with the editing process, the written work in the form of a draft can be turned into a final process.

3. Post-writing

Revising and editing become the next process after drafting. After producing a draft, the writer will review the writing finding a sequence of information that is not clear or something that is written in an ambiguous and confusing way.

Based on the narrative writing process proposed by the expert above, it can be concluded that the narrative writing process is an important thing that must

be passed by the writer. It affects the writing result. If the writing process is carried out properly, the result of writing will also be good.

2.3.3 Example of Narrative Writing

Fitriati et.al (2018) state that narrative text is has function to entertain the reader with imaginative stories. In narrative text there are many genres, including fairies, fables, myths, mysteries, science fiction legends, ballads, slices of life, romance, horror stories, adventure stories, historical narratives and personal experiences. The example of narrative text writing with fairy genre:

Snow White

Orientation

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White with them.

Complication

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods.

Resolution

She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were

coming home from work.

There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?” Snow White said, “My name is Snow White.” Then, Snow White told the dwarfs the whole story. The dwarfs said, “If you want, you may live here with us.” Snow White answered, “Oh, could I? Thank you.” Finally, Snow White and the seven dwarfs lived happily ever after.

Source: 99.co

According to Anderson (1997) narrative text consists of 3 parts:

1. Orientation

In introduction section, the main character and some supporting characters will be introduced as much as possible. Not only that, general indications such as the location and time of the incident are also mentioned in this section.

2. Complications

Complications are caused by serious events, which is where the problem arises. The story becomes interesting when something unexpected appears involving the main character that has an impact on the storyline.

3. Resolution

In this section, in this section the resolution of a conflict occurs. The implications can be resolved for better or for worse.

It can be concluded that narrative text has a function to entertain readers with imaginative stories. Narrative text is composed of three parts, they are orientation, complication, resolution. Narrative text also has many genres such as fable, fairies, legend, myth end etc. In this research, In this research, the narrative text used is legend.

2.4 Review of Previous Studies

In the previous studies, researcher found relevant researchers for further research, which discussed about Telegram as a Medium of Online Writing. They were entitled “Students’ Responses to The Use of Telegram in English Class During Covid-19 Pandemic” written by Kusuma & Wartono (2021); “University Students’ Use and Perceptions of Telegram to Promote Effective Educational Interactions: A Qualitative Study written “by Aldasani (2021); and “Students’ Perspectives on Using Telegram Messenger as A Learning Media” by Wahyuni; (2018).

The first previous study was written by Kusuma & Wartono (2021), the title is Students’ Responses to The Use of Telegram in English Class During Covid-19 Pandemic. This research purpose is determine ninth-grade students at SMP Negeri 1 Kawunganten response regarding the use of telegram as a learning medium during the Covid-19 pandemic and also to identify the obstacles when implementing it. In this research used Qualitative method with descriptive statistics as data analysis used in this research. Close-ended questionnaire used as research instrument. The results showed that from student response to the use of Telegram was 81%, meaning that it was very effective as an English learning

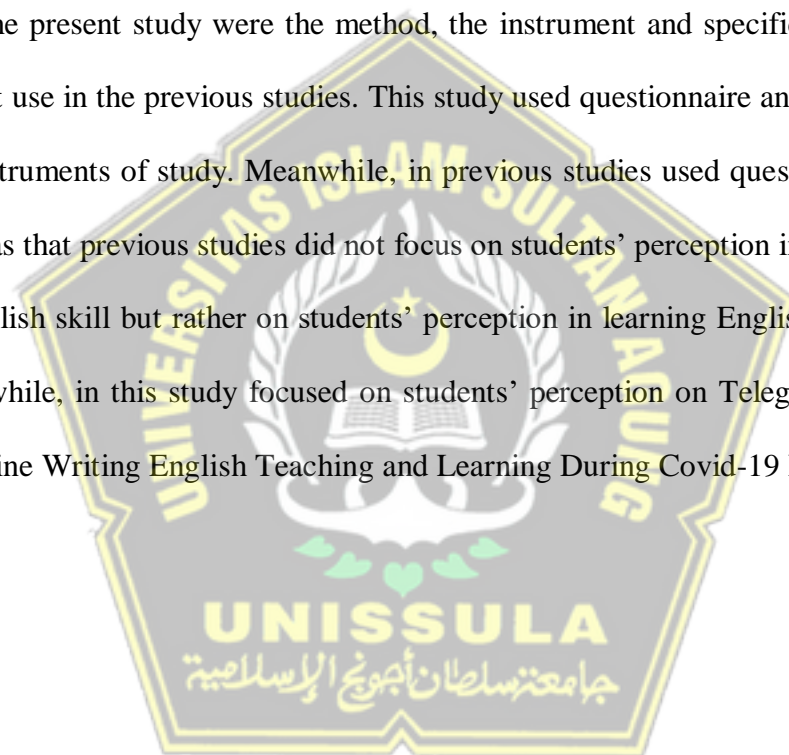
medium during the Covid-19 pandemic. However, 70% showed that students were still having problems with the highest percentage of problems occurring due to decreased concentration and motivation of student learning during e-learning.

