STUDENTS' PERCEPTIONS TOWARD ONLINE FORUM ON TELEGRAM GROUP CHAT DISCUSSING USEPT QUESTIONS

A THESIS

by
Bunga Aprilia
Student Number: 06011281924035
English Education Study Program
Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SRIWIJAYA
2023

STUDENTS' PERCEPTIONS TOWARD ONLINE FORUM ON TELEGRAM GROUP CHAT DISCUSSING USEPT QUESTIONS

A Thesis by

Bunga Aprilia

Student Number: 06011281924035

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2023
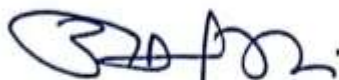
Approved by,

Advisor

Dedi Kurniawan, S.Pd., M.Pd.

NIP 198212122014041001

Certified by,

Coordinator of English Education Study Program

Eryansyah S.Pd., M.A., Ph.D

NIP 196907181995121001

STUDENTS' PERCEPTIONS TOWARD ONLINE FORUM ON TELEGRAM GROUP CHAT DISCUSSING USEPT QUESTIONS

A Thesis By

Bunga Aprilia

Student Number: 06011281924035

This thesis was defended by the writer in final examination and was approved by examination committee on:

Day : Saturday

Date : May 27, 2023

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Dedi Kurniawan, S.Pd., M.Pd. ( )

2. Member : Dra. Zuraida, M.Pd ( )

Indralaya, May 2023

Certified by,

Coordinator of English Education Study Program

Eryansyah S.Pd., M.A., Ph.D

NIP 196907181995121001

iii

DECLARATION

I, the undersigned,

Name   : Bunga Aprilia
Student Number   : 06011281924035
Study Program   : English Education

Declared that thesis entitled "Students' Perceptions Toward Online Forum on Telegram Group Chat Discussing USEPT Questions" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, May 2023
The Undersigned,

Bunga Aprilia
NIM 06011281924035

DEDICATION

This thesis is dedicated to:

1. My beloved family, my father (M. Sapik), my mother (Yulianah), my aunt (Romilah), my sister (Desti Putri Syafitri), and my brother (M. Bilal Syaputra), who always love, support, and pray for me. Thank you for being my biggest motivation to finish this thesis.

2. My advisor, Dedi Kurniawan, S.Pd., M.Pd., who gave me a lot of advice in writing this thesis.

3. My lovely friends, Erma Tiara, Azzahra Aprilia, Tri Puja Lestari, Salsadila Aurelya Putri, Indah Safitri, and Arya Muhaimin, who always accompany and listen to my stories from beginning to the end of writing this thesis.

4. My precious friends in Bestique Group, Ayu Dwi Putri, Salsabila Putri Zahran, Grecia Adiarti Hasugian, Rizky Amalia, and Elfa Bay Vahurian, who always support me at all times.

5. All of my friends in SEESPA Faculty of Teacher Training and Education Sriwijaya University 2019 who gave the best memories during the process of our learning in UNSRI.

6. All of the sixth semester students in SEESPA Faculty of Teacher Training and Education Sriwijaya University 2020 who helped me in collecting the data of my research.

7. Myself who always believes and continues to finish this thesis.

MOTTO

No Pain, No Gain

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alaamiin, all praises and thanks to Allah SWT because of His bless and mercy so the writer could finish this thesis. This thesis was written to fulfill one of the requirements to finish S-1 degree at English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University.

The writer would like to express her gratitude to her advisor, Dedi Kurniawan, S.Pd., M.Pd., who gave a lot of advice in writing this thesis. Furthermore, the writer would like to extend her gratitude to Eryansyah S.Pd., M.A., Ph.D as the Coordinator of the English Education Study Program in Faculty of Teacher Training and Education Sriwijaya University, all lecturers and staff of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University for the knowledge, experience and kindness during the study. Finally, all grateful is given to her big family, friends, and SEESPA Faculty of Teacher Training and Education Sriwijaya University 2019 for their love and support.

