

The Advantage Of Telegram Bot Media As A Forum For Evaluating Literature In Online Learning

Hafida Amalia R*, Nurhadi**

Hafidaamalia.2020@student.uny.ac.id*, Nurhadi@uny.ac.id**

Language and Art Education, Yogyakarta State University, Indonesia

DOI: 10.29322/IJSRP.12.02.2022.p12243

<http://dx.doi.org/10.29322/IJSRP.12.02.2022.p12243>

Paper Received Date: 21st January 2022

Paper Acceptance Date: 4th February 2022

Paper Publication Date: 12th February 2022

Abstract- This study aims to make easier for students to doing online learning by using the telegram bot application. This research were tested on seventh grade students of SMP Muhammadiyah 2 Muntilan. The Covid-19 pandemic condition, which requires students to do online learning, makes it difficult for students, in particular in the lessons of writing and reading poetry. The research was conducted by using telegram as a learning media and applying the Criteria Reference Assessment model. The method used in this research was descriptive qualitative. The results of the research that has been carried out by the author are learning to write and read poetry by students using the telegram bot media to get a total value of 2130 with an average value of 85.20, the highest value of 96 and the lowest value of 78. Therefore, it can be concluded that the use of telegram bot media is very appropriate in learning to write and read poetry. The telegram application is proven to be an effective, practical, and easy media to be used in doing online learning.

Index Terms- poetry, telegram media, online learning, learning to write

I Introduction

We had implemented online learning in the school for one year because of the covid-19 pandemic. Covid-19 is a kind of virus that can paralyze human's activities in all aspects of life, especially in education aspect. Before covid-19 virus attack, learning in school is usually done by face to face. Now, we must adapt with this condition & learning is conducted online at home by using gadget/laptop and internet. Online learning does not stop the learning process. We must keep continuing the lesson taught in school, one of which is learning of *Bahasa Indonesia* in writing and reading a poetry. It is included in curriculum of 2013 for *Bahasa Indonesia* lesson for class VII in Junior High School.

For carrying out the learning, the writer conducts a research in Junior High School of Muhammadiyah 2 Muntilan related to the learning process of writing and reading a poetry for students of class VII. Learning in Junior High School of Muhammadiyah 2 Muntilan is conducted online or e-learning that had been recommended by government. The obstacles gotten by the writer when doing an interview is communication. According to Indonesian language teacher interviewed in the school, she says that communication becomes the important aspect to achieve learning goals. If learning takes place, but communication is not smooth, it can hinder knowledge that will be gotten by students. Therefore, teachers needs a media to channel a communication to students so that they keep getting knowledge though learning is conducted online.

According to Lathuru (1988:14), learning media is all tools (aids) or objects used for teaching learning activities, with the aim of conveying learning message (information) from the source (teacher or other source) to the recipient (in this case students or community members who participate in learning activities). Meanwhile, Sadiman (2008:7) explains that a learning media is everything that can be used to deliver a message from sender to receiver. Based on that statement, it can be concluded that learning media is device used by teacher as device to teach in conveying theory message in the form of learning materials to students. Media as teaching materials used in learning also vary, such as Zoom, Gmeet, Google Classmate, Telegram, Whatsapp group, and etc.

At this time, the general public may not fully know what a telegram is. Telegram is an app that can be used to send text message, photo, and video. Fifit (2020:112) says that telegram is a free app and will continue to be free (there is no advertisement or cost forever). Telegram sends message faster because it is cloud based. Telegram is lighter when it's run. Telegram version of v3.31 has a smaller app size for Android released on November 25, 2015 which has a size of 16.00 MB (16,775,108 bytes). Telegram is almost the same with Whatsapp. In telegram, there are bot features that make us easier in using telegram. If we talk about Telegram bot, telegram's mainstay feature is very sophisticated. So, it can be concluded that telegram is an internet media app that has many superiorities, practice, quick access, efficient, and can be used by teachers and students in online learning.

Before entering in literature learning, we must understand first what poetry literature is. Based on Disick (Waluyo, 2005:45), there are four levels of appreciation, namely as follows : liking level, enjoying level, reacting level, and productive level. Writing a

poetry is an activity that is in the last level of appreciation in appreciating literature work. According to (Sayuti, 2002:25), poetry is more focus on things that are intuitive, imaginative, and synthetic. In writing a poetry, the poet's expression aspect is more preferred. Therefore, in activity of writing poetry, students can combine their inner experience freely in imaginative world that is realized in the form of graphic symbols such as the use of appropriate word choice (diction), typography, rhyme, rhythm, and other elements of poetry that support each other.

