

Original Article

The Implementation of Telegram in Reading Class to Improve Students' Skimming and Scanning Skills

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Abstract

Skimming and scanning are important reading strategies that allow individuals to quickly gather information from written materials. With the advance of digital communication platforms, like Telegram improving students' scanning and skimming skills has become increasingly relevant. While the utilization of technological resources in reading and teaching English has been examined in different settings, there is a need to investigate the potential of Telegram as a specific tool for enhancing skimming and scanning abilities. This research uses both quantitative and qualitative data collection methods. The respondents in the research are 40 English major learners. The protocols to gather the data were questionnaires and interviews. The study suggests that utilizing Telegram can help students to improve their motivation and engagement, which can further enhance the learning process. Exploring the future implications of employing Telegram requires more investigation, especially for skimming as well as scanning development, as well as its incorporation across different age groups and academic contexts. Nonetheless, the results of the research offer insightful information into the integration of digital communication platforms as effective tools for improving reading strategies, paving the way for innovative approaches to enhance literacy skills in the digital era.

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1. Introduction

The student's reading skills, especially scanning and skimming are essential that enable individuals to swiftly as well as effectively extract information from written materials (Akyıldız & Çelik, 2021). Skimming involves quickly perusing a text to grasp its overall content while scanning entails searching for specific keywords, phrases, or information within a text (Nazari et al., 2016). These skills are particularly valuable in today's fast-paced digital era, where individuals often encounter an overwhelming volume of textual information. The rise of digital communication platforms and the widespread use of mobile devices have made exploring their educational potential increasingly relevant. Telegram, a popular messaging application, offers a variety of features and functions that can be utilized to enhance learning experiences (Esmacili & Shahrokhi, 2020). Telegram enables users to form groups, share multimedia content, and engage in real-time communication, making it an interactive and dynamic platform.

According to Zou et al. (2019), students with a lack of interest in reading may be difficult to employ the aforementioned skills effectively. Enhancing students' skimming and scanning abilities through engaging exercises is one technique to increase their interest in reading. Enhancing students' skimming and scanning

abilities through engaging exercises is a common technique used by EFL teachers to increase their interest in reading (Fadhilawati et al., 2020, 2022). Skimming and scanning are important skills that allow students to quickly and efficiently find information in a text (Ramirez-avila, 2021). By improving these skills, students can increase their reading speed and comprehension, and become more confident readers.

Engaging exercises can make the process of practicing skimming and scanning more enjoyable and effective (Mala et al., 2023). Examples of engaging exercises include timed reading races, finding specific information in a text, and creating summaries of longer passages. By making these exercises fun and interactive, students are more likely to stay engaged and motivated to enhance their reading capabilities. Overall, according to previous studies, enhancing learners' skimming and scanning abilities through engaging exercises can be a useful technique for increasing their interest in reading, improving their reading skills, and ultimately helping them become more successful in their academic and personal lives.

Although the usage of technological tools for reading and English language instruction has been explored in various contexts, the specific application of Telegram to improve skimming and scanning skills is an area that deserves investigation. Telegram's characteristics, such as its chat-based interface, ability to share media, and options for group collaboration, make it a promising platform for facilitating skimming and scanning exercises. Previous research has demonstrated the effectiveness of digital tools in promoting reading comprehension and literacy skills. For example, the study of Akyıldız & Çelik (2021) revealed that computer-based programs and online platforms have been used to enhance reading fluency, vocabulary acquisition, and reading comprehension abilities. They claimed that the participants indicated a good attitude towards the use of WhatsApp to enhance reading comprehension skills. These interventions often integrate interactive elements, multimedia resources, and gamified approaches to engage learners and improve their reading skills. Moreover, Faramarzi et al. (2019) showed that incorporating vodcasting tasks via telegram has the potential to alter the studying behaviors of learners, streamline the monitoring and assessment procedures, enhance collaboration among learners, and foster a stronger learner-instructor relationship.

