THE USE OF TELEGRAM APPS IN BASIC GRAMMAR CLASS

AT ENGLISH STUDY PROGRAM UNIROW TUBAN

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Abstract

Language teaching and learning is moving towards a new direction (mobile -assisted language learning/MALL)). MALL brings another way on how to assess students' learning. One of the mobile technologies that can be used to help learner in learning a foreign language is Telegram. Telegram has many channels and bots to learn English. This study presents the use of Telegram in learning Grammar as how it could influence EFL students' learning development through MALL application and how this could influence EFL students' satisfaction. The instructor used Telegram Apps for assessment, delivering the lesson, evaluation and giving assignments. Interactive continuum method was used to find out EFL students' development in comprehending Grammar materials and their satisfaction responses on this media use. Data of the EFL students' learning development and their responses was gathered via questionnaires and interview. The 28 participants were submitted the questionnaire after the learning process. In order to clarify doubts of this questionnaire's result, interview then was conducted. The findings showed that there was a significant development of EFL students' achievement on the integration of Telegram Bot API in their learning and most of them were satisfied on this MALL media use. This conclusion then clarified by the interview results which showed that their satisfactions were range from its display and placement on presenting the test items and the choices, its user friendly, its accuracy, its flexibility on time response, to its other function beyond the form of a test such as a questionnaire.

Key words : MALL, grammar, students of university

INTRODUCTION

1.1.Background of the study

The utilize of innovation in instruction is exceptionally useful for those who are learning foreign language, in this case learning English. The significances of innovation are seen in nearly each step of our lives. The development of innovation is among the foremost consequential thing that happened to humankind; affecting the size of the world population, life expectancy, education, living standards, the workforce, communication, health, war, and also the ecosystem (Bostrom, 2006). Apart from that, technology has also affected many things including the governance of the countries, entertainment industries, relationships, moral development, and also knowledge development of human beings. In line with Bostrom's statement, Collins and Halverson (Collins, A. & Halverson, 2009) stated that the world of education is also currently going through a massive transformation due to the digital revolution to cater to the current needs of the learners in allowing them to choose on what to memorize in learning, when to memorize in learning, where to learn, and how to learn.

According to Arifani *et al* claim in their findings that might encourage the EFL teachers to select teaching materials relevant to the EFL environment and to accentuate their teaching application to learners'independent learning. (Arifani, Natchiar, Khaja, Suryanti, & Wardhono, 2019)

Collins and Halverson (Collins, A. & Halverson, 2009) believed that schools will become less important as a venue for education in the near future. They suggested that since technology is becoming central to human life, virtual learning where knowledge is being taught and shared despite the distance between the educators and the learners will become more popular. Home schooling is becoming popular in foreign countries among busy parents who travel frequently as their children are obliged to follow their parents as well. This type of education is beneficial because the bond between the students and their parents becomes closer, the students can be monitored easily and tutored privately, there is a reduction in peer pressure, and the learners gain a sense of responsibility in governing their own learning. Technology gives more freedom in learning than didactic classroom teaching as the content learnt varies according to the individuals (Collins, A. & Halverson, 2009). The diversity of knowledge explosion may broaden the horizons in education world. The learners will have opportunities to choose their own educational goals and they will be exposed to complicated and different kinds of views and issues which later develop them to become more matured individuals.

There will be also less competition in the learning environment because learning in school is more competitive and pressured and the sense of failures and passes overwhelms the students' emotions and it can bring negative effects on them. The internet generally contains thousands of sources for learners to learn from, ranging from authentic materials, eBooks, podcasts, downloadable tasks, songs, movies and many more. Thus, the internet has provided more opportunities for teachers and learners to fully utilize it. Collins and Halverson (Collins, A. & Halverson, 2009) stressed that ‒to be effective in this changing environment requires the builders of the new education system understand the imperatives of the technology such as customization, interaction, and control that drive the changes in education.‖ These three imperatives are important for students' ownership of learning because the delivery of the knowledge is being guided through feedbacks and engagement of the students towards learning.

Powerful internet connections and Web based technologies provide a range of new potentials for the improvement of educational technology. English is the global and an ideal language for expression of feelings that can be understood by all around the world.