The second previous study was writing by Aladsani (2021), the research title is University Students' Use and Perceptions of Telegram to Promote Effective Educational Interactions: A Qualitative Study. This research purpose is investigating the use of telegram as a social media networking site that is used to increase student educational interactions. In this research Qualitative method used. Content analysis of both the Telegram posts and the students' reflection papers used as the instrument in this research. This study found that Telegram improved student interaction. Telegram can be used to interact between instructors and students because interaction is considered an important aspect of successful learning. Based on this research, Telegram improves and presents how students interact between instructors and students.

The third previous study was written by Wayne (2018), the research title is Students' Perspectives on Using Telegram Messenger as A Learning Media. This research purpose is to find out about students' perception in using Telegram Messenger as a medium of learning in the English Study Program of the Islamic University of Riau. Qualitative with descriptive statistics as data analysis used in this research. Based on findings, it showed that students responded positively with 22% for the perspective of perceived usefulness for strongly agreed, 19% for strongly agree and 30% for attitudes towards use.

The study that the wrote had similarities with the three previous studies

conducted by Kusuma & Wartono (2021), Aladsani (2021), and Wayne (2018) which had the same line of research objectives, both of them tried to investigate the use of telegrams in online learning in school. Besides that, the similarities could be seen from the instrument, which is used close-ended questions in questionnaire instrument. However, there are differences of these previous studies and the researcher's study. The main difference of the previous studies with the present study were the method, the instrument and specific writing skill did not use in the previous studies. This study used questionnaire and interview as the instruments of study. Meanwhile, in previous studies used questionnaire. The last was that previous studies did not focus on students' perception in learning one of English skill but rather on students' perception in learning English as a whole. Meanwhile, in this study focused on students' perception on Telegram as Media of Online Writing English Teaching and Learning During Covid-19 Pandemic.



CHAPTER III

METHOD OF STUDY

This method of study consists of the Design of Study, the Subject of the Study, the Instrument of Study, the Validity, the Reliability, the Technique of Data Collection, the Procedure of Study, and the Analysis Data.

3.1 Design of Study

The research design was qualitative method. According to Macky & Gas (2005), qualitative research is research based on descriptive data that does not use (usual) statistical procedure. By using this research, the researcher wanted to know the perception of 11th grade students of SMA Negeri 1 Donorojo in using telegram in learning English online writing.

3.2 Subject of Study

The study was conducted in SMA Negeri 1 Donorojo which is located in Jl. Benteng Portugis, Winong, Tulakan Donorojo, Jepara, Jawa Tengah Province. In this study, 11th grade students was selected as the population. In this study, researcher used two 30 students of MIPA 3 for sample class and 30 students of MIPA 4 for non-sample class of 11th grade in SMA Negeri 1 Donorojo. In determining the sample, researcher used purposive sampling.

3.3 Instruments of Study

This study used questionnaire and interview as the instruments. The instruments are used to retrieve information from respondents. The distribution of questionnaires and interviews to the non-sample class was carried out on July

3, 2022. While for the sample class the distribution of questionnaires and interviews to the sample class was conducted on July 21, 2021.

3.3.1 Questionnaire

In this study, the researcher used a closed-ended questionnaire. Closed-ended are questions that can only be answered with “yes” or “no” or a limited number of choices. Likert scale used in this study. Likert scale has 4 options, Including: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). The items of questionnaire adapted from Irawati (2021). The questionnaire was delivered through Google Form.

3.3.2 Interview

Semi-structured interview used in this study. The researcher used open-ended questions for interview. The purpose of using open-ended questions is to get broad answers from participants. In this study, the researcher interviewed 30 students of MIPA 3 for sample and 30 students of MIPA 4 for non-sample class of 11th grade in SMA Negeri 1 Donorojo. The researcher prepared five interview questions covered five aspects. The aspects include perceived usefulness, attitude toward usage, activity in the class when learning writing, and intention of use toward. The aspects of interview adapted from Irawati (2021). The interview recorded and transcribed through WhatsApp.

3.4 Validity

Validity in research is level of accuracy of research measuring instruments against the actual content.

3.4.1 Questionnaire

In this study, to evaluate the questionnaire, the researcher used content validity. Content validity is the extent to which the items in an instrument reflect the content. A questionnaire is valid if the questions on the questionnaire can reveal something that will measure by content. In this study, the two experts consists of Mam Mega as advisor and Miss Ayu as English Teacher of 11th grade at SMA Negeri 1 Donorojo stated that the questionnaire instrument was valid.