While literature learning is the teaching learning process taking place in school between teacher as the deliverers of learning material and students as the receiver of knowledge. According to (Oemarjatu, 1992), he said that literature teaching generally carries an effective mission, namely to enrich students' experience and make them more responsive to the incidents taking place around them. In practice, literature teaching consists of ability development of writing, reading, listening, and speaking literature.

When the implementation of literature learning, in the end of learning, teacher will do evaluation to find out how far students understand the material that had been taught. Therefore, teachers sometime give some questions in the form of assignment, report, and exam. In this research, evaluation given by teacher to students is an assignment form of writing and reading poetry. Based on Nurgiyantoro (2016:116), assignment is one way of getting information about students' competence by giving certain tasks designed systematically and continuously. On the context of language and literature learning, assignment can be given in the form of report, writing, and etc.

Aside of assignment, evaluation is also the most important thing in learning process. According to Gronlund, in Nurgiyantoro's book (2016:14), he said that learning process is facilitated by teacher so that students can study maximally to master all competencies that is taught. Evaluation is really needed so that learning outcome achievement of students can be known. Nurgiyanto (2016:6) explained that evaluation is a process to measure the achievement level of goals. Evaluation is conducted to find out the success level of students in achieving learning goals. In every basic competence conveyed by teacher, it has some aspects or criteria used as indicator in evaluation. In this research, model of criterion referenced evaluation is applied as an evaluation model.

In Nurgiyantoro's book (2016:274), *Penilaian Acuan Kriteria* (Criterion Reference Evaluation) also known as absolute standart, by interpreting test results gotten by students and comparing it with criteria that had been set. Graduation standard contains provisions used to determine the graduation boundary of students or boundary to give certain "value" to students. They will pass with certain criteria based on value that they get and will not pass if they do not fulfill graduation requirements of the evaluation. Because the graduation boundary is definitely, non-negotiable, this evaluation standard is called as absolute standard. The determination of criteria does not only involve the determination of graduation minimum boundary and give certain evaluation, but also the determination of evaluation scale that is used. This research uses evaluation model of four scale (1-4 or D-4).

The writer's aim of applying telegram bot in learning media is to observe and ease learning that is done online. If the learning media is easy to be accessed and understood, it will also ease students to receive learning knowledge and also will ease teacher to convey material that is taught. The writers evaluates that Telegram Bot will be very appropriate if it is used in one of learning media. It becomes the writers's reason to research how the practice of telegram bot as an easy learning media used in learning at school. Easy to use is a superiority in using telegram bot in literature learning at school. In this research, the writer has made one telegram bot of poetry learning where it contains the materials of poetry and video that can be downloaded. In the telegram bot, there is also the examples on how to read poetry and it will end with an assignment for students so that teacher can monitor whether students have understood or not about the literature learning that had been given.

The advantage of using telegram for student is make them easy in accessing the app. It is different from Zoom or Gmeet because telegram has a smaller capacity so it does not require a lot of memory. Besides, if using telegram bot, documents security will be guaranteed. It does not only contain groups, but telegram is also a very popular app that becomes a gathering place for young communities. If we want to join, click 'search' at the top of telegram and text the name of community that want to search. Then, click 'join', we will automatically join the community.

This research is relevant with the research researched by Thomas JS Alhabib et al entitled "*Pemanfaatan Media Telegram pada Pembelajaran Menulis Cerpen*" that was published in international seminar of *Riksa Bahasa XIV*. This research contains about how students of class IX in Junior High School do online learning by using telegram.

II Research Methodology

Method used in this research is qualitative and descriptive research. Method is a tool for measuring or evaluating an improvement or research process. It is in accordance with Sugiyono's opinion (2018:2). He said that research method is interpreted as scientific way to get data with certain purpose and use. Method is used to evaluate and measure a success in research. While qualitative research is a research revealing data or phenomenon descriptively and exploring it in a narration. Sample data gotten is factual data which is gotten from teacher of *Bahasa Indonesia*. Therefore, this qualitative research uses descriptive data presentation. The researcher analyzes writing and reading learning of poetry for students class VII in Junior High School of Muhammadiyah 2 Muntilan by using media of telegram bot.