Nowadays students learn easier and faster because of the use of technology, especially mobile phone, in educational institutions. It is important because students become willing to learn English by the use of technology. Mobile learning technology is a dynamic tool in facilitating the teaching, learning, and research efforts among the educators and the students in this 21st century (Mohamed, A. E. & Norazah, 2013). Mohamed and Norazah (Mohamed, A. E. & Norazah, 2013) stated that mobile learning can be championed by different learning theories namely behaviourist learning, constructivist learning, collaborative learning, situated learning, and informal lifelong learning. Mobile digital tools can enhance one's skills such as in the area of language, communication, motivation, and thinking skills. The researcher further posit that insights from the findings of the research done on the readiness of the educators in using mobile technology in teaching and learning should be implemented in a real classroom practice (Mohamed, A. E. & Norazah, 2013) in order to promote the effective use of mobile phone technology in education.

The kind of informal language learning found today was a common occurrence in former times and raises some interesting questions on the relationship between technology and language learning. Language teaching and learning is moving towards a new direction (mobile-assisted language learning/MALL), it is becoming more and more learner-centered and autonomous (Wang, n.d.). Since the mid-1990s, MALL has focused on the exploitation of five mobile technologies: pocket electronic dictionaries, personal digital assistants (PDAs), mobile phones, MP3 players, and most recently ultra-portable tablet PCs (Burston, 2013).

There are a variety of new Android applications for learning English via Smartphones and Tablet. These applications promote independent learning, realistic language practice, interactive learning, learner control, and fun in learning since the students learn using the devices or gadgets that are familiar to them. Wagner (Wagner, 2005) stated that ―the success of mobile learning will ultimately revolve around a mosaic of rich converged experiences. These experiences will rest, in turn, on a foundation of converged network and device technologies, wireless services, rights management, content management, search management, and transactional processing power‖. This shows that the use of mobile learning will facilitate communication, collaboration, and creativity among learners in authentic and appropriate contexts of use. This will become more of a personalized learning.

The use of mobile learning in the English Language Classroom has a lot of benefits and guidance for learners to use and apply it in their everyday live. The full utilization of this wonderful technology will take learners to higher thinking order skills where they get to understand, develop, and treat technology as not something which they have to use but a tool

which they can apply and learn from. Heiphetz (Heiphetz, 2011) stresses that the use of mobile technology allows the learners to have free access to the contents and freedom in learning in which it can be customized to their own learning schedule. It can also keep the students updated their learning process, no matter in or out of lecture hours.

Social networking is one tool which can assist teachers and learners to access information and facilitate the learning of English (Srinivas, 2013). According to Heidar & Kaviani (Heidar, 2016), one of the technologies that can be used to help learner in learning a foreign language is Telegram. According (Wardhono & Spanos, 2018) Telegram Assisted Language Learning (TALL) as technology progresses, the importance of using Telegram alongside in education makes it even more vital to the overall success of a student ability to communicate internationally. Telegram is now considered as one of the most famous platform online social networks among media university students (Heidar, 2016). Telegram has channels and bots to access information with the teacher. According to Omidi & Fooladgar (Omidi, 2015). Telegram intermediary server handles all encryption and communication with the Telegram API for the users. The users communicate with this server via the Telegram API. The server calls that interface as Bot API (https://core.telegram.org/bots/api). In the Telegram Messenger official webpage for its bot, https://core.telegram.org/bots/api, the Bot API is an HTTP-based interface created for developers keen on building bots for Telegram. In authorizing a particular bot, each bot is given a unique authentication token when it is created.

Because language is a system of communication, it is useful to compare it with other systems of communication, such as sign. In linguistics, it is commonly noted that speech is primary and writing is secondary (Meyer, 2009). Meyer also adds whether it is spoken, written, or signed, every language has structure. They are rules and principles. Rules are studied under the rubric of grammar while principles within the province of pragmatics. Rules of grammar operate at various levels: Phonetics/Phonology, Morphology, Syntax, and Semantics (Meyer, 2009).

As English is taught as a foreign language in Indonesia, it has generally been learned by students since they were in basic levels of education. Most of the teaching process focuses on mastering the four language skills: listening, speaking, reading, and writing. All of the skills are to be improved in the process of learning English. One author says that for the most part, within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror (Context & Al-mekhlafi, 2011)..

Learning grammar is important because it is the language that makes it possible to talk about language. People associate grammar with errors and correctness. Knowing about grammar also helps understand what makes sentences and paragraph clear and interesting and precise. Grammar can be part of literature discussion when we closely read the sentences in poetry and stories. And knowing about te grammar means finding out that all languages and all dialects follow grammatical patterns.