Indralaya, May 2023
The Writer,

Bunga Aprilia

vi

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

STUDENTS' PERCEPTIONS TOWARD ONLINE FORUM ON TELEGRAM GROUP CHAT DISCUSSING USEPT QUESTIONS

ABSTRACT

USEPT, University of Sriwijaya English Proficiency Test, is an English test that must be done by Sriwijaya University students as one of the requirements to graduate. In preparing to conduct USEPT, Students of English Education Study Program Association (SEESPA) in Faculty of Teacher Training and Education Sriwijaya University held an online discussion forum on the platform of Telegram. This study was conducted to explore the students' perceptions toward online forum on Telegram group chat discussing USEPT questions. The population of this study was the 6th semester students of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University in the academic year 2022/2023 and the sample was the students who had joined SEESPA USEPT Class on Telegram group chat in the 5th semester. The data were collected through an online questionnaire on Google Form and an online interview on Zoom Cloud Meeting. The results of the study showed that students had positive perceptions toward online forum on Telegram group chat discussing USEPT questions. Students stated that USEPT Class on Telegram group chat assisted students in doing USEPT and increased students' USEPT scores. Students also revealed the online discussion on Telegram was easy to understand, useful for increasing English skills, and developing social interaction.

Keywords: Students' Perceptions, Online Discussion, Telegram, USEPT

A thesis by an English Education Study Program student, Faculty of Teacher Training and Education, Sriwijaya University.

Certified by,

Coordinator of English Education Study Program

Eryansyah S.Pd., M.A., Ph.D
NIP 196907181995121001

Approved by,

Advisor

Dedi Kurniawan, S.Pd., M.Pd.
NIP 198212122014041001

CHAPTER I
INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, and the significance of the study.

1.1 The Background of the Study

Learning is a process of someone to get knowledge or skills aimed in self-development. The process of learning by someone can be different from one another. Firman *et al.* (2020) state that each student has different levels of brilliances, readabilities, emotions, and minds. Also, in the learning process, there are some students that are fast, slow, able to study autonomous, and/or able to study in groups. However, all the differences that exist in one's learning process will show the results of what are learned. The learning process will give the result to each individual who wants to gain the knowledge and the experience. Iftode (2019) confirms in the real life, the performance and the success of the learning do not appear in the first trial, where the learning process requires one's perseverance. Perseverance can be seen from the way a person goes through a process in earnest. Therefore, in the learning process, a student should have strong perseverance in order to get the expected achievement.

Student's persistence in learning is influenced by the motivation that students have. According to Meşe & Sevilen (2021), the first condition for students to learn is motivation where it becomes the engine of powers to go by the process. Motivation is the reason why students need to learn vigorously. Motivation is formed by students' interaction and the existing situation (Borah, 2021). The students' situation will affect the motivation of students to continue the learning. Based on Self-Determination Theory by Ryan & Deci (2000), there are two kinds of motivation which are intrinsic and extrinsic motivation. Intrinsic motivation arises from the interesting and enjoyable activities by the student learning process and extrinsic motivation is the students learning performance resulted in order to get the rewards or avoid the punishment. Both intrinsic and extrinsic motivations

are the steps for students to achieve the goals set. Thus, students need to have motivation which is the basis for achieving maximum learning goals and processes.

One way to achieve the objectives and the learning process is through the discussion method. Discussion method can add insight to students due to the interaction of teachers and students (Anwer, 2019). Based on the study, interaction among teacher and students play an important role in motivating the students. Students who have motivated in the class that apply discussion method can help teachers monitor the students' behavior more effectively. According to Mazaya (2019), in discussing the lesson material, all of the participants need to be polite and ethical. In conveying the idea or opinion in a group discussion, students need to notice the words choice, the sentence order, and the intonation. This has a good impact on the development of students in socializing with others. Furthermore, students are expected to be able to convey the ideas briefly, clearly, completely, correctly and regularly. Hence, discussion is one of the methods that can make the students interact each other and control students' attitude to be polite and ethical in learning process.

Discussion also can be done by the students and the instructor through online platform. Online discussion forum is a platform for students to learn and for instructors to guide the students in discussing the learning material through the electronic devices. Instructors can monitor students' performance and provide quick and specific criticism during online discussion since social media platforms encourage the instructor presence (Xu *et al.,* 2020). Likewise, the students who take part in online discussion forum can easily formularize the answers of the assignment because the platform gives opportunity to access several threads of discussion (Onyema *et al.*, 2019). Online discussion forum has assisted instructors and students to be connected in learning easily and directly without thinking about the distance. According to Idris & Hussin (2022), one of the platforms that can provide the features of online discussion forum is Telegram. Telegram has provided several interesting and useful chatting features that can increase students' confidence in discussion forum. Moreover, Telegram has become one of the choices

of English Education students in Sriwijaya University in learning SULIET, which is currently known as USEPT.