Below are steps for students to join in writing and reading learning of poetry in telegram:

- 1) Download telegram apps that is on students' smartphone
- 2) After downloading telegram app, students must log in to their accounts

- 3) If you has been succesfull to log in, text "*Pembelajaran Membaca Puisi*" on search column or click link of <https://t.me/mMembacaPuisiBot>
- 4) Click "chat" and read the instruction, then click "start"
- 5) Next, students will be served with some learning menu that can be chosen as their desire
- 6) Stednts can choose (click) one by one of menu that had been provided, start from menu "*Pengertian Puisi*"
- 7) If having understood about the meaning of poetry, then students can continue to the next menu "*Membaca Puisi*"
- 8) If having understood about the meaning of "*membaca puisi*", students can continue to the next menu "*Langkah-langkah Membaca Puisi*"
- 9) If having understood about the meaning, how to read a poetry, and steps in reading poetry, students can continue to menu "*contoh pembacaan puisi 1*"
- 10) After finishing to listen to the reading of poetry 1, students can continue to the next menu "*contoh pembacaan puisi 2*"
- 11) In the last step, students are asked to fill/do assignment that had been instructed in the telegram bot. and then attach the assignment in the form of video and audio by giving their identity.
- 12) After students had attached the given task, in telegram bot, there will be the word "done". It means that learning of reading a poetry had done.

After all students submit the given task, so the next step is give score/value for students according to the assessment rubric that had been developed by Mona Solina (2015).

Table 1: The Evaluation Rubric of Writing Poetry based on Diction, Imagination, Meaning, and Message.

Aspect	Quality	Indicator	Score
Diction	6	Very Good: The choice of words is very precise, the use of words is very effective, the language used is solid	5
		Good: The choice of words is right, the use of words is effective, the language used is solid.	4
		Enough: The choice of words is quite right, the use of words is quite effective, the language used is quite dense	3
		Less: Inappropriate word choice, less effective use of words, less dense language used.	2
		Very Poor: Inappropriate word choice, ineffective use of words, not dense language used.	1
Imajination	4	Very Good: Very able to express thinking power through word order that can express sensory experience	5
		Good: Able to express thinking power through word order that can express sensory experience	4
		Enough: Sufficiently able to express the power of thought through the arrangement of words that can express sensory experience	3
		Less: Less able to express thinking power through word order that can express sensory experience	2
		Very Poor: Not able to express the power of thought through word order that can express sensory experience.	1
Meaning	4	Very Good: It is in the delivery of messages, both implied and expressed, that are very in line with the theme	5
		Good: There is in the delivery of messages, both implied and expressed that are in accordance with the theme	4
		Enough: There is in the delivery of messages, both implied and explicit, that are quite in line with the theme.	3
		Less: There is a message delivery, both implied and explicit, that is not in accordance with the theme	2
		Very Poor: There is in the delivery of messages, both implied and explicit, that are not in accordance with the theme	1
Message	6	Very Good: contains an implied message or message that fits the theme very well.	5
		Good: contains an implied message or message that fits the theme.	4
		Enough: contains an implied message or message that is quite appropriate to the theme.	3
		Less: contains an implied message or message that is not in accordance with the	2

	theme.	
	Very Poor: contains an implied message or message that does not fit the theme.	1

Evaluation in writing and reading poetry by using telegram bot are arranged into four evaluation aspects as below :

- 1) Type of evaluation : written
- 2) Form of evaluation : description
- 3) Formula For measuring the writing and Reading result : final score= $\frac{\text{the gotten score}}{100} \times 100\%$
- 4) Determine the score predicate that is gotten by students.

After getting value, the next step is to enter the value into the provisions of *Penilaian Acuan Kriteria* of evaluation model for four scale.

Table 2 : Criteria Determination by Calculating the Percentage of Four Scale

Mastery Level Percentage Interval	Four-Scale Modified Value		Information
	1-4	D-4	
86-100	4	A	Very well
76-85	3	B	Well
56-74	2	C	Enough
10-55	1	D	Not Enough

(Table by Nurgiyantoro, 2016:277)

III Results and Discussion

Discussion

The research result of learning by using telegram bot is as below : evaluation by using the evaluation rubric of writing poetry, then the score obtained by students is 78 for 5 students, 80 for 5 students, 84 for 3 students, 86 for 3 students, 88 for 2 students, 90 for 3 students, and 96 for 4 students. With score total of 2130, the average was 85.2, the highest score was 96, and the lowest score was 78.

The result of students' work in this learning is slightly different with the work result of other students. Based on the information of the teaching teacher, students is still difficult to join online learning because of communication. Using the app that needs a lot of memory is also the constraint for students. However, learning by using telegram can make students easier to understand in using communication media and no need a lot of memory.