3.4.2 Interview

In this study, to evaluate the interview, the researcher used face validity content. The interview questions validated by the expert to see whether the interview questions are appropriate or not. After the question is appropriate, the question given to the participant. In this study, the two experts consists of Mam Mega as advisor and Miss Ayu as English Teacher of 11th grade at SMA Negeri 1 Donorojo stated that the questionnaire instrument was valid.

3.5 Reliability

Research is considered correct if it provides consistent results for the same measurement.

3.5.1 Questionnaire

In this study, researchers used internal consistency reliability for questionnaire. The researcher testing the reliability of the instrument using the Alpha Cronbach by using SPSS. Daud et.al (2018) state that the general agreement is that reliability is considered satisfactory if ≥ 0.700 . Less than 0.6

Cronbach's Alpha value is considered low. Cronbach's Alpha values in the range of 0.60 - 0.80 are considered moderate, but acceptable. While the range from 0.8 and up to 1.00 Cronbach's Alpha value is considered very good. Cronbach's Alpha Value used to determine the level of instrument reliability. In this study, the results obtained were 0.833 on the validity test of the interview instrument. It can be concluded that the questionnaire instrument in this study was reliable.

3.5.2 Interview

Data is said to be reliable if the data is steady and precise. Reliability testing in this study used Inter-Rater Consistency. In the statement "Yes" or agree, a score of 1 was given, while in the statement "No" a score of 0 was given. After determined the score given, the score was calculated by using the *Percentage of Agreement*. In this study, the total of the scores (agreement) of two experts (judgment experts) is used to determine the reliability of the interview instrument. The two experts consists of Mam Mega as advisor and Miss Ayu as English Teacher of 11th grade at SMA Negeri 1 Donorojo stated that the Interview instrument was reliable.

3.6 Technique of Data Collection

In this study, the researcher used questionnaire, interview and documentation. The researcher used open-ended question for interview and closed-ended question for questionnaire. While the documentation technique used for online transcription data through WhatsApp and data from a

questionnaire in the form of a google form, the researcher took a screen picture to get documentation.

3.7 Data Collecting Procedures

There are some procedures performed by researcher during the study.

The procedures are:

1. The researcher asked permission from the school to conduct research.
2. The researcher asked permission to English teacher to distribute questionnaires and do interviews with the 11th grade students of SMA Negeri 1 Donorojo.
3. The researcher gave the students time to answer the questionnaire.
4. The researcher did online interviews with several students by using WhatsApp.
5. The researcher collected and analyzed the information to gain the valid data.

The procedure above accommodated the researcher to make conclusion about the students' perception on telegram as a medium of online writing during covid-19 pandemic at SMA Negeri 1 Donorojo.

3.8 Data Analysis

In this study, the researcher used a qualitative method. The two instruments used in this research are questionnaires and interviews. Questionnaire questions consist of 20 statements while interview questions consist of 5 questions. Before conducting research on the sample class the researcher tested the validity and reliability of the instrument in the non-sample class on July 3, 2022. After the instrument test results were declared valid and reliable the researcher conducted research on the sample class on July 21, 2022. After the data was collected the researcher analyzed the data by using data analysis from Miles and Huberman. This data analysis consists of three parts including data reduction, data presentation and conclusion. In data reduction, the data was simplified as needed to get the desired information. After that, in data presentation, the simplified data presented in the form of graphs, figures or tables. The last stage was conclusions, at this stage the data that had been simplified and presented concluded to see the results of the data.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter discusses about the results, finding and discussion of this study including the Analysis of the Closed-ended Questionnaire Result, and the Analysis of Interview Result.

4.1 Research Findings

After collecting data, the researcher describes the research findings by describing the analysis of closed questionnaires and interviews result.

4.2.1 Analysis of the Closed-ended Questionnaire & Interview Result

In this chapter, the researcher explains a questionnaire and interview related to the students' perception on Telegram as a medium of online narrative writing during the covid-19 pandemic at SMA Negeri 1 Donorojo. There were twenty statements and 30 respondents. After the students filled out the questionnaire, 30 students conducted interviews with 5 questions through WhatsApp chat. The Researcher distributed the questionnaire and did interview on July 12, 2021.

4.2.1.1. Description Related to the aspect of Perceived Ease of Use

In the first stage, students answered questions about students' perceptions of Perceived Ease of while they were using Telegram as media of learning narrative writing during the Covid-19 pandemic both in questionnaire and interview. The table below explains four questions in the first stage of the questionnaire.

The First Statement

The first statement of the questionnaire is **‘Telegram is easy to access’**.