However, the effectiveness of Telegram specifically in improving skimming and scanning skills has not been extensively studied. By leveraging the unique features of Telegram, the platform has the potential to create an environment conducive to targeted skimming and scanning practice (Shirinbakhsh, 2018). Its real-time nature and the ability to share various forms of textual content, such as articles, news updates, and excerpts, can simulate real-world reading scenarios and provide learners with opportunities to develop their ability to extract information rapidly (Chen, 2021; Naderi, 2020). Furthermore, this type of teaching can result in reduced costs for educational institutions. Presently, social media platforms serve as suitable means for effective and efficient communication. The widespread availability of the internet in recent times has created favorable circumstances for individuals worldwide to connect, disregarding geographical constraints.

The research focused on evaluating the potential of Telegram for skimming as well as scanning skills that can contribute to the existing body of knowledge on digital literacy interventions. Understanding how Telegram can be integrated into educational settings to enhance these specific reading skills can inform educators, curriculum designers, and language learners about the advantages and challenges associated with such approaches. By investigating the impact of Telegram on skimming and scanning proficiency, researchers can offer evidence-based recommendations for incorporating digital communication platforms into reading instruction. Additionally, exploring the advantages and limitations of using Telegram for skill development can assist educators in designing more engaging as well as effective reading activities that cater to the needs and preferences of learners in the digital era. Thus, the problem addressed in the study is "How is the learners' attitude toward the utilization of Telegram to improve their skimming and scanning skills?"

2. Literature Review

2.1 The Implementation of the Mobile Assisted Language Learning (MALL) in the Context of English Language Instruction

The importance of learning English and its impact on professional success and communication in diverse communities cannot be overstated (Chen, 2021; Esmaeili & Shahrokhi, 2020). Mobile devices have revolutionized language learning. These devices offer a convenient platform that goes beyond the classroom, allowing learners to connect directly with real-world experiences and make the most of their leisure time. Various types of mobile devices cater to individual needs, enabling learners of different abilities to access

customized educational tools. However, integrating the technologies into education requires a gradual process, with teachers and learners understanding the way to implement the tools successfully in different environments (Naderi, 2020). Lightweight devices like PDAs and mobile phones have been employed in computer-assisted mobile learning. While mobile devices bring numerous advantages such as availability, flexibility, reasonable pricing, and compact size, they cannot fully replace traditional teaching tools. Mobile-based learning offers accessibility, personalization, spontaneity, and ubiquity, making it particularly appealing to busy individuals with limited free time. Research has shown that collaborative extensive reading tasks performed on mobile devices can lead to better results than individual tasks (Platzer, 2020; Xodabande & Hashemi, 2023). Studies investigating the impact of Kindle-eBooks on reading motivation and preferences between mobile and hard-copy reading materials have shown mixed results (Anggraini & Cahyono, 2020). Additionally, the use of SMS as a mobile interaction method for vocabulary retention is more effective than traditional methods.

2.2 The Utilization of Technology and Mobile Phones in the EFL Context

Izah (2019) defines "mobile learning" as the incorporation of portable devices like mobile phones, tablets, PDAs, and laptops into the instruction process. The tools have the benefit of being infinitely lightweight, omnipresent, and prevalent, allowing them to be accidental, individual, casual, situational, as well as useable everywhere. The use of mobile technology in EFL classes has significant potential and can help learners prepare for solving difficulties in the global world (Gould et al., 2019). Among the various portable tools, smartphones are incredibly common and prevalent in EFL contexts (Vahdat & Mazareian, 2020; Wijayanti et al., 2022). With advancements in smartphone characteristics and merits, These are now frequently used resources in educational and instructional settings that are assisted by technologies (Shirinbakhsh, 2018; Sitorus & Azir, 2021). Students prefer mobile phones because they are portable, affordable, and powerful, and they have become an integral part of students' daily lives, especially for supporting language learning.