After obtaining score from rubric evaluation of writing poetry, then the next step is to enter the score into the provision of *Penilaian Acuan Kriteria* of evaluation model for four scale. Below is the score list of writing and reading poetry for students joining the learning by using telegram bot that had been entered into the provision of *Penilaian Acuan Kriteria*.

Table 3 : Score List of Writing and Reading Poetry for Students Class VII for Junior High School of Muhammadiyah 2 Muntilan

No	Student Code	Score	Category
1.	KS-01	80	Good
2.	KS-02	96	Very Good
3.	KS-03	78	Good
4.	KS-04	90	Very Good
5.	KS-05	84	Good
6.	KS-06	96	Very Good
7.	KS-07	80	Good
8.	KS-08	80	Good
9.	KS-09	96	Very Good

10.	KS-10	88	Very Good
11.	KS-11	86	Very Good
12.	KS-12	78	Good
13.	KS-13	78	Good
14.	KS-14	86	Very Good
15.	KS-15	96	Very Good
16.	KS-16	90	Very Good
17.	KS-17	90	Very Good
18.	KS-18	80	Good
19.	KS-19	80	Good
20.	KS-20	84	Good
21.	KS-21	78	Good
22.	KS-22	86	Very Good
23.	KS-23	84	Good
24.	KS-24	78	Good
25.	KS-25	88	Very Good
Amount		2130	
average value		85,2	

Based on data result above, students who get very good predicate are 12 persons and students getting good predicate are 13 persons. Score total gotten is 2130 with the highest score is 96 and the lowest is 78. Below is the explanation of calculation from raw score to final score.

1. Evaluation Highest Score

Explanation for students who get the highest score 96 is as below : First aspect is *Diction*, students get score 5 with indicator of “**Very Good**”. It means that students use the right choice of words. The use of word is very effective and the language used is short and easy to understand. Because diction aspect have 6 points, then the calculation is $5 \times 6 = 30$. So, students get score 30 for Diction aspect.

The second aspect is *Imagination*. Students get score 4 with indicator of “**Good**”. It means that they can express the power of thought by arranging words that can express sensory experience. Because imagination aspect contain score 4 points, then the calculation is $4 \times 4 = 16$. Students get score 16 in Imagination aspect.

The third aspect is *Meaning* in which students can get score 5 with indicator “**Very Good**”. It means that students can receive messages both implied and expressed that are very suitable with the theme. Because Meaning aspect have score 4 points, the calculation is $5 \times 4 = 20$. Students get score 20 for Meaning aspect.

Message is the fourth aspect. Students can get score 5 with indicator “**Very Good**” meaning that poetry writing contains an implied message that is suitable with the theme. Because Message aspect have score 6 points, then the calculation is $5 \times 6 = 30$. Students can get score 30 for Message aspect.

It can be concluded that if the score of all aspects are added, the final score is 96. Next, score 96 is calculated by using criterion reference evaluation : $\frac{96}{100} \times 100\% = 96\%$ and it is categorized in (4/A) “**Very Good**”.

2. Evaluation Lowest Score

Then, the calculation for students who get the lowest score is 78. The explanation is as below : the first aspect is *Diction*. Students get score 3 with indicator “**Enough**”. It means that they can choose the word quite right. The use of words is quite effective and the language used is quite short. Because Diction aspect have score 6 points, then the calculation is $3 \times 6 = 18$. Students get score 18 for Diction aspect.

The second aspect is *Imagination* in which students receive score 5 with indicator “**Very Good**”. It means that they are able to express their power of thought through word arrangement that can express sensory experience. Because Imagination aspect contains score 4 points, the calculation is $5 \times 4 = 20$. Students get score 16 in Imagination aspect.

Meaning is the third aspect in which students get score 4 with indicator “**Good**”. It means that they can receive message both implied and expressed that are suitable with the theme. Because this aspect has score 4 points, the calculation is $4 \times 4 = 16$. Students can receive score 16 for Meaning aspect.

The last aspect is *Message*. Students can get score 4 with indicator “**Good**” meaning that poetry writing contain an implied message that is suitable with the theme. Because it has score 6 points, the calculation is $4 \times 6 = 24$. Students can get score 24 in Message aspect. It can be concluded that if the score of all aspect were added, the final score is 78.

Next, score 78 is calculated by using criterion reference evaluation : $\frac{78}{100} \times 100\% = 78\%$ and it is categorized in (3/B) “**Good**”.

