The Effect of Using Telegram Application on Improving Writing Skill for the Students of English as a Foreign Language

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ABSTRACT-This study examined the impact of using the Telegram application on developing writing skills for the students of English as a foreign language. The sample of the study was (75) who are a two-year Bachelor of English at The World Islamic Sciences and Education University in Jordan. The quasi-experimental approach was used in this study where the students were distributed into two groups, the first group was (38) students represented the experimental group and used the social networking site Telegram whereas the second group was (37) students represented the control group. The findings of the study are (i) there are statistically significant variations at the level of significance (=0.05) between the mean scores of the experimental group and the control group in the writing ability posttest due to the use of social networking Telegram in favour of the experimental group, (iii) Telegram Application has a positive impact on the users since it helps the students save and record their writing.

Keywords: Telegram Application, writing skill, the World Islamic Sciences and Education University

I. INTRODUCTION

Writing skills are one of the important elements of communication, as the writer can easily deliver his\ her idea to the audience if it is written clearly and proficiently (Sumarsih & Sanjaya, 2013; Durga & Rao, 2018). Writing style express the culture, education and character of the author. Therefore, the effectiveness of writing is a critical element in delivering the ideas.

According to Wilbers (2001), the effectiveness of writing is based on five elements, these are (i) Central idea: it means focusing on an idea and discuss it easily through supporting it via some subordinate ideas (ii) organization: writing in a coherent logical order of the material in order to deliver a clear text to the reader, (iii) supporting material. It is an essential element to support your material with some quotations, statistics and examples to persuade the readers, (iv) word choice as well as expression, words should be accurate, clear, and suitable to the audience, thus, avoiding writing ambiguous and long sentence is required, (v) editing and proofreading, writing should be subjugated to editing and proofreading to ensure that the structure grammar punctuation spelling are organized and written in an outstanding way.

In the age of technology, students' use of technology becomes inevitable. It becomes an attractive factor that outperformed the traditional method of education. Electronic tools have moved from a mean of entertainment and play for children to an indispensable educational tool (Hashim, Yunus, & Embi, 2018). The integration of technology in education has contributed to the development of the interests of the students in learning the language skills. thus, educational institutions in most countries have resorted to e-learning to work alongside traditional education (Polly& Binns, 2018).

Kaya & Bicen (2016) look at social media as one of the most useful communication methods in the world. According to Anderson (2011), a social network is a set of networked tools that allow people to meet, communicate, and share ideas, interests. This social networking platform has paved the way for teacher-student collaboration and communication. In this millennium, almost every person uses a social network. Some people see social media as a place where they can learn and collaborate.

Consequently, academics use social media in learning and teaching language skills. There are a number of social media platforms, such as Twitter, Facebook, Instagram, and Snapchat, that become extremely popular in the communication world. In the aftermath of the Covid19 virus, teachers have used WhatsApp and Telegram, Imo, free communication messenger apps, extensively for teaching and learning purposes. They use them to post homework, notes, instructions, and activities for students. Special features such as videos, audio media messages, text messages, images or pictures t can be uploaded and downloaded by users (Walker,2020).

Since this study focuses on telegram, The Telegram program can transfer data and different means of social media to a Messenger network to more than 5000 members. It can manage all types of documents that can be accessed by a computer or smart mobile device. Telegram, like a mobile phone can read and write an email list (Blattner & Lomicka 2015). Furthermore, Telegram is free messaging apps that can be downloaded at no cost. It has a lot of clout in the world of education right now. Thus, according to Sarvari (2019), telegram bridged the gap between the teacher and the students when they were absent from class. To track student progress, the teachers used the Telegram social media platform. They also used the information to make future instructional decisions. It was used to motivate and encourage new writers. The social network's formative potential assists participants to improve their English writing skills. Today's integration of ICT in education makes language teaching and learning accessible to everyone.

