

# Students' Perception on Learning English with "Chill English by Schoolfess" in Telegram

Nurnadiefa<sup>1</sup>, Amra Ariyani<sup>2\*</sup>, Fitri Radhiyani<sup>3</sup>

<sup>1,2,3</sup>English Education Department, State University of Makassar, Indonesia

\*Corresponding E-mail: [amraariyani@unm.ac.id](mailto:amraariyani@unm.ac.id)

## Abstract

The purpose of this study is to find out students' perceptions of their English learning with Chill English by Schoolfess in Telegram. The population in this study were all followers of Chill English by Schoolfess using a purposive sampling technique of 15 High School Student followers as the sample in this research. This study used descriptive qualitative where the researcher used the interview as an instrument and based on the result of the interview, the researcher found positive responses from students in learning English with Chill English by Schoolfess in Telegram. Chill English by Schoolfess is interesting to students as a medium for developing their English outside of school which shows significant developments in their writing and reading skills.

Keywords: *Chill English by Schoolfess, Telegram, English learning.*

## 1. Introduction

It is commonly known that social media is in great demand by the millennial generation which is a communication platform. Communication platforms that are currently trending include Telegram, WhatsApp, Instagram, Line, Facebook, etc. As technology develops, now social media also be used as a learning medium. From 2019 until January 2022 online learning is carried out to prevent the spread of COVID-19. Social media is one of the many media that is used as a medium in online learning.

One of these communication platforms was used as a learning medium even before the spread of COVID-19, namely Telegram. Telegram is a multi-platform application that provides messaging, photos, videos, and documents. Not only that, this application has grown with the channel, storage tends to be larger, bots, etc. Widiyono (2021) in his research found that Telegram features were

more practical and easier to use than non-social media LMS. This shows the effectiveness of using Telegram in learning, one of which is in the development of English.

Chill English by Schoolfess is one of the channels that can be found on the Telegram application. Chill English by Schoolfess is an English development-based channel that is open to the public and free for students who want to develop their English. So far, Chill English by Schoolfess has 72,268 followers. This shows the students' interest in the English development channel.

Due to the large number of followers which indicates a great interest in Chill English by Schoolfess, the researcher intends to find out students' perceptions. Students' perceptions are students' experiences, opinions, and comments about what they know or experience directly. Students' perceptions will have an important role in knowing Chill English by Schoolfess of education in the future.

Several studies examine the use of Telegram in the development of English. Mismara (2019) conducted research in Banda Aceh and the subjects were the first-semester students of UIN Ar-Raniry in several departments. The research used qualitative methods with interviews and questionnaires as research data to get students' perceptions of the use of social media for learning English. For the result of her research, she found students' perceptions of the use of social media for learning English, including 1) Positive responses to the use of social media for learning English. 2) Students are more open about their knowledge, opinions, and questions through online interactions. 3) Most of the students benefit from vocabulary development and understanding.

Furthermore, Abu-Ayfeh (2020) conducted research in Saudi Arabia and the research subjects were three hundred EFL college students. A quantitative method with a questionnaire via Google Survey as research data to get EFL students' perceptions is applied. For the research result results, researchers found EFL students' perceptions of the use of Telegram for learning English, including 1) Most of them like Telegram for vocabulary development. 2) The majority of those who use Telegram in their daily lives are identified as developing their vocabulary. 3) It was found that EFL students prefer the use of mobile device apps to improve receptive English skills over other language skills.

Another research about Telegram is from Rufaidah, Laura, and Hendra (2020). They conducted their research in South Jakarta. They used qualitative methods with scientific writings as objects and access Telegram and Whatsapp which contain Arabic grammar learning content. The research found that the use of Telegram channels and Whatsapp groups for learning Arabic grammar had a high influence on writing, reading, listening, and speaking skills.

Based on the research above, the researchers have conducted research on the use of Telegram in learning. However, in their study, they only focused on using Telegram in

general. Therefore, in this study, the researcher intends to examine Telegram with a focus on one of the Telegram channels, namely Chill English by Schoolfess.