Results

It can be concluded that the use of telegram bot as learning media of literature is the right decision. Telegram bot is effective and easy to use with practical use. The success of telegram media can be seen from the average score of 85,2 that students get. They are assumed good enough in understanding learning materials of writing and reading poetry by using telegram bot media.

Before the use of telegram media as the delivery of material in schools, students found it difficult with online learning. The delivery of material by the teacher is only through zoom and g-meet. It becomes a problem for students because there are some students who find it difficult to access the internet. This can make it difficult for students to learn the material provided by the teacher. However, after applying the telegram application to learning, students feel more understanding. Because the video material in telegram can be downloaded and studied repeatedly. so that it can be concluded that the use of telegrams has an important effect on student learning communication.

This research focuses on the use of telegrams as a medium of communication for students to learn. By providing material and assignments via telegram, students are able and can more easily learn the material and do assignments. This is evidenced by the results of student worksheets that have increased scores before using the telegram application in learning. Indonesian language teacher at SMP Muhammadiyah 2 Muntilan admitted that before using the telegram application as a communication medium, he found it difficult to explain the material and students also found it difficult to receive material because sometimes when delivering material, the signal was unstable so that the material provided was not optimal.

After learning using telegram media, it can be seen through the value that students get increases, it can be said that the teacher has succeeded in delivering the learning material well. This is certainly very helpful for teachers to convey other materials in learning so that telegram media is considered capable of being a good communication medium.

Apart from being a good learning media, telegram media is also proven to be able to be used as a learning evaluation medium. Assignments that are done well by students, make the final assessment results get a good predicate. Teachers also find it easier to collect grades from students, because on telegram media in the assignment form, they are collected into one so that students who have not collected assignments will be seen.

IV Conclusion

The conclusion of the research above is that online learning of writing and reading poetry can be conducted through telegram bot media. It can be proven with the research that get the average score 85,2 for students. Telegram bot is effective to use in literature learning. Telegram app is a communication app that can be downloaded in play store or app store freely. It has small capacity of memory and it is practice to use for communication or learning. Besides, telegram can also send video, audio, document, photo, and other file. It is suitable to submit a school task because it is more practice to use. In this research, the writer want to introduce the poetry learning by using telegram bot. How telegram works is very practical and it makes students not bored in following the learning. There are video, audio, and text that can make students easy to study. In this telegram bot, students do not need to wait a response from the teacher who may take a long time in conveying the materials. When students click menu button and choose the menu they want, automatically the learning video will appear. Then it can take a short time in learning.

References

- Arief S Sadiman, dkk.(2008). *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada
- Fitriansyah, F. & Aryadillah. (2020). *Penggunaan Telegram Sebagai Media Komunikasi dalam Pembelajaran Online*. Cakrawala Jurnal Humaniora Bina Sarana Informatika, Volume 2, Issue 2, Sep-2020.
- Latuheru, John D. (1988). *Media Pembelajaran Dalam Proses Belajar-Mengajar Masa Kini*. Jakarta: Departemen Pendidikan dan Kebudayaan
- Nurgiyantoro, Burhan.(2016). *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-YOGYAKARTA
- Oemarjati, Boen S. (1992). *Dengan Sastra Mencerdaskan Siswa: Memperkaya Pengalaman dan Pengetahuan*. Jakarta: Pustaka Sinar
- Sayuti, Suminto. (2002). *Berkenalan dengan Prosa Fiksi*. Yogyakarta: Gama Media
- Solina, Mona. (2015). *Pengembangan rubrik penilaian menulis puisi dalam pembelajaran apresiasi puisi*. Yogtakarta: UNY
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Thomas, Dkk. (2020). *Pemanfaatan Media Telegram pada Pembelajaran Menulis Cerpen*. Bandung:UPI
- Waluyo, Herman J. (1995). *Teori dan Apresiasi Puisi*. Jakarta: Erlangga.

Author

First Author – Hafida Amalia Rakhmah, Language and Education, Yogyakarta State University, Indonesia;

Hafidaamalia.2020@student.uny.ac.id

Second Author – Dr. Nurhadi, S.Pd, M.Hum, Language and Education, Yogyakarta State University, Indonesia;

nurhadi@uny.ac.id

Correspondence Author – Hafida Amalia Rakhmah, Language and Education, Yogyakarta State University, Indonesia;

Hafidaamalia.2020@student.uny.ac.id , +6283838136476