

## The Effectiveness of Using Bot Telegram in Teaching Reading Narrative Text at the Tenth Grade of SMAN 1 Grogol Kediri

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**Abstrak:** Bot Telegram sebagai media pengajaran *juga* digunakan sebagai alat untuk menghubungkan ruang kelas dengan para ahli dan pendidik di seluruh dunia yang tertarik dengan penggunaan media sosial di lingkungan pendidikan. Bot Telegram efektif digunakan dalam pengajaran membaca di kelas sepuluh SMAN 1 Grogol Kediri. Penelitian eksperimental ini menggunakan post-test only control group design. Dua kelas digunakan sebagai subjek penelitian, yaitu; kelas eksperimen (N = 36) dan kelas kontrol (N = 36). Kelas eksperimen diajar dengan menggunakan Bot telegram, sedangkan kelas kontrol yang tidak diajarkan menggunakan Bot Telegram. Tes *tulis* digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa rata-rata kelas eksperimen lebih tinggi dari kelas kontrol (86,89 > 79,89) sedangkan analisis independent-samples t-test *menunjukkan* bahwa kelompok eksperimen *mengungguli* kelompok kontrol dalam prestasi *membaca*. *Terbukti dari* Nilai signifikansi (sig. 2 tailed) .000 *menunjukkan* lebih rendah dari tingkat alpha 5% atau 0,05. Dengan demikian, dapat disimpulkan bahwa Bot Telegram efektif digunakan dalam pengajaran membaca terutama dalam teks naratif.

**Kata kunci:** Membaca, Bot Telegram, Teks Naratif

**Abstract:** Bot Telegram as teaching media, is also used as a tool to connect the classroom to the experts and educators around the world who are interested in the use of social media in educational environments. Bot Telegram is effective to be used in teaching reading at the tenth grades of SMAN 1 Grogol Kediri. This experimental research uses post-test only control group design. Two classes are used as research subjects, they are; experimental class (N = 36) and control class (N = 36). Experimental class is taught by using Bot telegram, whereas control class which is not being taught using Bot Telegram. Writing test is used to collect the data. The result shows that the mean of experimental class is higher than the control class (86.89 > 79.89) while the analysis of independent-samples t-test reveals that the experimental group outperforms the control group in reading achievement. The results significance value (sig. 2 tailed) .000 is lower than alpha level of 5% or 0.05. Thus, it can be concluded that Bot Telegram is effective to be used in teaching reading especially in narrative text.

**Keywords :** Reading, Bot Telegram, Narrative Text



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## **A. Pendahuluan**

In 2013, Indonesia's Ministry of Education and Culture announced the implementation of the 2013 Curriculum that guided teaching and learning practices. The government has been trying to improve Indonesian educational quality. Therefore, the government made a shift on the curriculum. The lateness of English preparation can make the students face difficulties to acquire (Bharati, 2018). Furthermore, Curriculum is expected to be authentic assessment in which it is a comprehensive assessment to measure various competences. In this case, among English proficiencies, reading skill has the most important role for students' learning success since overall activities of learning are started and developed by the activity of reading (Rukmini & Saputri, 2017). Through reading process, students can build and broaden the students' perspective.

Telegram as a social networking tool is one of the tools for the main learning media for education (Famarzi, Tabrizi, & Chalak, 2019). The Telegram application is one of the social networking applications that have many features, stickers with written English words and expressions (Abu-Ayfah, 2020). Telegram is also used as a tool to connect the classroom to the experts and educators around the world who are interested in the use of social media in educational environments (Xodabande, 2017). Telegram has many benefits for teaching English and can improve reading learning. Learning to read becomes very important for learners of typical languages (Ghobadi & Taki, 2018). Students believe that social networks like Telegram can take advantage of online learning to facilitate learning on English (Tabrizi & Onvani, 2018).