Mobile phones offer opportunities for students to connect and engage in learning activities beyond the traditional classroom (Oh et al., 2022). By accessing resources through their mobile phones, students can create personalized learning environments and become more independent in their learning journey. This type of learning outside the classroom encourages students to take ownership of their education. Additionally, mobile phones serve as powerful educational devices that functioned as potential communication tools with other colleagues (Nazari et al., 2016). Mobile phones are considered even more effective communication mediums than email or chat, enabling meaningful interactions among learners. In conclusion, integrating mobile technology, especially mobile phones, into EFL brings various advantages such as flexibility, convenience, and improved communication and collaboration opportunities. This integration empowers students to take control of their learning and promotes authentic language use in real-world contexts.

2.3 The Utilization of Telegram in EFL Reading Class

Educators are increasingly interested in finding ways to enhance their efficiency and effectiveness in preparing learners for solving problems in the global world. This interest stems from the widespread availability of mobile technology, which has prompted educators to explore the use of mobile devices as educational tools (Haryati et al., 2021). Akyıldız & Çelik (2021) outline several distinct educational advantages associated with mobile technology. These include a) portability, which enables users to carry the tool in a distinct area; b) engagement, allowing collaboration and information exchange with others; c) context sensitivity, enabling the collection of real or simulated data relevant to specific locations, environments, and times; d) connectivity, facilitating interaction with data gathered tools, other tools, as well as networks; and e) personality, offering personalized support and guidance tailored to the learner's needs. As a result, the cell phone features simplicity, utility, as well as promptness, empowering learners to acquire knowledge precisely when and where it is most relevant.

The advent of interaction and information technologies has fundamentally transformed our lives. This is particularly evident among modern students and teachers, who extensively rely on smartphones and other portable devices. Additionally, they constantly seek out the latest technological advancements. However, it is worth noting that the utilization of these devices often diverges from the original intentions of technology proponents. Rachmawati & Purwati (2021) and Sun & Yang (2015) explained that the majority of cell phones and handheld gadgets are built for networking platforms including "Twitter, Facebook, Wikipedia,

YouTube, WhatsApp, Telegram, as well as Instagram". The collaborative web, which emphasizes relationships, dissemination of materials, and shared thought, is comprised entirely of the platform.

With the rise of internet usage, there are new opportunities to improve educational experiences. According to Awaludin et al. (2017), the motivation and disposition of students play a significant role in their capacity to participate in participatory instruction. Learners who are growing up primarily utilizing gadgets, gaming systems, multimedia enthusiasts, camcorders, smartphones, as well as online resources are known as "digital natives." (Alam & Mizan, 2019). Language learning has become an integral part of contemporary lifestyles. In this era of information technologies, there are numerous alternative methods for imparting knowledge and teaching foreign languages. Interactive software, animations, as well as digital textbooks are readily available to learners for language instruction (Sanosi, 2018). The majority of these studies predominantly focus on English language learning. Notably, in just a few years, Telegram has transformed from being a luxury item to becoming the most affordable means of communication, albeit with variations depending on brands and models.

2. Method

This study is a case study and employed multiple methods to collect both quantitative and qualitative data (Creswell & Creswell, 2018; Patton, 2015). These methods included semi-structured interviews and close-ended questionnaires. The main purpose of the study is to gather comprehensive information on the incorporation of Telegram in enhancing learners' scanning as well as skimming capabilities and the learners' attitudes toward the utilization of Telegram.

A total of 40 English department students in one of the private Universities in Malang participated in this research. All of the participants take reading classes in the second semester. To ensure rich and relevant data to address the research questions, a purposive sampling technique was employed (Merriam & Tisdell, 2016). The researchers deliberately selected the participants, encompassing students from both genders. There are 22 females and 18 males. The age of the respondents was 18 to 21 years old. This approach aimed to provide holistic as well as rich data to know about the implementation of the Telegram application in enhancing the learners' scanning and skimming abilities and their attitude regarding the implementation of the Telegram application, especially in the reading class.