It is expected that this study will improve writing skills for the students via Telegram application. The findings of the study will offer a new method to learn writing particularly by Telegram App. It would support researchers in developing successful approaches to learn writing skill by using technology especially Telegram App. Academic institutes, students, companies and society will benefit from this application. Therefore, this study examines the impact of teaching writing on the academic performance of the student, (ii) to examine if there are significant differences between the students' scores on the writing skill test in both groups (experimental and control groups) due to the teaching strategy using Telegram App versus conventional teaching method.

II.   LITERATURE REVIEW

Using technology in language learning has been an interesting topic to many researchers. These researchers have supported the claim that there is an urgent need for using technology in language learning. In fact, "Nowadays, the focus is not on whether to accept the use of technology to enhance the four skills in English language, but on how to integrate technology more effectively into the language teaching". Gilakjani (2017) defines technology integration as the manner of using technology to perform and re-shape the activities in language teaching successfully. Many academics have investigated the using of technology on student behaviors, success, academic performance, social media growth and others (Fogg, 2010).

Many scholars have discussed using the technology in education such as Baleghizadeh and Oladrostam (2010) investigated the effect of mobile assisted language learning on grammatical accuracy of EFL Students in order to enhance their grammatical skills. Students of both the experimental and control classes were given the ability to revisit and recycle grammatical forms. the findings of their study confirm that students in the experimental group received assistance from mobile-assisted learning and their performance is higher than participants in the control group.

Nonetheless, Zarei (2015) investigated the efficacy of using the Telegram software on odeveloping writing in second language, to detect the perception of the students regarding using telegram in writing.an educational aid for language learning. The results indicated that the study group using Telegram App performed better than the control.

Chotipaktanasook (2016) studied the effect of social media applications on the willingness of the students to communicate. The results pointed out that using social media increased willingness from the participants to communicate. Mompean and Fouz-González (2016) investigated the efficiency of Twitter as a method for teaching pronunciation. their goal was to see if social media can encourage online engagement (EFL learners' motivation) and if it may help students pronounce some difficult words. The study involved students from a Spanish language school, who got a daily stream of tweets including the pronunciation of some difficult terms due to odd sound-spelling correspondences, lexical stress, or the presence of silent letters.

The use of mobile devices in education should be seen as critical. WhatsApp fosters a positive social environment by supporting a sense of belonging to a community or team with other students and teachers. It also alleviates anxiousness. Awada (2016) investigates the efficacy of using WhatsApp in language teaching. She concludes that teaching writing skills through WhatsApp are more effective than normal training, and it improved the motivation of the students.

On the other hand, Mashhadi Heidar and Kaviani (2016) find that learning English through Telegram can provide unique technological and pedagogical benefits for Iranian EFL learners, as well as have a positive impact on EFL learners' vocabulary development. Furthermore, Setiawan and Wahyuni (2017) investigate the utility of Telegram in teaching English pronunciation to EFL learners. The results suggested that using the Telegram App can be favourable and extremely beneficial to English learners to pronounce words professionally, and using the Telegram app to implement the E-talk castle model has a significant effect on learners' ability to develop their English language speaking skills. Through a survey by Wahyuni (2017), to see the effectiveness of using Telegram telegram in the learning and teaching process, the respondents are enthusiastic to apply Telegram in their learning and teaching process.

A study on the Telegram application was performed by Iksan & Saufian (2017) to examine if Telegrams can be used in the teaching and learning process. They discovered that (i) Telegram can be used for a variety of techniques, including participation, one-way discussions, technique, discussions, photographs, drawings, and audio, (ii) Students said that using Telegram for teaching and learning allowed them to acquire new experiences, be more imaginative, produce spontaneous ideas, have authentic ideas without fear of being embarrassed, and encouraged them to be happy and enthusiastic about their learning, (iii), using Telegram improves education by addressing the issues that teachers face.