Bot telegram is a telegram account specifically designed to handle messages automatic (Setiaji & Paputungan, 2018). Telegram is a cloud-based messenger with seamless sync (Telegram, 2013). Users can interact with Bots with send command messages (Command) via private messages or group. Telegram Bot account does not require additional telephone number on the creation (Talim, 2016). This account is only served as the interface of the code that runs on a server (Manna & Ghosh, 2018). Telegram Bot can be built according to your needs, such as used by integrating it into services others to control smart home, build social services, build custom tools, or do anything else virtually (Salvi, V, & Kamath S, 2019). Bot Telegram programs are usually programmed for applies as if operated by someone. Bot can do provide billing information, provide top info user requests to his agency and many other things like to teach something, play, look for something, broadcast, remind something (reminder) and send command (/) (Modrzyk, 2019). In order to improve public services, schools as educational institutions are required to provide best services for students.

Based on the previous research reveal that Telegram bot is the effective media for teaching and learning process. It can be seen that telegram is an application which has multi functions not only as the instant messaging but also as the teaching and learning aids especially for teaching reading. She argued that when the teachers provide such Telegram group discussion with its interesting and appropriate context for students, it is possible to make students curious about the materials (Sari, 2017).

To add the theory above (Shirinbakhsh & Saeidi, 2018) says that Telegram can be used as media sharing for personal ideas and peer feedback for instance the teacher's feedback to individual students' task. So, it showed that the learners give positive attitude towards

Telegram as a media for learning, that can be keep the individual needs and give them a feeling of security. In the conclusion, based on the problem mention above the researcher need to investigate the effectiveness of bot telegram in teaching reading.

## B. Research Methods

Quantitative was used as the approach of this research and experimental was chosen as the design of this research. To analyze the data, the researcher took two classes. The first class was experimental class, the researcher gave treatment using Bot telegram and second class was control class, the researcher taught this class by individual work and group work. Both of the class was taught by the same material but different media. The experimental class was taught by using Bot Telegram and the control group was which is not being taught using Bot telegram. The design of it could be illustrated as table 1 below:

**Table 1.** Experimental Design

| Group        | Class | Treatment | Post-test | Number of Students |
|--------------|-------|-----------|-----------|--------------------|
| Experimental | X4    | √         | √         | 36                 |
| Control      | X1    | -         | √         | 36                 |

The instrument used was a multiple-choice question contain 25 questions. The test could measure the student ability in teaching reading narrative text after get media Bot telegram. This showed how far students have improved after being given treatment using telegram Bot media. The purpose is to find general information in the text, the main ideas of each paragraph, detailed information, antonyms / synonyms, text objectives, text titles, language features, text structures. The research procedure given as following. The students in experimental class were divided into 7 groups (each group consisted of 5 to 6 students). They used Bot telegram as the media for study.

The first meeting the teacher gives greetings to students and teacher asks students to lead a prayer. Students prepare material on Bot telegram the teacher has posted. Teacher asks students to study the structure of the text and language features in the Bot telegram. Students to make discussion groups 5-6 students. The teacher gives practice questions related to folk legend texts to students into sequential stories and to determine the language features. Students collect the results of answers from discussion groups to the teacher. The last, teacher gives material conclusions from student learning.

The second the teacher gives greetings to students and teacher asks students to lead a prayer. Teacher asks students to form discussion groups 5-6 students. Students download the questions on the Bot telegram "exercise 2". Students to read the text about "The legend of Malin Kundang and Sangkuriang". The teacher asks students to work on the questions related to the text and each group discusses and works on practice questions. Students collect the results of answers from discussion groups to the teacher. And the last meeting teacher gives material conclusions from student learning.

The third treatment teacher gives greetings to students and teacher asks students to lead a prayer. Students read the material that the teacher has posted about the text structure. Students download the "exercise 3" question on the Bot telegram. Students read the text according to the generic structure. Students work on the questions in the table and description. Every student work on individual practice questions. Students collect the results of answers from discussion groups to the teacher. Teacher gives material conclusions from student learning.

The fourth, teacher gives greetings to students and teacher asks students to lead a prayer. Students to prepare Bot telegram that has been posted by the teacher. Students to download the "exercise 4" question on the Bot telegram. Students work on individual practice questions. Students collect the results of answers from discussion groups to the teacher. Teacher gives material conclusions from student learning. While the students in control class were also divided into 7 groups (each group consisted of 5 to 6 students). But they did not used Bot telegram as the media for study. The students were only taught by conventional teaching with the same materials.

The purpose of its was to know the differences between how far the reading narrative text in experimental class after being taught by using Telegram bot and the reading narrative text in control class after being taught by using conventional teaching.