Considering the problems above, relating to learning Grammar activities and helping students to improve their understanding about using the correct grammar in the class is the part of teacher's job. He or she is expected to have right teaching techniques to provide students with appropriate teaching materials and to create a positive classroom environment. The use of Telegram Apps is a technique that can be applied in teaching grammar becouse it provides students access on digital content whenever they need is another reason for learners to love such technologies and use them on a daily basis.

This research has similar study with Aisah's research entitled *"The Use Of Telegram Bot Api In Learning Semantics of EFL Students at University of PGRI Ronggolawe"*. The percentages of questionnaire result mostly showed agreements on the statements. They agreed because of its goodness. It is easy to use. It is also flexible to do and to bring it anytime and anywhere by the participants. And then this research also has similar study with Mojtaba Aghajani and Mahsa Adloo's research entitled ‒*The Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes through Telegram Application‖*:(Aghajani & Adloo, 2018) the result showed, with Telegram, more meaningful learning environment can be created and comment feature makes the learning process easier and fun. They also stated, Telegram also allows students to discuss with peers, give feedback and comment on the writing activities either synchronous or asynchronously.

In this research, the writer focuses on the implementation of using Telegram in learning Grammar. The reason of using this application is the teacher gives more opportunities to students to do their assignments or do their learning everywhere and every time they want to do. The writer assumes that using Telegram application can increase the students' interest and motivation in learning grammar without feeling bored. According to (Mazer, J. P., Murphy, R. E., & Simonds, 2007), ‒Using Telegram as a medium for language learning actively encourages a Cooperative environment, builds positive attitudes, increases motivation and student participation, and sustains teacher-student relationships‖. The teacher can promote the use of this social networking site by encouraging students to create Telegram accounts and

add their teacher and classmates as friends. He or she can be updated on the assignments, upcoming events, and other pedagogical information on Telegram.

Based on that statements, the writers intend to know how the Telegram application can be applied in learning Grammar in the classroom, and how effective the Telegram in learning Grammar for students under the title ‖The Use of Telegram Application in Basic Grammar Class at English Study Program at University of PGRI Ronggolawe Tuban‖.

1.2 Statement of the problems

The current study aimed to answer the following research problems:

1. What are the first semester students' activities in using Telegram application in grammar class?
2. How does the teacher apply the Telegram application in teaching grammar to the first semester students at PGRI Ronggolawe university?
3. How are the students' responses in using Telegram application in grammar class?

1.3 Objectives of the study

1. To identify the kinds of activities when they are using Telegram app in grammar class;
2. To describe how the teacher uses Telegram Applications in teaching grammar to the second semester students;
3. To describe the students' responses after using Telegram apps in grammar class.

1.4 Scope and limitation of the study

1. Scope of the Study

   The subject of this study are 28 students from first grade of University PGRI Ronggolawe Tuban

2. Limitation of the Study

   The study focusess on the implementation of Telegram Apps in learning Grammar

1.5 Significances of the Study

The results of the study are expected to give both theoretical and practical benefits as follows:

Theoritically

The results of this study are expected to enrich the English learning media for learning English. Using Telegram application can be alternative media in learning English, especially grammar.

Practically

The result of this study is expected to be useful for :

The teacher

The teacher as the facilitator in the class needs more idea to make their students enjoy in the learning process. Teaching grammar using Telegram applicant in Mobile Phone is very easy and useful. The result of the study will help the teachers to make their class more enjoyable and their explanation will be easily understood by the students

The students

The students are expected to get better learning in their school. By using telegram in Mobile Phone, the researcher hopes it can dig students' interest in learning English, especially learning grammar. Besides that, hopefully they can easily understand the material.

1.6 Definition of the key terms

1. MALL (Mobile Assisted Language Learning)

    MALL is the use of Mobile devices into language learning process, in this case learning Grammar. Learners use their mobile devices to assist their language learning (Burston, 2013)

2. Telegram Apps

    Telegrams Bot are simply Telegram accounts operated by software – not people – and they often have Al features. They can do anything – teach, play, search, broadcast, remind, connect, integrate with other services, or even pass commands to the Internet of Things (Omidi and Foooladgar, 2015).

3. Grammar

    The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics, that learned by the first year students of university PGRI Ronggolawe Tuban.

4. Students of University

    The students who learn English as Foreign Language at English Study of University of PGRI Ronggolawe Tuban.