To gather the data, the authors spread the close-ended questionnaires and conducted semi-structured interviews with the participants. Initially, the researchers developed a close-ended questionnaire, specifically focusing on dichotomous prompts. In this type of questionnaire, participants were presented with a predetermined set of statements and demanded to answer "yes" or "no" responses according to the questions (Creswell & Creswell, 2018). The questionnaire used in the study was adapted and modified from the questionnaire developed by Suci et al. (2022) and Wijayanti et al. (2022), to assess students' attitudes regarding the implementation of Telegram in reading classes, especially with the purpose to improve scanning and skimming skills. The survey was distributed to respondents through Google Forms, as this method allowed for the collection of a substantial amount of data from numerous participants within a short period. The data obtained through the survey served to corroborate the findings from interviews. The survey consisted of 25 items to gather data on students' attitudes or beliefs.

To support the initial step concerning students' attitudes in the implementation of Telegram in reading class, the authors utilised a semi-structured interview approach. Rather than strictly following a predefined list of prompts, the authors opted for more open inquiries that encouraged more discussions with the interviewees (Merriam & Tisdell, 2016). This decision was made because it offered flexibility for both the authors as well as respondents to go beyond the established inquiries whilst preserving the fundamental goal of the study (Merriam & Tisdell, 2016; Patton, 2015). To conduct an interview session, the researchers use Zoom meetings. The author asks five questions to the participants in which the questions are adapted and modified from an unpublished dissertation of Rachmawati (2022). Multiple approaches were employed in this research to gather the data which is known as triangulation (Patton, 2015).

In this study, the data analysis techniques employed were descriptive statistics, which involved the statistical analysis and descriptive interpretation of the collected data. Upon data collection, the information was tabulated and subjected to statistical analysis. Subsequently, the data were computed to determine the corresponding percentages. To accommodate the respondents' responses, the five-point of Likert scale was utilized for the questionnaires.

Moreover, the percentage of the questionnaire was calculated to assess the students' attitude toward utilising Telegram. The collected data was classified and summarized based on the criteria outlined in Table 1, which provides an overview of the research findings. Consequently, the categories for the students' attitude level based on the student's responses were established as follows.

Table 1. The Interpretation of Questionnaire Result

Range	Interpretations
1 % – 20 %	Strongly not Positive
21 % – 40 %	Not Positive
41 % - 60 %	Not Positive
61 % - 80 %	Positive
81 % - 100 %	Strongly Positive

In this study, the researchers interviewed 10 students in which the responses were used to triangulate the students' questionnaire results. According to Merriam & Tisdell (2016), determining the number of participants in a study should be based on achieving saturation in interview responses or observations. This means that the number of participants should be determined based on the data collected during the study. In line with this concept, 10 participants were chosen for this research, especially to corroborate the questionnaire result to ensure a comprehensive understanding of the topic and to gather saturated data (Patton, 2015). Saturation occurs when participants provide no additional information for the researchers (Merriam & Tisdell, 2016). Therefore, the number of participants in this study is considered sufficient to gather the rich and detailed information required. In this study, the data analysis process for the qualitative data followed the five steps proposed by Yin (2016). These steps, namely *compiling*, *disassembling*, *reassembling*, *interpreting*, and *concluding*. They were applied to analyze the qualitative data. Additionally, in the current research, the authors manually coded the collected data from interviews. This approach was chosen as it was deemed more reliable in terms of reducing errors and inaccuracies. The interview stage was employed to gather research data, with particular emphasis on the triangulation stage, as recommended by Patton (2015). The coded information was subsequently organized into clusters, forming themes that provided an overview of participants' attitudes on the teacher implementation of Telegram in reading class, especially to improve the students' scanning and skimming skills.

3. Results

Understanding the attitude of English department students on the implementation of Telegram in reading class, especially to enhance the learners' scanning as well as skimming as an inventive and innovative approach to language instruction is of utmost importance. The evidence obtained from learner questionnaires and interviews with the learners shed light on the impact of using Telegram on learners' motivation in enhancing their scanning and skimming skills. The subsequent table provides several discoveries derived from the questionnaire.