## **2. Literature Review**

### **2. 1. Perception**

Qiong (2017) expressed his perception opinion which is a condition in which a person identifies something that is happening around him to recognize the existence of all types of stimuli and then evaluates and forms an understanding that gives meaning to him. Mulyana (2015), said that perception is divided into two, namely: perception of objects (physical environment) and perception of humans or society. Based on perception indicators according to Robbins and Walgito, in this study, the researcher intends to formulate perception indicators as reception, understanding, and evaluation.

### **2. 2. Chill English by Schoolfess**

Chill English by Schoolfess is an English Development community created by the admin of the telegram channel named Jihan. Jihan is one of the admins of the Twitter account @schcampus by the Indonesian Students' Community. This community which has developed for a long time provides opportunities and accommodates all Indonesian students to share knowledge, events, internships, information, and the latest news related to student affairs.

Chill English by Schoolfess has been followed by 72,268 people. This channel is attended by various people like students, employees, etc. In this channel, followers talk to each other either in the form of chat or text; or live. There are many learning methods provided by the admin. Whether it's in the form of random conversations, games, or routine quizzes. The method provided by Chill English by Schoolfess includes 4 skills in learning English, namely: reading, speaking, listening, and writing.

### 3. Research Methodology

#### 3. 1. Research Design

This study had been designed to obtain information about students' perceptions of their English development by using Chill English by Schoolfess in Telegram with qualitative research.

In this study, the researcher intends to use a qualitative descriptive study. According to Sugiyono (2018: 86), descriptive research was to know the value of a variable or more that was independent without comparing and connecting with other variables.

#### 3. 2. Data Resources

There are two types of source data, namely primary and secondary data. This study only used primary data. Primary data had four basic types, namely measurement, observation, interview, and participation. The primary data in this study was the result of an interview with Chill English followers who were in senior high school. The participants had 72,268 followers of Chill English by Schoolfess on the Telegram channel. By using a purposive sampling technique, 15 senior high school students participated in this research.

#### 3. 3. Research Instrument

This study used interviews so the researcher could dig deeper into the answers to the questions that had been asked and get accurate information. 10 questions related to high school students' perceptions of their English learning with Chill English by Schoolfess had been used in this research interview.

#### 3. 4. Technique of Collecting Data

In this study, the researcher used three items in the interview, namely WhatsApp a communication tool with 15 people as a sample during the interview, recording mode on the smartphone to record the interview

process, and the interview sheet as a list of questions that have been asked to interviewees.

#### 3. 5. Technique of Data Analysis

According to Miles and Huberman (2014) in qualitative data analysis, there were three stages of data analysis. Among them were data reduction, data presentation, and drawing conclusions.

### 4. Findings

#### 4. 1. Students' Perception

The result of the interview found how long they were in Chill English by Schoolfess between the researcher and respondents. It was found that the period for them to join Chill English by Schoolfess varied, some of them had joined in a few months, some had joined in a few weeks, some even joined in a matter of days, and the longest among them had been joining for one year.

##### Extract 1

*"Sekitar 1 tahunan, pokoknya pas Schoolfess itu dibuat aku udah join kak."*

(About a year basically, when Schoolfess was made I already joined.) (NH, December 8<sup>th</sup>, 2022)

Then, the researcher asked the sample how active they were in their learning activities or process at Chill English by Schoolfess. The researcher found that their 15 participants had answered with the same core, which depended on their free time based on the Chill English by Schoolfess channel.

##### Extract 2

*"Tergantung sih... saat ada waktu kosong dan ada update dari admin ya saya ikuti."*

(It depends... when there is, I have free time and there are updates from the admin, I will follow) (LK, December 15<sup>th</sup>, 2022).

## 4. 2. Students' Understanding

The result of the interview found students' perceptions about Chill English by Schoolfess between the researcher and respondents. Where the researcher found a new insight that the sample encountered in Chill English by Schoolfess and they did not find it at school.