REVIEW OF RELATED LITERATURE

2.1 Language and linguistic

Meyer (Meyer, 2009) describe language as one of many different systems of communication, a system that is unique to human beings and different from, for instance, the system of communication that animals employ. Because language is a system of communication, it is useful to compare it with other system of communication. For instance, humans communicate not just through such means as gestures, art, dress, and music.

According to Meyer (Meyer, 2009), whether it is spoken, written, or signed, every language has structure, which can be described, by postulating: 1. rules. Rules govern the pronunciation of sounds; the ways that words are put together; the manner in which phrases, clauses, and sentences are structured; and, ultimately, the ways that meaning is created; 2. principles. Principles stipulate how the structures that rules create should be used (*e.g.* which forms will be polite in which contexts, which forms will not). Rules are studied under the rubric of grammar, principles within the province of pragmatics. Grammar is a word with many meanings.

2.2. Learning Grammar

2.2.1. Grammar in Basic Class

According to (Fromkin, 1990), "The sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers". In brief, grammar represents one's linguistic competence. Grammar, therefore, includes many aspects of linguistic knowledge: the sound system (phonology), the system of meaning (semantics), the rules of word formation (morphology), the rules of sentence formation (syntax), and the vocabulary of words (lexicon). With the great impact of linguistics on language teaching, the past twenty-five years has seen a change in people's traditional attitudes and approaches towards the teaching of grammar.

Teaching grammar to ESL learners is aimed at helping them internalize rules and patterns that can be applied in language use. Many linguists and researchers have given support to grammar instruction in ESL and EFL language teaching and learning. For example, the communicative competence model of Canale and Swain (Canale, M. & Swain, 1980) clearly illustrates the significance of grammar. In this model, grammar is viewed as one component of communicative competence. Without grammar, learners can communicate

effectively only in a limited number of situations. In addition, Hannan (Hannan, 1989), Lewis (Lewis, 1986) and Garner (Garner, 1989) strongly support the teaching of grammar. According to Hannan, grammar is highly valuable as an important part of the study of language, of ideas, and of writing. Besides, he points out that grammar reflects the power and order of the human mind and it also helps us to understand the diversity of human culture (Hannan, 1989).

Garner believes that grammar gives us a means to analyze and describe our language. Furthermore, many EFL learners in Thailand who want to further their studies abroad still have to take an intensive course in grammar in order to pass such exams as the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). Research in second language acquisition, as noted by Celce-Murcia (Celce-Murcia, 1991) and (Abbasi & Hashemi, 2013) indicates that post pubescent adolescent adults need to pay attention to the form of the target language. If they do not, they ultimately develop an incomplete and imperfect interlanguage that reflects learning problems.

There are hundreds of grammar rules but the basics refer to sentence structure and parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions.

In this study, the researcher focuses on Grammar in first semester. The Grammar lessons include Present and Past; Simple and Progressive, Perfect and Perfect Progressive Tenses, and Future Time.

2.2.2. The students' problems in learning Grammar

There are several difficulties students have in learning grammar such as confuse in using tenses, articles, and verbs. In line with the research of Ni Ketut Ayu Widianingsih and Ingatan Gulö'entitled ‒*Grammatical Difficulties Encountered By Second Language Learners Of English"*. the result of this research shows that the major kinds of errors made by the students are related to plural markers, articles, verbs, and tenses (Widianingsih & Gulo, 2016). According to Triassanti (Triassanti, 2018) Grammatical problems managed by communication strategies are: topic avoidance, approximation strategy, and literal translation. For topic evasion, particular point or words are maintained a strategic distance from to the most excellent of learner's ability. Learners manage to avoid the event of points that are certain to display challenges. The learner essentially tries not to talk almost concepts for which the target dialect thing or grammar isn't known.

In the approximation strategy learners use incorrect verb form but it does not change the meaning of the whole utterance in grammar. The learner has made an error by using the incorrect tenses such as present, past tense, and future. The problem of verbs or tenses form are repeated for many times.

Literal translation, direct translation, or word-for-word translation is the rendering of text from one language to another one word at a time with or without conveying the sense of the original whole. In translation studies, "literal translation" denotes technical translation of scientific, technical, technological or legal texts. In translation theory, another term for "literal translation" is "metaphrase"; and for phrasal translation — "paraphrase." When considered a bad practice of conveying word by word translation of non-technical type literal translations has the meaning of mistranslating idioms, for example, or in the context of translating an analytic language to a synthetic language, it renders even the grammar unintelligible. The concept of literal translation may be viewed as an oxymoron, given that literal denotes something existing without interpretation, whereas a translation, by its very nature, is an interpretation.