The respondents’ responses result is stated in the table 4.1:

Table 4. 1 The Result the of the 1st Statement

		Frequency	Percent
Valid	SA	12	40.0
	A	18	60.0
	Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose **‘agree’** to the 1st statement. There were 18 respondents (60%) chose **‘agree’** and there were 12 respondents (40%) chose **‘strongly agree’**. It can be concluded that Telegram was easy to access.

The Second Statement

The second statement of the questionnaire is **‘It easy for me to learn to operate Telegram’**. The respondents’ responses result is stated in the table 4.2:

Table 4. 2 The Result of the 2nd Statement

		Frequency	Percent
Valid	SA	10	33,00
	A	20	67,00

Total	30	100.0
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Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 2nd statement. There were 20 respondents (66%) chose ‘agree’ and there were 10 respondents (33%) chose ‘strongly agree’. It can be concluded that students easy to learned and operated Telegram.

The Third Statement

The third statement of the questionnaire is “**Telegram is flexible to interact with teacher and students**”. The respondents’ responses result is stated in the table 4.3:

Table 4. 3 The Result of the 3rd Statement

	Frequency	Percent
Valid SA	5	17.00
A	25	83.00
Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 3rd statement. There were 25 respondents (83,03%) chose ‘agree’ and there were 5 respondents (16,07%) chose ‘strongly agree’. It can be concluded that Telegram was flexible to interact with teacher and students.

The Fourth Statement

The fourth statement of the questionnaire is '**Telegram is a light and easy application to install**'. The respondents' responses result is stated in the table 4.4:

Table 4. 4 The Result of the 4th Statement

		Frequency	Percent
Valid	SA	10	33.00
	A	20	67.00
	Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose '**agree**' to the 4th statement. There were 20 respondents (67%) chose '**agree**' and there were 10 respondents (33%) chose '**strongly agree**'. It can be concluded that Telegram was a light and easy application to install.

The students' answers from the **Perceived Ease of Use** indicator on the questionnaire were strengthened by the students' responses from the interviews below:

Table 4. 5 Interview Result of the First Stage

Respondent	Respond
R3	Telegram is an application for communicating and exchanging messages.
R10	What I know about Telegram is an application that is almost similar to WhatsApp, when viewed in terms of usability and

	many benefits, it is easier to use Telegram, especially in learning, it can guarantee comfort and security in communicating as well.
R17	The application is similar to WhatsApp but the advantages of telegram in learning can make it easier for teachers and parents to communicate with students because it has many advantages.
R23	In my opinion, the telegram application can communicate with everyone, not just from around us, for example, you can chat with diazoniums, you can chat with people from outside the region and even abroad. Basically, the scope can be broad, then you can study like a study group when you are online, if it's a tele group That's the person who can enter is not limited, that is according by me.

In short, four statements in questionnaire were dominated by ‘agree’ scale. It meant that the respondents agreed with statements in the first stage which was about ‘perceived ease of use’. This is supported by the responses given by students in the interview, it can be concluded that Telegram was an application for communication because that had many features to support the online learning process.

4.2.2.1. Description Related to Perceived Usefulness

In the second stage, the students answered questions about their perceptions of perceived usefulness while they were using Telegram as media of learning narrative writing during the Covid-19 pandemic both in questionnaire and Interview. The table below explains the 5 questions in the second stage of the questionnaire.

The Fifth Statement

The fifth statement of the questionnaire is “**Telegram enables me to complete writing assignment more quickly**”. The respondents’ responses result is stated in the table 4.6:

Table 4. 6 The Result of the 5th Statement

		Frequency	Percent
Valid	SA	3	10.00
	A	25	83.00
	D	2	7.00
	Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 5th statement. There were 25 respondents (83%) chose ‘agree’, 3 respondents (10%) chose ‘strongly agree’ and 6 respondents (7%) chose ‘disagree’. It can be concluded that Telegram enabled to complete writing assignment more quickly.

The Sixth Statement

The sixth statement of the questionnaire is ‘**Telegram help and makes it easier to write narrative**’. The respondents’ respond is stated in the table 4.7:

Table 4.7 The Result of 6th the Statement

		Frequency	Percent
Valid	SA	1	3.00
	A	28	94.00
	D	1	3.00
Total		30	100.0

Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 6th statement. There were 28 respondents (94%) chose ‘agree’, 1 respondent (3%) chose ‘strongly agree’ and 1 respondent (3%) chose ‘disagree’. It can be concluded that Telegram helped and made it easier to write narrative.

The Seventh Statement

The seventh statement of the questionnaire is ‘Telegram improves narrative writing performance’. The respondents’ responses result is stated in the table 4.8:

Table 4.8 The Result of the 7th Statement

		Frequency	Percent
Valid	SA	2	6.00
	A	26	88.00
	D	2	6.00

Total	30	100.0
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Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 7th statement. There were 26 respondents (88%) chose ‘agree’, 2 respondents (6%) chose ‘strongly agree’ and 2 respondents (6%) chose ‘disagree’. It can be concluded that Telegram improved narrative writing performance.