### Extract 3

*"Okeyy, tentu aja ada dan malah banyak yaa... kalau misalkan di sekolah itu kan pembelajarannya cuma itu-itu aja. Cuma belajar tenses, kayak simple past itu aja diulang-ulang atau berdialog atau cuman mengartikan dari Bahasa Inggris ke Indonesia gitu... nah, kalau misalnya di Chill English by Schoolfess ini ada kayak apa yahh... ehh... kita kan selama ini taunya well sama good itu sama yaa... bisa digunain dalam kondisi apa aja, ternyata saya lihat di channelnya itu tuh ternyata beda jadi benar-bener membuka pandangan baru dimana good sama well itu penggunaannya beda, gak semua bisa di sama ratakan jadi bener-bener menambah wawasan. Kan di sekolah gak diajarin cuma dasar-dasarnya doang..."*

(Okay, of course, and there are a lot of them. for example, at school, learning is just the same as learning tenses like simple past, repeating or having a dialogue, or just translating English to Bahasa. Well, in Chill English by Schoolfess what's it like? previously, we only knew that well and good are the same they can be used in any condition, but it turns out that I saw on the channel that well and good are used differently. Not all of them can be equalized so it really adds insight. In school are not taught detail like that but only the basics) (IUI, December 8<sup>th</sup>, 2022)

Then, the researcher asked about the sample's English development after joining Chill English by Schoolfess. The researcher found that of the 15 participants, their English skill development the most and dominantly mentioned was their English development in writing and reading.

### Extract 4

*"Menurut ku kak, reading dengan writing karena di grup itu kak kebanyakan kayak diskusi sama chattingan..."* (I think. In reading and writing because in that group, most of them are like discussions with chats) (SA, December 5<sup>th</sup>, 2022)

Then, the researcher asked personally whether the sample liked Chill English by Schoolfess, and the results of the interview found that all 15 participants personally liked Chill English by Schoolfess based on content, methods, etc.

### Extract 5

*"Aku suka banget seperti yang aku sebutin tadi... kayak ini tuh beda banget dari sekolah, secara pengajarannya juga kayak menyesuaikan dengan kehidupan sehari-hari jadinya aku suka banget..."* (I really like it as what I mentioned earlier. It's really different from school, in terms of teaching it also seems to adapt to daily life so I really like it) (NK, December 11<sup>th</sup>, 2022)

Then, the researcher asked about the sample learning experience of Chill English by Schoolfess where almost all of them had the dominant answer which was practical and easy to understand based on their respective reasons.

### Extract 6

*"Hmm... jelas kayaknya mudah dipahami karena kayaknya kalau dari yang aku lihat dan aku ikutin selama ini, sistemnya itu kan kayak yang kelompok belajar atau kayak ngobrol-ngobrol biasa gitu, kayak... mungkin lebih mudah dipahami karena mereka tuh gak mendikte untuk eh... di Chill English tidak di dikte untuk ayo kita belajar Bahasa Inggris tapi ayo senang-senang belajar Bahasa Inggris atau ayo siapa yang berani dan coba kayak ada beberapa quiz gitu kak jadi kayaknya mudah dipahami karena emang gak kayak pelajaran di sekolah gitu. Jadi kita kayak ya udah Chill sama-sama gitu..."*

(It is easy to understand because from what I have seen and followed so far, the system is like a study group or regular chat. Maybe it's easier to understand because they don't dictate to us in Chill English it's not taught dictation

for Let's Learn English but let's have fun learning English or come on who is brave and try some quizzes. So maybe it's easy to understand because it's not like lessons at school. So, we have chilled together like that) (SRA, December 9<sup>th</sup>, 2022)

Based on the results of the study, the researcher found that all participants felt enthusiastic about Chill English by Schoolfess for various personal reasons and that the most the researcher encountered because there were many new things in Chill English by Schoolfess that made them very interested and enthusiastic.