2.3 MALL in learning

Mobile Assisted Language Learning (MALL), in broad terms, is the use of Mobile devices into language learning process. Learners use their mobile devices to assist their language learning (Burston, 2013). MALL is not easy to define in one way as it has been one of the most sophisticated fields, which is growing at one accelerating rate. Another factor which should be taken into account is that in today's world language learning cannot be restricted to the walls of the classroom with limited hours. Actually, that must be a situation if we are trying to establish learner autonomy in our classes. The continuity of language learning is easier since knowledge is accessible through the internet (Bezirciliglu, 2016).

Considering the flexible nature of MALL, we can see that the learners are more free and autonomous in their learning process. (Kukulska-Hulme, 2009) as cited in Song (Song, Y. & Fox, 2008), point out that ‒learning is becoming more personal, yet at the same time more connected to the surroundings and with more potential for connected, collaborative activity‖. When the students is collaboration with others, the learning process becomes more meaningful. ‒among the most noted affordances for MALL is ubiquitous access to learning anytime at any place that the user has reception‖ (Bezirciliglu, 2016).

As cited on (Guo, 2015), a study conducted by Song and Fox (Song, Y. & Fox, 2008) found that the Mobile device greatly help highly motivated learners to communicate about

word meaning with their classmates and lectures outside the classroom. Another study conducted by Deng and Shao (Deng, 2011) indicated that there was a high readiness of the students to undertake mobile learning in their everyday life.

2.4 Mobile Apps for MALL

As cited on Guo (Guo, 2015),mobile devices cover cell phones, smartphones, PDAs, tablet, etc. all of them can be used for MALL. Currently, the majority of MALL activities seem to make use of Mobile phones (Kukulska-Hulme, A. & Shield, 2008). For the purpose of this study, the researcher particularly focuses on smartphones as mobile device for MALL. Guo (Guo, 2015) also mentioned that _a very limited number of studies have been reported on investigating smartphones/mobile apps for MALL'. (Kim, H. & Kwon, 2012) have presented _in a depth review of 87 ESL smartphones apps to explore their effectiveness foe English language learning'. They investigated the common and unmistakable highlights of smartphone apps and fundamentally analysed the strengths and weaknesses of using them for effective MALL. Their result demonstrates that the omnipresent availability and adaptability nature of current ESL apps show up viable in offering individual and learner-cantered learning opportunities.

_A smartphone combines telephones capability with computing capability, digital camera, video, MP3/MP4 player, mass storage, Internet access, and networking features like Facebook, Telegram, Twitter or Whatsapp in one compact system' (Corbeil, J. R. & Valdes-Corbeil, 2007) With the evolutionary development of smartphone, a new market of mini-software named apps, which is short of applications, has been rapidly growing. Today, new iPhone or Android smartphone users can freely choose and download smartphone/mobile apps from hundred of thousands of apps in app stores like *Apple's App Store* and *Google Play.* Among a great variety of *iOS* and *Android* apps, there is a considerable number of apps facilitating second/foreign language learning (Godwin-Jones, 2011).

Text messaging or chatting via social networking apps oe websites, emailing, blogging, and cloud documentation (Google Drive) are the most common and frequently used ways to improve English Language learning (Lixun,2017). According to Srinivas (Srinivas, 2013), social networking is one tool which can assist teachers and learners to access information and facility the learning of English. According to Heidar and Kaviani (Heidar, 2016) one of the technologies that can be used to help leaner in learning a foreign language is Telegram.

Telegram is a group messaging application (Robinson, 2016) which allow learner to communicate and access information with the teacher. Telegram is now considered as one of

the most famous platform online social networks among media university students. Nowadays, the immense popularity of social networking websites such as Telegram has created new opportunities for English learners (Heidar, 2016). According to Baran (Baran, 2013), university students have embraced the capabilities of social media channels. He clarifies that Telegram has many channels to educate English. Beside the channel, Telegram also has Bots to access information with the teacher. According to Omidi & Fooladgar (Omidi, 2015), Bots are simply Telegram account operated by software –not people- and they'll often have Al features. They can do anything –teach, play, search, broadcast, remind, connect, integrate with other services, or even pass commands to Internet of Things. Students test scores measure learning (Haertel, 2013). This Telegram Bots can be a service to measure students' learning.