The Eighth Statement

The Eighth statement of the questionnaire is ‘**Online learning Telegram accommodates me to write narrative easily**’. The respondents’ responses result is stated in the table 4.9:

Table 4. 9 The Result of the 8th Statement

	Frequency	Percent
Valid SA	1	3.00
A	27	90.00
D	2	7,00
Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 8th statement. There were 27 respondents (90%) or amount 27 respondents. There were 1 respondent (3%) chose ‘strongly agree’ and 2

respondents (7%) chose '**disagree**'. It can be concluded that Telegram Online learning Telegram accommodated students to write narrative easily

The Ninth Statement

The ninth statement of the questionnaire is '**Telegram makes me active to write**'. The respondents' responses result is stated in the table 4.10:

Table 4. 10 The Result of the 9th Statement

	Frequency	Percent
Valid SA	1	3.00
A	22	74,00
D	7	23.00
Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose '**agree**' to the 9th statement. There were 22 respondents (74%) chose '**agree**' or amount 22 respondents, 1 respondent (3%) chose '**strongly agree**' and 7 respondents (23%) chose '**disagree**'. It can be concluded that Telegram made students active to write.

The students' answers from the **Perceived Usefulness** indicator on the questionnaire were strengthened by the students' responses from the interviews below:

Table 4. 11 Interview Result of the Second Stage

Respondent	Responds
R26	It is effective miss, instead of using WhatsApp, it's better to use telegram for voice chat.
R27	Yes, because when learning via telegram, the teacher usually gives material via chat or voice messages. So, students have to take notes on the material given by the teacher, it is almost the same as offline when the teacher explains students take notes.
R24	Yes, it is effective, because the material can be received immediately, it can be opened anytime and anywhere.
R4	Yes, because can use video chat while studying.

In short, four second of first stage, five statements were dominated by ‘agree’ scale. It meant that the respondents agreed with statements in the second stage which was about ‘perceived usefulness’. This is supported by the responses given by students in the interview, it can be concluded that Telegram was effective for online learning of narrative texts because Telegram has a voice chat/video cam feature that made it easier for the students and the teachers could communicate directly.

4.2.3.1. Description Related to Activity in the Class when Learning

Narrative Writing

In the third stage, the students answered a question about their perceptions of activity in the class while they were using Telegram as media of learning narrative writing during the Covid-19 pandemic both in questionnaire

and interview. The table below explains the 4 questions in the third stage of the questionnaire.

The Tenth Statement

The tenth statement of the questionnaire is **‘English teacher uses English as the language of instruction for teaching English in Telegram’**.

The respondents’ responses result is stated in the table 4.12:

Table 4.12 The Result of the 10th Statement

		Frequency	Percent
Valid	SA	4	13.00
	A	24	80.00
	D	2	7.00
Total		30	100.0

Based on the table above, it could be seen that mostly respondents chose **‘agree’** to the 10th statement. There were 24 respondents (80%) chose **‘agree’**, 4 respondents (13%) chose **‘strongly agree’** and 2 respondents (7%) chose **‘disagree’**. It can be concluded that English teacher used English as the language of instruction for teaching English in Telegram.

The Eleventh Statement

The eleventh statement of the questionnaire is **‘Teacher explains narrative in Telegram’**. The respondents’ responses result is stated in the table 4.13:

Table 4. 13 The Result of the 11th Statement

		Frequency	Percent
Valid	SA	5	17,00
	A	24	80.00
	D	1	3.00
Total		30	100.0

Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 11th statement. There were 24 respondents (80.00%) chose ‘agree’, 5 respondents (17%) chose ‘strongly agree’ and 1 respondent (3%) chose ‘disagree’. It can be concluded that teacher explained narrative in Telegram.

The Twelfth Statement

The twelfth statement of the questionnaire is ‘**Teacher explains the narrative writing processes in Telegram**’. The respondents’ responses result is stated in the table 4.13:

Table 4. 13 The Result of the 12th Statement

		Frequency	Percent
Valid	SA	5	16.00
	A	22	74.00
	D	3	10.00

Total	30	100.0
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Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 12th statement. There were 22 respondents (74%) chose ‘agree’, 5 respondents (17%) chose ‘strongly agree’ and 3 respondents (10.00%) chose ‘disagree’. It can be concluded that that teacher explained the narrative writing processes in Telegram.