Table 2. The Students' Attitude towards the Implementation of Telegram in Reading Class

No.	Category	Statements	Percentage (%)	n	Level
1	Accessibility	I successfully installed and logged into Telegram Messenger.	92.5	37	Strongly Positive
2		I was able to conveniently access the learning material.	87.5	35	Strongly Positive
3		I am capable of both admit as well as submit tasks.	75	30	Positive
4		The media offers easy usage and accessibility anytime and anywhere.	75	30	Positive
5	Perceived utility	Telegram allows for sharing lesson materials in various formats.	80	32	Strongly Positive
6		The media is an excellent tool for social interaction in the English learning process, facilitating communication	77.5	31	Positive

		between teachers and students as well as among students themselves.			
7		The language instruction provided assisted the students to comprehend, assess, as well as implement the learning material.	75	30	Positive
8		The educator's feedbacks were valuable and contributed to my learning.	75	30	Positive
9		In my opinion, Telegram created a realistic and simulated English learning environment for engaging in activities.	72.5	29	Positive
10		During the instruction period, I felt at ease using the media to convey my views in English.	70	28	Positive
11		The educator actively encouraged student engagement and participation in discussions.	70	28	Positive
12	Student-teacher interaction	I had no difficulties communicating with the educator as well as classmates through Telegram in the language instruction.	70	28	Positive
13		The educator demonstrated enthusiasm for using the media in language instruction.	75	30	Positive
14		Compared to other methods, the media is my preferred device for learning English.	62.5	25	Positive
15		I will suggest implementing the media for other relevant subjects.	65	26	Positive
16		I appreciate the numerous advantages of using Telegram for learning purposes.	72.5	29	Positive
17		I thoroughly enjoy learning English through Telegram.	75	30	Positive
18	Student satisfaction	I have a good attitude toward utilizing the media in the learning process.	82.5	33	Strongly Positive
19		Using Telegram has boosted my confidence in participating in English conversations.	87.5	35	Strongly Positive
20		Using Telegram boosts my self-confidence to actively engage in English conversations.	75	30	Positive
21		When I use the media, I am enthusiastic to utilize it to study skimming and scanning.	75	30	Positive
22		The use of Telegram has improved my willingness to communicate in English.	80	32	Positive
23		I encountered internet connection issues when accessing Telegram.	80	32	Positive
24	Challenges	Understanding the lesson materials through Telegram posed some difficulties for me.	85	34	Strongly Positive
25		I experienced a decrease in concentration and motivation for studying during e-learning.	87.5	35	Strongly Positive

Note:

n = the respondents who give the response “yes”;

Based on the overall findings of the aforementioned questionnaire, it is evident that the learners possess favourable attitudes towards the incorporation of Telegram within the reading class, especially in learning scanning and skimming skills. The results indicate that students genuinely appreciated the various scanning and skimming activities implemented by their teacher. Based on the data in the table above, Telegram is mostly successful in enhancing participants' reading comprehension, particularly their skimming and scanning abilities. The participants' capacities to respond to the query in Telegram are advancing daily, demonstrating an advancement in their scanning abilities. On the other hand, their ability to recount the material is also getting better every day, which shows that their skimming skills are also developing. These outcomes are further corroborated by insights gathered from interview sessions with the learners, which demonstrate their satisfaction with the teacher's innovative approach to conducting the e-learning in the English course. When asked about their attitude towards the course, particularly in terms of the reading process, many students initially expressed fear of joining the class due to concerns about being required to read without guidance. However, they subsequently expressed enjoyment of the course due to the teacher's implementation of innovative teaching strategies. Among the learners interviewed, one learner specifically commented on their enjoyment of the tool used by their teacher. Student B stated:

"I experienced frustration and apprehension when I considered the writing component of the ESP class. I had imagined that I would need to focus on numerous aspects and elements. However, my perception has changed since joining this class. Now, I find great pleasure in the course, particularly during the process of writing business letters."

Excerpt 1

Additionally, student D also expressed:

"Yes, I believe it aligns well with the situation of teenage students who are drawn to the use of gadgets in their daily lives."