METHODOLOGY

3.1 Design of the Study

This study employed a mix method of framework, which consists of quantitative and qualitative approaches. Quantitative data defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques, and the qualitative data is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their every day lives. It was collected through interviews with students and lecturer.

3.2 Participants

The participants in this study were university students and lecturer. Most of the students were born around nineteen or twenty years ago. Wardhono (Wardhono, 2018) claimed that most students learn by doing. These generations are exceptionally hands-on, and they must be hands-on to memorize. They were 28 (20 female, 8 male) at the English Language Education at PGRI Ronggolawe University. They were enrolled of the first semester at academic year 2018-2019.

3.3 Instruments

Two instruments were used for data collection: questionnaires and interviews. They explained in detail.

Questionnaire

The questionnaire was distributed to investigate the students responses toward the using of Telegram Apps in the learning process.

3.3.2. Interviews

The researchers conducted interviews with the instructor and the students at Unirow during the first semester of the academic year 2018/2019. The aim of interviews was to know how the instructor use the Telegram apps and how are the student's responses toward it.

3.4 Data Collection

This study was conducted at the English Language Education at PGRI Ronggolawe University Tuban at the first semester of academic year 2018/2019. According to Anwar (Anwar, 2019) the data encourages teachers to continuously commit to always improve student learning motivation by optimizing strategy services and interesting learning media. The study focuses on the English Study program. In order to achieve the objectives of the study, two research instruments were used for data collection: Questionnaire and interview. The questionnaires were used to show the general responses of the students in the first semester. The interviews were administered to find out how the instructors apply the Telegram Apps in the classroom.

3.5 Data Analysis

The quantitative data were coded using SPSS (Statistical Package for the Social Sciense) version 22, and analyzed. Descriptive statistic was employed to calculate the frequencies, percentages, mean, and standard deviation. The quantitative analysis of the questionnaire data was triangulated with the information obtained from the interviews.

3.6 Results

The result of the study is to describe the kinds of students' activities when they are using Telegram Apps in learning Grammar. The students in the first semester use Telegram Apps in inside and outside the classroom. It is because the instructor sometime gave them assignments. To describe how the teacher uses the Telegram apps in teaching Grammar, the

researcher gained the interviews with the instructor. From the interview, it shows that the instructor use Telegram Apps during the lesson in every meeting, such as taking the attendance list, conveying the material, giving assignments, and giving evaluation. Finally, to describe how the students' responses after using the Telegram Apps in Grammar class, the researcher gives the questionnaire to them. Likert scale is used in the questionnaire to indicate the degree of agreement and disagreement from 1-5 which are: strongly disagree, disagree, neutral, agree, and strongly agree.

3.7 Conclusion

In conclusion, using Telegram Apps and technological resources enables learners to have a comprehensive scope for learning process in the language classroom, as they expedite a multidisciplinary perception on learning and open new opportunities for learners.in this study, the researcher investigated the students' and instructor perceptions and attitudes toward te use of Telegram applications in the first semester in the English Language Education at PGRI Ronggolawe Tuban. This study investigated the students' activities, how the teacher apply the Telegram Apps and lastly about the students' responses after using Telegram Apps in their learning process. As the study revealed, Telegram Apps are likely to present an additional valuable outcoe on learning in this challenging, yet fascinating, and motivating learning environment. They take opportunities to assume their responsibilities to learner in a leaner-centered classroom, in a collaborative and interactive manner with their peers and their instructors alike. The results showed that the most of the students used Telegram Apps because of easiness of accessibility and flexibility which helped them in teaching and learning process. The researcher believes that utilizing Telegram applications in process of teaching and learning might have an important effect on the students' scholastic progress.

Recommendation

The main purpose of this research paper is to investigate the use of Telegram applications in the teaching and learning process. Students and instructors will find the results of this paper to be very beneficial as it will be helped them enhance their understanding of Telegram applications use in educational environments. Accordingly, it may help shape their knowledge for an effective use of Telegram applications. The researcher recommended the university especially PGRI Ronggolawe Tuban and its technology instructors should create certain educational applications for all of the courses according to the request of the departement's instructor's which are suitable and meaningful for the lecturer and students' specialization.

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