

# CHAPTER I

## INTRODUCTION

This chapter is offering a brief description of the entire contents of the research. In detail, this chapter explains the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

### **A. Background of Study**

This research aims to examine English Education students' perceptions on learning listening through the Telegram application. Abu-ayfah (2020) stated that the current generation of EFL students is growing up in a digital world. A huge part of students' daily activities is done online, including language learning. Almost all of them use mobile devices. Several universities, colleges, and schools across the globe have brought technology as language learning tools. Both lecturers and students use the smartphone to support their language teaching and learning process.

Mobile learning demonstrates the ability to provide more flexible language learning models and to respond to real learner demands as they emerge. It promotes the growth of reading, listening, speaking, and writing abilities. Innovations are also introduced by mobile learning, which calls for a solid grasp of learners' mobility and brings to light problems with inclusion, usability, and accessibility (Kukulka-hulme, 2014). All of the advantages of the use of mobile learning are supported by mobile applications. Telegram is one of the language learning applications that have been used to complete students' language learning needs in this modern era. Telegram Application is an Android messenger software mainly used to receive and send messages in multimedia format among users. It is a cross-platform instant messaging application. It offers users with sending and receiving location, images, videos, audios, and text messages in real-time among users and groups (Rais & Miliha, 2021).

Several research activities are dealing with the use of the Telegram Application. First, research by Alakrash, Razak, & Bustan (2020) indicated that the telegram is utilized positively to facilitate the process of learning and interaction outside the classroom

environment. Second, research by Hayati, Nair, & Wider (2021) suggests that ESL lecturers can use the Telegram app as an alternative method in teaching writing skills. Third, research by Salehpour (2018) reveals that Telegram instant messaging application can enhance intermediate EFL learners' listening comprehension. This present research is different from the previous research activities, it focuses on the students' perceptions on the use of Telegram for the teaching of critical listening course in online learning.

## **B. Research Questions**

1. How is the teaching of Critical Listening skills using the Telegram App carried out in the EFL classroom settings?
2. What are students' perceptions on learning Critical Listening through Telegram App?

## **C. Research Purposes**

1. To describe the find out the teaching of critical listening using the Telegram App carried out in the EFL classroom settings
2. To describe students' perceptions on learning critical listening through Telegram App

## **D. Research Scope**

This research is focused on finding the English Education Department of Islamic State University Sunan Gunung Djati Bandung students' perceptions and the learning process of the use of Telegram application in teaching Critical Listening. Recent studies are used as reference in finding the use of Telegram application to assess online learning. The study is focused on online learning of Critical Listening course through Telegram application.

## **E. Research Significances**

The research findings are intended to make theoretical and practical contributions to relevant research. Theoretically, the author hopes that this study will contribute to a greater

understanding of how to improve English listening skills using Telegram App as a teaching medium. In practice, this study's findings are used as a guide to :

#### 1. Lecturers

This research can help the lecturer in developing listening teaching innovations by using Telegram App. By paying attention to students' experiences and perceptions, lecturers are expected to be able to provide a more appropriate speaking teaching process.

#### 2. Students

This research is useful for the students to get critical listening learning innovations by using Telegram App. By receiving the appropriate learning process, students are expected to learn critical listening effectively.

### **F. Conceptual Framework**

According to Vandergrift (1999) cited in Salehpour (2018) defined listening is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. Djabbarova (2020) stated that the modern effective methods of teaching listening skills include everything from interactive exercise to multimedia resources. Listening skills can best learn or improved through simple and engaging activities that focus more on the learning process instead of the final product. It doesn't matter you are working with small or large groups of students, you can use any of the following technique to develop your own methods for teaching students how to listen well. Interpersonal according to the definition, listening is vital not only in everyday life but also in the classroom since it is necessary for people to maintain successful communication. Because of its importance in today's world of technology, we can utilize a variety of tools to perform online listening learning, such as Telegram App.

Telegram is an instant messaging application to develop the listening ability of EFL learners. Instant messaging is a type of online chat which offers real-time text transmission over the Internet. Short messages are typically transmitted bi-directionally between two

parties when each user chooses to complete a thought and select "send". In other words, a system for sending messages quickly over the Internet from one device (mobile or a computer) to another device (Salehpour, 2018). Telegram enables people to send videos, pictures, audio, or other types of files kept on a cloud-based server without making the mobile device full of capacity, and this application has different roles among various fields (Abu-Ayfah, 2020).