Excerpt 2

Hence, the incorporation of the Telegram application in English language instruction, particularly in reading class can assist the students to understand and possess scanning and skimming skills through the utilization of technology advancements responsibly. From the finding of the study, it can be seen that Telegram played as the primary medium employed by the teacher, encompassing all the necessary materials throughout the semester.

Another advantage of incorporating the Telegram application in English language instruction is its potential to foster autonomous learning among students. This is achieved by the teacher inputting all the necessary materials into the Telegram group. One of the students (student A) confirmed this by stating:

"This platform is equipped with learning materials. It easily accesses for all learners"

Excerpt 3

Furthermore, incorporating Telegram in the online English Language Teaching (ELT) classroom offers several benefits for the enhancement of students' English competencies, especially to improve their scanning and skimming skills. In terms of reading skills, Telegram offers the Telegraph application, enabling learners to give written works to other peers to read. The students stated that the teacher affirmed this by stating:

"Telegram encourages autonomous learning among students, enabling them to learn anytime and anywhere. It facilitates the improvement of English skills, including reading and writing."

Excerpt 4

The Telegraph feature within Telegram not only supports students' writing skills but also contributes to the improvement of their reading skills. Students would often submit their writing tasks by sharing a link in the media, allowing the learners to access and understand each other's work. By engaging in such reading activities, their reading skills would naturally enhance. However, the media was not the sole resource for improving reading skills. The educator also served additional resources that included various passages to read. This approach aligned with the feedback received from students during interviews, as student C stated:

"Students can acquire new vocabularies by examining the resources given to us and writing tasks shared by friends"

Excerpt 5

Students also encounter difficulties with accessing the internet. Student F expressed:

"The issue lies in accessing the internet since without the internet connection, students cannot utilize the media."

Excerpt 6

This condition indicates that the functionality of Telegram is affected by internet access. This study revealed that a strong signal is necessary for a reliable connection. Poor internet connectivity can be problematic and disrupt students' learning process when they need to submit tasks, potentially leading to late submissions.

Another challenge faced by the students was operating the Telegram application. In an interview, student G mentioned:

"In the beginning, I encountered difficulties in operating Telegram. But the teacher always gives us the guidelines to operate this application"

Excerpt 7

This aligns with the result of the questionnaire that Telegram differs significantly from mainstream social media platforms like WhatsApp. Telegram is more intricate, offering numerous features. Nevertheless, this is not a major issue since students are provided the students with guidelines. From this study, it was known that students share the common challenge of internet connectivity when using the Telegram application. Additionally, students face challenges specifically related to using the Telegram application.

In conclusion, to enhance reading skills, students can read their peers' written work and the readings provided by the teacher through the Telegram feature. The incorporation of the media for instruction is well-suited for the environment of the English department, especially in reading class. Moreover, it proves beneficial in promoting learners' learning progress, particularly in reading as well as writing skills. To effectively utilize Telegram in English teaching, the teacher should ensure all materials are available and integrated into the application. Additionally, creating a group class that includes all learners is essential for organizing the teaching process effectively. By following guidelines, the advantages of implementing the media as well as achieving the purposes of learning could be realized. As a result, this study demonstrates with the right training and infrastructure, social media app applications like Telegram can pleasantly enhance students' language abilities and foster positive engagement.

4. Discussion

The study aimed to examine the learners' attitude towards the implementation of Telegram in reading class, especially in improving their scanning and skimming skills. The study expanded on students' perspectives regarding the use of Telegram, revealing a strong consensus on its suitability for English instruction, especially in EFL settings. Most students believed that Telegram should be employed for reading instruction because it can help them to enhance their scanning and skimming skills. These findings align with previous research that has demonstrated the potential of Telegram to enhance various aspects of learners' English proficiency, including the accuracy of grammar (Ghorbani & Ebadi, 2020), vocabulary (Alakrash et al., 2020), as well as the insight of the collocation (Vahdat & Mazareian, 2020). Furthermore, these findings are consistent with Amiryousefi (2017) study, which conducted research about first-year English department learners in two Universities in Iran and found that Telegram was instrumental in improving their speaking and listening skills.