SULIET (Sriwijaya University Language Institute English Test) or currently known as USEPT (University of Sriwijaya English Proficiency Test) is an English test that is almost the same as TOEFL (Test of English as a Foreign Language) where it is one of the requirements for Sriwijaya University students to register the graduation (Sriwijaya, 2021). USEPT has minimum test score required for each study program. For students of English Education study program, Faculty of Teacher Training and Education, Sriwijaya University, the minimum score of USEPT is 500. According to Syafitri (2020), the challenges in performing USEPT by students of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University are related to English proficiency, psychological and physical aspects, and the condition of the place of the test. Furthermore, to get the score that must be achieved and to overcome these challenges, students need preparation to face USEPT. Students of English Education Study Program Association (SEESPA) in Faculty of Teacher Training and Education, Sriwijaya University has created a work program that is an online discussion forum on Telegram for students of English Education in preparing USEPT. The online discussion forum involves the several students from SEESPA as the instructors and the sixth semester English education students as the discussion participants discussing questions similar to USEPT questions.

The work program by Students of English Education Study Program Association (SEESPA) in Faculty of Teacher Training and Education Sriwijaya University on Telegram has been felt by the current researcher previously in the fifth semester. The researcher felt the work program truly helped the students of English Education Study Program to prepare the USEPT. From a work program carried out by SEESPA in Faculty of Teacher Training and Education, Sriwijaya University, the researcher decided to explore students' perceptions of the online discussion on Telegram. Therefore, this study is conducted to explain the students' perceptions of online discussion forum on Telegram which discuss about USEPT questions.

1.2 The Problem of the Study

From the background described above, the problem of this research is formulated into the following question:

1. What are the students' perceptions toward online forum on Telegram group chat discussing USEPT questions by sixth semester students of English Education Study Program in Faculty of Teacher Training and Education Sriwijaya University?

1.3 The Objective of the Study

In relation to the problem above, the objective of this study is:

1. To explore the students' perceptions toward online forum on Telegram group chat discussing USEPT questions by sixth semester students of English Education Study Program in Faculty of Teacher Training and Education Sriwijaya University.

1.4 The Significance of the Study

It is expected this study could contribute some benefits to the following parts.

1.4.1 For Students of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University

The result of the study will give information to students of English Education Study Program in Faculty of Teacher Training and Education, Sriwijaya University regarding the preparation needed to pass the USEPT. USEPT is crucial for students of Sriwijaya University, especially students of English Education Study Program, Faculty of Teacher Training and Education to pass the college. To complete the existing requirements, students can make it as a motivation for learning. Students should be used to practicing questions that are almost the same as USEPT questions in order to get the maximum possible score.

1.4.2 For English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University

The study also provides some information for Sriwijaya University English Education Study Program, Faculty of Teacher Training and Education in online learning. The results of this study can be used as a reference for lecturers to take advantages of technological features used such as quiz features in online discussions. The result of this study is also useful for Students of English Education Study Program Association in Faculty of Teacher Training and Education, Sriwijaya University where the work program of USEPT Class can provide information needed by students about tips and tricks to answer USEPT questions. The work program should be continued by the next members of SEESPA because the work program will help many students to deal with USEPT.

1.4.3 Future Researchers

This research can also be used by future researchers who have the same interest in USEPT Class held by Students of English Education Study Program Association, Faculty of Teacher Training and Education, Sriwijaya University. The findings of this study hopefully will be valuable for further works relating to online learning. The research will be able to help other researchers regarding students' views on online discussion, especially USEPT.

REFERENCES

Abidin, G. A., & Mustadi, A. (2022). Students ' perception of online discussion during the covid- 19 pandemic. *IEOM Society International*, 4165–4173.

Abu-Ayfah, Z. A. (2020). Telegram app in learning English: EFL students' perceptions. *English Language Teaching*, *13*(1), 51–62. https://doi.org/10.5539/elt.v13n1p51

Aisyah, R. N., Istiqomah, D. M., & Muchlisin, M. (2021). Rising English students' motivation in online learning platform: Telegram apps support. *Journal of Ultimate Research and Trends in Education*, *3*(2), 90–96. https://doi.org/10.31849/utamax.v3i2.6464

Akande, S. O. (2009). Knowledge, perception, and attitudes of library personnel towards preservation of Information Resources in Nigerian Federal University Libraries. *Library Philosophy and Practice*, *303*, 1–8.