## C. Result and Discussion

### 1. Result

Reading test was administered to collect the data. The data collected were used to investigated the significant difference between both groups. After analyzing them by using SPSS Version 23, the result is presented in table 2 below.

**Table 2.** Statistic Difference between Experimental and Control Class

|           |              |    | Std.  |           | Std. Error |
|-----------|--------------|----|-------|-----------|------------|
|           | CLASS        | N  | Mean  | Deviation | Mean       |
| POST TEST | EXPERIMENTAL | 36 | 86.89 | 5.203     | .867       |
|           | CONTROL      | 36 | 79.89 | 5.854     | .976       |

Table 2 shows that there is mean difference between both groups. After finding the result of experimental and control class calculating the mean of experimental and control class, the researcher calculates the mean of experimental class was 86.89, while of the mean of control class was 79.89. So, in finding t-test, the researcher used SPSS. The result of calculation by using SPSS could be seen as follows:

**Table 3.** Independent Samples T-test Result

| Independent Samples Test    |   |      |                              |        |                 |                 |                       |   |       |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
|                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |       |
|                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper |
| POST TEST                   |   |      |                              |        |                 |                 |                       |   |       |
| Equal variances assumed     | .049                                    | .826 | 5.362                        | 70     | .000            | 7.000           | 1.305                 | 4.396                                     | 9.604 |
| Equal variances not assumed |   |      | 5.362                        | 69.049 | .000            | 7.000           | 1.305                 | 4.396                                     | 9.604 |

From the Table 3 above, there is significant difference between two groups if sig (2-tailed) value is the same as or is lower than 5% or 0.05. From table 2, it can be seen that experimental class outperformed the control class in teaching reading with significant, 000. And it was known that t value of experimental class was 5.362; degree of freedom was 70 and mean difference of the variable was 7.000 and the last was about the difference from the lower value was 4.396 and the upper value was 9.604. Thus, the significant different between the mean value of both groups is found.

After got the data from SPSS calculation, it could be concluded that there was significance difference teaching reading using Bot Telegram strategy for tenth grade students of SMAN 1 Grogol Kediri. For knowing the effectiveness of teaching reading narrative text using Bot Telegram at SMAN 1 Grogol Kediri is effective. T-test is calculated to compare the means between the experimental and control class. The alternative hypotheses ( $H_a$ ) states Bot telegram is effective to be used in teaching reading at ten grades of SMAN 1 Grogol Kediri. The results significance value (sig. 2 tailed) .000 is lower than alpha level of 5% or 0.05. The significant different between both class in found. Therefore, the alternative hypothesis is accepted. Thus, Bot Telegram is effective to be used in teaching reading achievement at the ten grades of SMAN 1 Grogol Kediri.

## **2. Discussion**

A research done shows that there is significant correlation between the use of Telegram and students' Reading Ability (Shirinbakhsh & Saeidi, 2018). The mean difference score of the control class was 24.62 and the experimental class was 32.62. Another research revealed the important of Telegram Group Discussion can make the student's curiosity (Sari, 2017). When the students' curiosity starts, so the reading habit begins. The students read the articles or books in the Telegram Group with pleasure. The students' do not afraid with the teacher task because they are only reading about the articles or book which they loved.

From the calculation and explanation above, it could be concluded that there is significant difference between the students in experimental class and the students in control class. The result of this research shows that there is relation with the previous research (Sari, 2017) and (Shirinbakhsh & Saeidi, 2018). It means that using Bot telegram had given the positive value to the student's reading skill.

## **D. Conclusion and Suggestion**

The result of this result showed that there is significance difference of reading skill on narrative text between the students that were taught by using Bot Telegram and were not taught by using Bot Telegram at the tenth grade of SMAN 1 Grogol Kediri. In other words, Bot telegram in teaching reading narrative text at the tenth grade of SMAN 1 Grogol Kediri is effective. So, it can be suggested to the teachers that the results of this study are expected to provide new views and knowledge to them for the using of creative media in delivering materials to the students in order to they do not get bored easily in the class. Besides that, this result of the research can be used as the references for further research in different scope and boundaries. It is recommended that they can be able to optimize the use of information and communication technology in the field of education, especially the use of Bot telegram in teaching reading.

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