However, this study's findings contribute to the existing research that has not extensively investigated the implementation of Telegram for online reading classes. The researchers argue that the media can effectively support the capabilities of learners, especially in reading. Additionally, supplementary resources in the form of presentations, online reading, as well as various videos are readily provided by the teacher. The availability of learning resources can significantly impact students' reading scores, particularly their scanning and skimming scores. Anggraini & Cahyono (2020) and Suci et al. (2022) claimed that technological tools provide intrinsic incentives for learners in terms of reading comprehension, which can positively influence their performance, especially in reading. The motivating aspects of new technological tools and environments were evident in this research, as most learners willingly participated in instructional activities.

The findings of this study indicate a positive response from students toward the implementation of Telegram as an instructional tool. The good reaction can be attributed to the practicality, accessibility, organization, interesting nature, and clear conceptualization of the Telegram application. Additionally, Telegram enables autonomous learning, fosters a friendly and welcoming atmosphere, and facilitates connectivity between students and teachers. These findings align with those of Suci et al. (2022), who concluded in the study that the integration of the media in the class creates good chances for enjoyable experiences in learning the language and promotes an interactive classroom environment. In conclusion, incorporating Telegram as a teaching application offers an alternative approach to generating student interest and creating a comfortable atmosphere during English instruction.

The research findings highlight students encountered an issue concerning internet connectivity. This finding aligns with the research conducted by Salehi et al. (2012), which indicated that educators assured that inadequate internet connectivity hindered their usage of technology in schools. Additionally, the results corroborated the conclusions drawn by Habibu et al. (2012), who found that difficulties like internet connection issues served as constraints to ICT implementation. Thus, it is crucial to check the availability and connectivity of the internet before commencing a class to prevent this problem. By taking this precautionary measure, it is hoped that both teachers and students can avoid encountering this issue in the future.

Moreover, students also encounter other challenges, including difficulties in correctly operating the Telegram application. As previously mentioned, Telegram offers distinct features not found in mainstream social media platforms like WhatsApp and Line, such as Bot API and Telegraph (Kusuma & Suwartono, 2021; Putra & Inayati, 2021). During the students' interviews, it was noted that they need time to familiarize themselves with these features. The students mentioned that the teacher always provides them with guidelines and assists them to follow multiple steps. This condition aligns with the findings of Ping et al. (2003), who proposed that providing guidelines reduces instances of improper behavior among students and ensures that tasks are completed appropriately. The implementation of clear instructions fosters effective communication between teachers and students, thus enhancing the integration of Telegram for language instruction.

In conclusion, considering the meaningful benefits, limited challenges, and positive student response, it can be inferred that social media platforms like Telegram are suitable and effective tools for English Language Teaching (ELT). This aligns with the results of previous research done by Xodabande & Hashemi (2023), which demonstrated the effectiveness and promise of utilizing social media networks in teaching language features. However, the success of implementing social media platforms depends on the effective organization, as demonstrated by the teacher in this research. This includes providing all necessary materials through Telegram features, using Telegraph to publish students' work, providing guidance on tasks, establishing a welcoming environment in classes that allow learners to voice concerns regarding issues, and swiftly responding to learners' questions as well as difficulties. By adhering to these practices, the intended objectives of using Telegram as a teaching tool can be successfully achieved.

5. Conclusion

According to this study, individuals become more adept at skimming, scanning, and recalling information. Social media tools like Telegram have the potential to improve learners' language skills and promote wholesome involvement. The participants are eager to learn about scanning and skimming. In addition, Telegram serves as an online educational platform that facilitates the establishment of an interactive learning environment, connecting teachers and students. This research can provide a valuable resource for future studies that are interested in researching ICT-based learning media using alternative methods, subjects, or contexts. Subsequent studies could explore the utilization of Telegram across different educational levels, such as its application for adult learners or young students.

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