Aladsani, H. K. (2021). University students' use and perceptions of Telegram to promote effective educational interactions: A qualitative study. *International Journal of Emerging Technologies in Learning*, *16*(9), 182–197. https://doi.org/10.3991/ijet.v16i09.19281

Anwer, F. (2019). Activity-based teaching, student motivation and Academic Achievement. *Journal of Education and Educational Development*, *6*(1), 154–170. https://doi.org/10.22555/joeed.v6i1.1782

Augustia, P. (2022). *Students ' perception about USEPT-like reading test for EFL students at Sriwijaya University*.

Aullya, W. (2022). *Investigating students' reading strategies in answering reading section of USEPT (University of Sriwijaya English Proficiency Test)*.

Borah, M. (2021). Motivation in learning. *Journal of Critical Review*, *8*(2), 550–552.

br Depari, M. Y., Devi, L. S., Sianipar, E., Herman, & Napitupulu, F. D. (2022). Students' perception of using Telegram in learning English at SMK Negeri 1 Bandar Masilam. *Education and Human Development Journal*, *7*(2), 13–22. https://doi.org/10.33086/ehdj.v7i2.3188

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. SAGE Publications.

Darmaji, Kurniawan, D. A., Astalini, Kurniawan, W., Anwar, K., & Lumbantoruan, A. (2019). Students' perceptions of electronic's module in physics practicum. *Journal of Education and Learning (EduLearn)*, *13*(2), 288–294. https://doi.org/10.11591/edulearn.v13i2.13005

Firman, Mirnawati, Sukirman, & Aswar, N. (2020). The relationship between student learning types and Indonesian language learning achievement in FTIK IAIN Palopo students. *Jurnal Konsepsi*, *9*(1), 1–12.

Fitria, T. N. (2021). Students' perception toward the implementation of synchronous learning during covid-19 pandemic in English language teaching (ELT). *E-Structural (English Studies on Translation, Culture, Literature, and Linguistics)*, *4*(1), 1–16. https://doi.org/10.33633/es.v4i01.4470

Hakim, M. F. F. (2019). *The use of telegram to facilitate students' vocabulary learning at SMP N 1 Surabaya*.

Hamzah, A., & Susanti, L. (2020). *Metode Penelitian Kuantitatif Kajian Teoretik & Praktik: Dilengkapi Desain, Proses dan Hasil Penelitian*. CV. Literasi Nusantara.

Hayati, S. (2017). *Belajar Dan Pembelajaran Berbasis Pembelajaran Cooperatiive Learning*. Graha Cendekia.

Hazaymeh, W. A. (2021). EFL students' perceptions of online distance learning for enhancing English language learning during Covid-19 Pandemic. *International Journal of Instruction*, *14*(3), 501–518. https://doi.org/https://doi.org/10.29333/iji.2021.14329a

Idris, M. T. M., & Hussin, S. (2022). Engaging in English language learning-acquisition using Edmodo and Telegram among open distance learners (ODLs). *Asian Journal of Social Science Studies*, *7*(4), 1–9. https://doi.org/10.20849/ajsss.v7i4.1083

Iftode, D. (2019). Generation Z and learning styles. *SEA - Practical Application of Science*, *7*(21), 255–262. https://doi.org/10.2139/ssrn.3518722

Judd, C. H. (1909). What is perception? *Journal of Philosophy, Psychology and*

Scientific Methods, *6*(2), 36–44.

Kaniadewi, N., & Asyifa, D. I. (2022). The effect of TOEFL preparation course on EFL undergraduate students' TOEFL. *Linguistics, English Education and Art (LEEA) Journal*, *6*(1), 12–20.

Khasana, U., & Saputri, T. (2021). Teacher's and students' responses of using Telegram as a media in learning English listening skill. *Education and Human Development Journal*, *6*(2), 105–112. https://journal2.unusa.ac.id/index.php/EHDJ/index

Khoirudin, A. (2019). *A descriptive study of "Sekolah TOEFL" as massive open online course (MOOC)*.

Kilinc, H., & Altinpulluk, H. (2021). Discussion forums as a learning material in higher education institutions. *International Journal of Higher Education Pedagogies*, *2*(1), 1–9. https://doi.org/10.33422/ijhep.v2i1.25

Libre, N. A. (2021). A discussion platform for enhancing students interaction in the online education. *Journal of Online Engineering Education*, *12*(2), 7–12.