The Thirteenth Statement

The thirteenth statement of the questionnaire is ‘Students are active in asking and answering questions related to the narrative writing material given by the teacher’. The respondents’ responses result is stated in the table 4.14:

Table 4. 14 The Result of the 13th Statement

	Frequency	Percent
Valid SA	4	13.00
A	21	70.00
D	5	17.00
Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 13th statement. There were 21 respondents (70.00%) chose

‘agree’, 4 respondents (13%) chose ‘strongly agree’ and 5 respondents (17%) chose ‘disagree’. It can be concluded that students were active in asking and answering questions related to the narrative writing material given by the teacher.

The students' answers from the indicator on **Activity in the Class when Learning Narrative Writing** the questionnaire were strengthened by the students' responses from the interviews below:

Table 4. 15 Interview Result of the Third Stage

Respondent	Responds
R3	So far, the delivery method is the same as offline learning in general, and the English teacher is very comfortable when teaching.
R4	The delivery of the material is very good, clear and easy to understand, distributed through images and ppt.
R9	That's good miss, if you chat in a group, you don't get stuck because the group can be locked from the admin, so it's easy to see the material.
R12	Good miss, usually the material is given a PDF file or explained directly through group chats.

In short, four statements of third stage, four statements were dominated by ‘agree’ scale. It meant that the respondents agreed with statements in third stage which was about ‘**Activity in The Class When Learning Narrative Writing**’. This is supported by the responses given by students in the interview. Based on the responses given by the students regarding the delivery of learning materials

via Telegram, most of them agreed that the learning materials could be delivered well by the teacher

4.2.4.1 Description Related to Attitude Toward Usage

In the fourth stage, the students answered questions about their perceptions of attitude toward the usage while they were using Telegram as media of learning narrative writing during the Covid-19 pandemic. The table below explains the 4 questions in the fourth stage of the questionnaire.

The Fourteenth Statement

The fourteenth statement of the questionnaire is **‘I enjoy using Telegram during the online class’**. The respondents’ responses result is stated in the table 4.16:

Table 4.16 The Result of the 14th Statement

	Frequency	Percent
Valid SA	7	23.00
A	19	64.00
D	3	10.00
SDA	1	03.00
Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose **‘agree’** to the 14th statement. There were (64%) chose **‘agree’**, 7 respondents

(23%) chose '**strongly agree**', 3 respondents (10.00%) chose '**disagree**' and 1 respondent (03%) '**Strongly Disagree**'. It can be concluded that students enjoyed using Telegram during the online class.

The Fifteenth Statement

The fifteenth statement of the questionnaire is '**Telegram increases my enthusiasm for studying narrative writing**'. The respondents' responses is stated in the table 4.17:

Table 4.17 The Result of the 15th Statement

		Frequency	Percent
Valid	SA	1	3.00
	A	21	70.00
	D	8	27.00
Total		30	100.0

Based on the table above, it could be seen that mostly respondents chose '**agree**' to the 15th statement. There were 20 respondents (70.00%) chose '**agree**', 1 respondent (3%) chose '**strongly agree**' and 8 respondents (27%) chose '**disagree**'. Based on the table above, it can be concluded that Telegram increased students' enthusiasm for studying narrative writing.

The Sixteenth Statement

The sixteenth statement of the questionnaire is **‘Telegram increase my motivation for studying’**. The respondents’ responses result is stated in the table 4.18:

Table 4. 18 The Result of the 16th Statement

		Frequency	Percent
Valid	SA	1	3.00
	A	26	87.00
	D	3	10.00
	Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose ‘agree’ to the 16th statement. There were 26 respondents (87%) chose ‘agree’, 1 respondent (3%) chose ‘strongly agree’ and 3 respondents (10.00%) chose ‘disagree’. Based on the table above, it can be concluded that Telegram increased students’ motivation for studying.

The seventeenth Statement

The seventeenth statement of the questionnaire is **‘Telegram increases to study English Narrative Text’**. The respondents’ respond is stated in the table 4.18:

Table 4. 18 The Result of the 17th Statement

		Frequency	Percent
Valid	SA	1	3.00
	A	23	77.00
	D	6	20.00
Total		30	100.0

Based on the table above, it could be seen that mostly respondents chose 'agree' to the 17th statement. There were 23 respondents (77%) chose '**agree**', 1 respondent (3%) chose '**strongly agree**' and 6 respondents (20%) chose '**disagree**'. Based on the table above, it can be concluded that most respondents chose agreed Telegram increased to study English Narrative Text.

The Eighteenth Statement

The Eighteenth statement of the questionnaire is '**I satisfy using Telegram as a narrative text learning media**'. The respondents' responses result is stated in the table 4.19:

Table 4. 19 The Result of the 18th Statement

		Frequency	Percent
Valid	SA	4	13.00
	A	23	77.00
	D	3	10.00

Total	30	100.0
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Based on the table above, it could be seen that mostly respondents chose 'agree' to the 18th statement. There were 23 respondents (77%) chose 'agree', 4 respondents (13%) chose 'strongly agree' and 3 respondents (10.00%) chose 'disagree'. Based on the table above, it can be concluded that students satisfied using Telegram as a narrative text learning media.