#### Extract 7

*"Kayak mereka tuh banyak ngasih kayak bikin... oh ini nih ada yang baru. Kita tuh kayak... ohh... kita tuh dibuat tertarik gitu kak, kayak interesting to join gitu..."*

(It seems like they give a lot like giving. oh, here's something new. We are like. We are interested. Like we are interested to join like that) (NH, December 8<sup>th</sup>, 2022)

### 4. 3. Students' Evaluation

Then, the researcher asked about the sample's experience with the strengths they found in Chill English by Schoolfess, and the most frequently encountered answer was that they felt learning was fun and made new friends at Chill English by Schoolfess.

#### Extract 8

*"Hmm... interaksi kak, interaksi sama teman-teman di Chill English ini terus pembahasannya kali kak, soalnya kan di buku itu gak terlalu lengkap gitu..."*

(Interaction. Interaction with friends at Chill English and the discussion, because the book isn't very complete. Like that) (RM, December 5<sup>th</sup>, 2022)

Apart from being based on strengths, the researcher also asked about the sample's personal experience regarding the deficiencies in Chill English by Schoolfess and found that

almost all of the 15 people did not mention any shortcomings in Chill English by Schoolfess.

#### Extract 9

*"Kalau sejauh ini gak ada yahh... aku ngerasa nyaman-nyaman aja dan semuanya baik-baik aja gitu... belum nemu kekurangan sih..."*

(So far, nothing. I just feel comfortable and everything is fine. I haven't found any weakness yet) (NK, December 11<sup>th</sup>, 2022)

Then, as a conclusion the researcher asked the sample's desire to recommend Chill English by Schoolfess to the people around them and their answers from the 15 participants were mostly positive and would and have recommended Chill English by Schoolfess to the people around them.

#### Extract 10

*"Hmm... suatu grup atau aplikasi belajar yang emang worth it di aku gitu tuh aku selalu ehh... rekomendasikan ke teman-teman aku. Kalau untuk Chill English mungkin segera yaa akan aku kasih rekomendasiin ke teman-teman aku, mungkin karena emang kurang aktif gitu kak jadi aku yang masih belum ngajak teman-teman aku atau rekomandasi ke orang-orang disekitar gitu..."*

(A group or learning application that's really worth it to me, I always recommend it to my friends. As for Chill English, I will probably recommend it to my friends soon, maybe because I'm not very active. So, I haven't invited my friends or recommended it to people around me) (SRA, December 9<sup>th</sup>, 2022)

### 5. Discussions

Regarding the process and access to Chill English by Schoolfess, in the results of the interviews, all respondents stated that the access and learning process at Chill English by Schoolfess was practical and easy for them. Because Chill English by Schoolfess is a channel on Telegram, the results of this study found similarities to Abu-Ayfah (2020). However, one of them stated that he had struggled the first time he tried to join the channel, but apart from that, he said there were

no problems. Based on the results of the interviews, respondents also gave their opinions about the strengths and weaknesses of Chill English by Schoolfess.

The strength of Chill English by Schoolfess provides various opinions, and one of the most frequently mentioned opinions is that they get free lessons, fun learning methods, and interesting learning topics. Meanwhile, in the weakness of Chill English by Schoolfess, most of them stated that there was none or had not found it so far, there were also those who stated that the schedule was unclear, and some even just wanted to provide feedback so that Chill English by Schoolfess immediately made their application.

The respondents gave statements that they would recommend and even recommend before the interview took place. However, some of them also stated that they were still following developments or observing Chill English by Schoolfess and for the time being had not been recommended by that channel.

## **6. Conclusion**

Based on the results and discussion, it can be concluded that Chill English by Schoolfess received positive responses from students. Chill English by Schoolfess is in demand by students as a medium to develop their English outside of school. This is evident from the results of the interview where they expressed their love and enthusiasm for Chill English by Schoolfess because they could join for free. This study also shows the development of students' English skills since becoming followers, especially in reading and writing skills where the development is more dominant because the basis of Chill English by Schoolfess is discussion learning. The researcher also found that they gained new insight because of the featured topics by the Chill English by Schoolfess admin which gave an interesting impression and increased students' interest in learning and from that, they recommended Chill English by Schoolfess to the people around them.

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