Marda, W., & Hendriana, H. (2023). The effectiveness of telegram as a medium of learning during the pandemic in Indonesian subjects in junior high school. *Journal of Language Education Research*, *6*(1), 27–34.

Martin, F., Wang, C., & Sadaf, A. (2020). Facilitation matters: Instructor perception of helpfulness of facilitation strategies in online courses. *Online Learning Journal*, *24*(1), 28–49. https://doi.org/10.24059/olj.v24i1.1980

Mazaya, M. S. (2019). Logical framework for smart discussion in learning process. *Journal of Physics: Conference Series*. https://doi.org/10.1088/1742-6596/1157/4/042002

Meşe, E., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, *4*(1), 11–22. https://doi.org/http://doi.org/10.31681/jetol.817680

Onyema, E. M., Deborah, E. C., Alsayed, A. O., Naveed, Q. N., & Sanober, S. (2019). Online discussion forum as a tool for interactive learning and communication. *International Journal of Recent Technology and Engineering*

(IJRTE), *8*(4), 4852–4859. https://doi.org/10.35940/ijrte.d8062.118419

Pereira, J. (2019). Motivating users to online participation. A practice-based comparison between Moodle forums and Telegram groups. *International Journal of Engineering Education*, *35*(1), 409–416.

Prokopyev, M. S., Kostikova, N. A., Kuzin, Z. S., Ilina, T. S., & Tyagulskaya, L. A. (2021). The technology of using telegram messenger as an e-learning tool. *Laplage Em Revista*, *7*(Extra-C), 229–238. https://doi.org/10.24115/s2446-622020217extra-c1007p.229-238

Rahayu, A., Hamidah, T., Hayuputri, F. M., Simarmata, N. I. P., Harmoko, A. R., Kencana, S. C., Wicaksana, S. A., & Syahtiani, Y. (2021). *Psikologi Umum*. Dd Publishing.

Riduwan. (2015). *Dasar-Dasar Statistika*. Alfabeta.

Rinekso, A. B., & Muslim, A. B. (2020). Synchronous online discussion: teaching English in higher education amidst the covid-19 pandemic. *JEES (Journal of English Educators Society)*, *5*(2), 155–162. https://doi.org/10.21070/jees.v5i2.646

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 58–78. https://doi.org/10.4324/9780429052675-23

Samsu, S. (2021). *Metode penelitian: Teori dan aplikasi penelitian kualitatif, kuantitatif, mixed methods, serta research & development* (2nd ed.). Pusat Studi Agama dan Kemasyarakatan (PUSAKA).

Solomon, G. O. (2021). Perceptions of students on the use of Telegram during the Covid-19 pandemic. *Acta Informatica Malaysia*, *5*(1), 21–24. https://doi.org/10.26480/aim.01.2021.21.24

Sriwijaya, U. (2021). *Pedoman Akademik dan Kemahasiswaan Universitas Sriwijaya Tahun Akademik 2021/2022*.

Sudrajat, W. N. A., & Astuti, E. R. (2018). Students' perceptions of the use of TOEFL preparation online course on the test performance: The case of TOEFL structure and written expression test. *Humaniora*, *9*(3), 275–282.

Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. CV

Alfabeta.

Syafitri, O. (2020). *Investigating the challenges faced by the English Education Study Program students in doing SULIET*.

Tirtarahardja, U., & La Sulo, S. . (2018). *Pengantar Pendidikan*. PT Rineka Cipta.

Wiranegara, D. A., & Hairi, S. (2020). Conducting English learning activities by implementing Telegram group class during covid-19 pandemic. *Journal of English for Academic and Specific Purposes*, *3*(2), 104–114. https://doi.org/10.18860/jeasp.v3i2.11122

Xu, B., Chen, N. S., & Chen, G. (2020). Effects of teacher role on student engagement in WeChat-Based online discussion learning. *Computers and Education*, *157*, 103956. https://doi.org/10.1016/j.compedu.2020.103956

Yuniarti, R., & Setyorini, D. (2017). The effect of teacher profession perception and family environment toward accounting teacher interest. *Kajian Pendidikan Akuntansi Indonesia*, *6*(5), 1–11.

Zulfikar, A. F., Muhidin, A., Pranoto, Suparta, W., Trisetyarso, A., Abbas, B. S., & Kang, C. H. (2019). The effectiveness of online learning with facilitation method. *Procedia Computer Science*, *161*, 32–40. https://doi.org/10.1016/j.procs.2019.11.096