The students' answers from the indicator on **Attitude Towards Usage** were strengthened by the students' responses from the interviews below:

Table 4. 20 Interview Result of the Fourth Stage

Respondent	Responds
R1	Of course, it is definitely difficult about the signal because if the signal is disturbed when the teacher explains it will be disturbed, and I sometimes have difficulty when the teacher explains the pronunciation of vocabulary, because sometimes the teacher explains the material is not clear so I sometimes have difficulty in understanding what the teacher is saying.
R12	When the signal is difficult sometimes the notification does not appear.
R15	The signal must be strong, miss, because if it's not strong, it's just right, for example, taking lessons, like video call, it's jammed.
R27	It's difficult if there is a signal problem. Besides, the difficulty is that you can't meet face-to-face with the teacher, so you can only use chat or voice messages. So, if you don't understand material, it's hard miss.

In short, four statements of fourth stage, four statements were dominated by ‘agree’ scale. It meant that the respondents agreed with statements in fourth stage which was about ‘**Attitude Towards Usage**’. This is supported by the responses given by students in the interview. Based on the responses given by the students regarding the obstacles in using Telegram during online learning, most of them agreed that signal was the main obstacle. It was because learning narratives through Telegram audio chat or Telegram video zoom required strong signal.

4.2.5.1 Description Related to Intention of Use Towards

In the fifth stage, students answered a question about their perceptions of intention of use towards while using Telegram in online narrative text learning during the Covid-19 pandemic.

The Nineteenth Statement

The nineteenth statement of the questionnaire is ‘**I can use Telegram to write in English to communicate with my friends**’. The respondents’ responses result is stated in the table 4.21:

Table 4. 21 The Result of the 19th Statement

		Frequency	Percent
Valid	SA	4	13.00
	A	22	74.00
	D	4	13.00

Total	30	100.0
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Based on the table above, it could be seen that mostly respondents chose **‘agree’** to the 19th statement. There were 22 respondents (74%) chose **‘agree’**, 4 respondents (13%) chose **‘strongly agree’** and 4 respondents (13%) chose **‘disagree’**. Based on the table above, it can be concluded that students can use Telegram to write in English to communicate with their friends.

The Twentieth Statement

The twentieth statement of the questionnaire is **‘I can use Telegram to study independently with friends without being accompanied by a teacher’**. The respondents’ response is stated in the table 4.22:

Table 4. 22 The Result of the 20th Statement

	Frequency	Percent
Valid SA	3	10.00
A	21	70.00
D	6	20.00
Total	30	100.0

Based on the table above, it could be seen that mostly respondents chose **‘agree’** to the 20th statement. There were 21 respondents (70%) chose **‘agree’**, 3 respondents (10%) chose **‘strongly agree’** and 6 respondents (20%) chose **‘disagree’**. Based on the table above, it can be concluded students can use

Telegram to studied independently with friends without being accompanied by a teacher.

The students' answers from the indicator on **Intention of Use Towards** were strengthened by the students' responses from the interviews below:

Table 4. 23 Interview Result of the fifth Stage

Respondent	Responds
R19	It's very suitable miss, especially when you come here, the features on Telegram are also getting more complete, which makes online learning easier
R11	Suitable, because Telegram also has many features, so there is no need to download other applications
R30	I think it's quite suitable, because telegram is easy to use so it's suitable for writing narrative text, for example in writing a text there is a typo or typo, it can be edited, so I think it's appropriate.
R4	Yes. In my opinion, overall telegram is very appropriate for writing narrative texts.

In short, two statements of fifth stage, two statements were dominated by 'agree' scale. It meant that the respondents agreed with statements in fifth stage which was about '**Intention of Use Towards**'. This is supported by the responses given by students in the interview. Based on the responses given by the students most of them agreed Telegram was a suitable application to be used in online English narrative learning.

4.2 Discussion

After analyzing the research findings, the researcher discussed the results of closed questionnaires and interviews. In this discussion, it will be divided into 5 categories regarding students' perceptions of narrative writing learning using Telegram during the Covid-19 pandemic. The 5 categories are (1) Perceived Ease of Use, (2) Perceived Usefulness, (3) Attitude Toward Usage, (4) Activity in the class when learning writing, and (5) Intention of Use Toward. Questionnaires and interviews were prepared by including 5 categories as indicators.