Regarding the result of research by Alakrash et al., (2020) about listening skills, almost all students found Telegram suitable for listening skills. Students still perceived the Telegram as an appropriate tool for listening learning. It implies that students might be found Telegram easy to use anywhere and anytime as well as it provides them with real context to practice the listening skill. The finding of the study is that authentic context and immediacy play a crucial role in developing listening skills; it also illustrated that if students are provided with good mobile App as a learning resource, they would be more motivated and proficient listeners.

Telegram App as learning media for listening subjects. The lecturer sent the assignments and materials through Telegram is used by English lecturer at the University of Bandung that uses. The research seeks to understand the process of learning through Telegram and students' perceptions by asking them to tell their story and share it.

### **G. Previous Studies**

Some related previous studies also used Telegram App as a tool in learning English skills.

The first one is a study conducted by Zarei, Languages, Branch, & Azad (2017), The goal of the study was to determine how Telegram affected Iranian EFL students' vocabulary knowledge and attitude toward vocabulary acquisition. In order to achieve this, 100 advanced EFL students from Iran took part in an experimental design project. After taking the Oxford Quick Placement Test, the participants were chosen, and they were split into experimental and control groups. Both groups' participants received three weeks of vocabulary teaching. With the exception of activities done after class, both groups received a comparable course of treatment. After receiving treatment, individuals in the experimental group were required to complete an attitude survey. Then, a vocabulary test

was administered among the participants of both groups. Results of the independent-samples t-test run on the collected data indicated that participants of the experimental group outperformed those of the control group. The findings of the attitudinal questionnaire showed that the participants had positive attitude toward using Telegram. The conclusion drawn is that those in the experimental group were free in using the online group to interact with each other. Within this framework, learners in the experimental group indicated that they enjoyed this instruction as it was fun to embark on new technological learning methods.

The second is a study by Rais & Miliha (2021) the goal of this research was to create chatbot-based listening and speaking learning materials for high school students using Telegram. The model for Educational Research and Development was employed in this study. The X Accountant 2 students of Sekolah Menengah Kejuruan Negeri 1 Kendari served as the study's subjects. The process was modified from Taylor's (2004) ADDIE model, which calls for an analysis of the students' needs, the creation of a media flowchart, development of the media, evaluation of the media, and finalization of the media. Needs analysis questionnaires and expert judgment questionnaires were the instruments utilized to gather the data. Based on the instructor module provided by the school, this study created a Telegram bot for listening and speaking content. Based on the research findings from the expert judgment, the interactive multimedia is appropriate for students since the means score for content and media aspects were above 3,4 which were categorized.

The third is the study by Salehpour (2018), examining how using the Telegram app compares to traditional classroom education in terms of how well Iranian EFL students can listen. 150 female 11th grade high school students from Pardis and Bentolhoda high schools in Masjed Solayman, Iran, were chosen to participate in this. The entire population was homogenized using the Oxford Quick Placement Test (OQPT), and 58 intermediate levels were non-randomly divided into two equal groups (i.e., an experimental and a control group). The learners' listening skills were then examined in both groups to determine where they stood at the start of the study. The experimental group got listening instructions via Telegram during the course of treatment. The control group, on the other hand, did not use instant messaging when teaching listening. Finally, a listening posttest

was given to both groups to gauge the students' listening skills following the treatment. To compare the group scores before and after the treatment, data were examined using an independent samples t-test. The results showed that utilizing the Telegram app did significantly improve the listening comprehension skills of Iranian EFL learners. The study's conclusions imply that using Telegram can improve the listening comprehension of intermediate EFL learners..

Furthermore, this present study is different from the previous study. While the previous study mainly discusses the functions of Telegram App, this study converges to analyze the students' perceptions of using Telegram App in the Listening online classroom in English Education of UIN Sunan Gunung Djati Bandung. So, this study wants to know that the Telegram application has a role in the process of listening learning and is expected to have a good effect on students using Telegram App in their listening learning activity.