The first indicator discussed about ease of use of Telegram. Four statements stated that **'Telegram is easy to access'**, **'It is easy for me to learn to operate Telegram'**, **'Telegram is flexible to interact with teacher and students'**, **'Telegram is a light and easy application to install'**. All statement was dominated by agree scale. The researcher found in the first indicator, Telegram was flexible to interact with teachers and students. Most students said that Telegram is an application that makes it easy to interact. These results have similar results to previous studies from (Alasania, 2021), it showed that the majority of students showed the students agree that Telegram increased students' interaction, as well as represents how students interacted with their teachers and each other on Telegram.

The second indicator discusses about Perceived Usefulness. Five statements stated that **'Telegram enables me to complete writing assignment more quickly'**, **'Telegram help and makes it easier to write narrative'**

'Telegram improves narrative writing performance', 'Online learning Telegram accommodates me to write narrative easily', 'Telegram makes me active to write'. All statement was dominated by agree scale. The researcher found in the second indicator that some students thought that by using the Telegram application they are more active in writing. The researcher also found Mostly students said that Telegram is an effective application for narrative online learning. These results have similar results to previous studies from Wayne (2018), showed that Telegram was an application that effective for online learning.

The third indicator discusses about activity in the class when learning narrative writing. Four statements stated that **'English teacher uses English as the language of instruction for teaching English in Telegram', 'Teacher explaining narrative in Telegram', 'Teacher explains the narrative writing processes in Telegram', 'Students are active in asking and answering questions related to the narrative writing material given by the teacher'**, Based on the results there were 4 statements were dominated by 'agree' scale. Through these results, it showed that online classroom learning activities using Telegram went well.

The fourth indicator discusses about attitude toward usage. Four statements stated **'I enjoy using Telegram during the online class', 'Telegram increases my enthusiasm for studying narrative writing', 'Telegram increased my motivation for studying', 'Telegram increases to study English Narrative Text', 'I satisfy using Telegram as a narrative text learning**

media', Based on the results there were 5 statements were dominated by 'agree' scale. Through these results, it showed that Telegram increased motivation to learn narrative text.

The fifth indicator discusses Intention of Use Toward. Four statements stated **'I can use Telegram to write in English and communicate with my friends'** and **'I can use Telegram to study independently with friends without being accompanied by a teacher'**. Through these results, it showed Telegram can used as media to study independently. These results have similar results to previous studies from Kusuma & Warton (2021). It found that students suggested that Telegram as a narrative text learning application.

Based on the results obtained from a total of 20 statement from five indicators, it was found that all statements were dominated by the agree scale. It showed that Online narrative by using Telegram can meet five categories consisting of Perceived Ease of Use, (2) Perceived Usefulness, (3) Attitude Toward Usage, (4) Activity in the class when learning writing, and (5) Intention of Use Towards. It can be concluded that these results show that Telegram is effective as an online learning medium.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter discusses about conclusions and suggestions related to the research topics.

5.1 Conclusion

Based on the results of closed questionnaires and interviews on Students' Perception on Telegram as a Medium of Online Narrative Writing During the Covid-19 Pandemic at SMA Negeri 1 Donorojo, all indicators asked to students had agree results. First, regarding the perceived ease of use when using Telegram, most students agreed that Telegram was an application that was easy to use and install. Second, regarding perceived usefulness, most students agreed that Telegram helped students to do narrative text assignments during the Covid-19 pandemic. Form Telegram apps, most students agreed that online narrative learning could be carried out well where the teacher explained the material via voice chat or Telegram zoom. They could still learn to interacted directly even though the learning was done online. Thus, making a Telegram an application that could support online narrative learning. Fourth, students also thought that Telegram was a communication application that could be used to interact directly between individuals, both teachers and students. Even tough, the presence of a capable signal was the main reason whether the material could be conveyed properly. Fifth, related to attitude towards students, almost all students

admitted that the features possessed by Telegram made it easier for students to use Telegram to study independently outside of school time.

5.2. Suggestion

After the research was completed, the researcher arranged some suggestions related to this research. Related to students and teachers, teachers as facilitators in the teaching and learning process are expected to be more aware of the obstacles faced by students in learning English, especially narrative texts learning. English as a foreign language has difficult material content can be a challenge. A challenge for teachers how to convey English material effectively and easily understood especially narrative text. Moreover, obstacles such as signals must be considered in online learning. Recording voice chat or telegram zoom during the teaching and learning process was the solution. Meanwhile, for students, it is hoped that students will also support the fluency of learning English narrative text online. Because from some cases of online learning, students tend not to listen to what the teacher is teaching during the online learning process. For the implementation of learning objectives, teachers and students must work together to create a good learning environment and mutually sustainable with each other so that it can be created. Furthermore, the researcher hopes that the findings of this study can be used as reference and evaluation in the use of Telegram as an online learning media for narrative learning for the teacher either the next researcher.

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