According to Aghajani and Adloo (2018), higher scores were obtained by students who are in Telegram Cooperative writing groups more than students in face-to-face cooperative writing groups. Moreover, Ghaemi and Golshan (2018) used Telegram to investigate the impact of short messaging systems on EFL learners' vocabulary learning. Using smart smartphone learning and Telegram-based learning scenarios may be a solution to the difficulty of learning vocabulary. Ghobadi and Taki (2018) also demonstrated that using Telegram stickers to teach vocabulary assists the students to learn new vocabulary easily and professionally. In term of reading, Naderi and Akrami (2018) find that telegram contributes to teaching reading comprehension . Additionally, Al-Jarrah et al. (2019) noted that learners using writing for educational purposes. They need to practice writing very much in order to be qualified. Social media can be a tool where students are encouraged to practice writing. Moreover, Yinka and Queendarline (2018) study how students fee about using the Telegram app in English classes, especially in terms of writing skills. They find the possibility of using Telgram in teaching writing.

Moreover, Khansarian-Dehkordi and Ameri-Golestan (2019) investigate how mobile helps students learn and practice new vocabulary. Their study confirms that the outcomes of learners who use cell phones or computers with a social media networking program are positive. It is very useful to use technology in the classroom and the outcomes are more satisfactory than the traditional method.

Klimova (2019) claims that mobile applications contribute to the development of language skills. For example, they retain new vocabulary. Moreover, these applications boost students' enthusiasm to study, support their confidence, participation in class, and willingness to utilize mobile devices in class.

Furthermore, the literature reviews put a great emphasis on using Telegram App in learning and teaching the language. They discuss how students perceive the effectiveness of telegram on their learning of English writing skills. Thus, concerning this gap in the existing literature, the aim of this study is to examine whether Telegram App, as a popular social media platform in Jordan nowadays, would be a useful teaching and learning method for EFL university student who try to master writing skills.

III. PARTICIPANTS

Sample of the study was chosen deliberately from the World Islamic Sciences and Education University since the researcher works there. It consists of 75 students from the English department for the first semester 2019/2020. 38 students were chosen randomly to work as experimental group. and they use the Telegram App in writing English. While the control group consisted of total number of (37) students to act as control group were taught by the traditional approach. Distribution of the students from each stratum is shown in Table (1).

Table (1)

Distribution of the Study students

Group Field	Experimental	Control
Total	38	37
Grand total	75	

. The students in the two classes were given pre- and post-tests to determine their English writing ability level. As a result, this research used the following experimental, pre-test, and post-test design:

Experimental Group 1	O1	X	O2
Control Group 2	O2	--	O2

Where:

1. O1: represents the pre-tests offered to the two classes of students.
2. O2: represents the post-tests offered to the two classes of students.
3. X: represents the procedure of using the Telegram App.
4. **--**: represents teaching through the conventional strategy

3.1 Method and Procedures

The studying book was Academic Writing from paragraph to essay by (Dorothy E Zemach & Liza A Rumisek, 2009). Therefore, in both groups, activities for training writings were chosen from the course books. The participants were required to write some essays that are well organized and well-supported by facts, personal experience, statistics, etc. They should also learn how to write formal and business letters.

The sample was distributed between two groups, the first group represented the experimental group (38 students) and the second group represented the control group (37). The research tools were used :(pre - and post-test, writing skill pre - and post-test). Students were asked to write a general topic about football. 50 minutes was the time that was allocated for the students. A writing scoring was used in this study, which consisted of five subscales: focus, elaboration, organization, convention and vocabulary. The experimental group was taught academic writing via a Telegram application while the control group was taught academic writing traditionally. The process of teaching by using the Telegram App are :

1.   Preparing the environment of the learning process (the materials and the Telegram App). The instructor gives the materials that are going to be used in the learning process, Then tell the students about the topics that are going to be discussed by using the Telegram App .
2.   The instructor will prepare students for the learning process which includes a physical device such as smartphones, computers and a continuous power supply to Electricity and internet outage .
3.   Ensure that the location is accessible to an internet connection to use Telegram App, people around the location already know that students are attending the Telegram class .
4.   Implementing the learning process using several techniques to teach the experimental group writing by using Telegram App .
5.   Let the students express their ideas and opinions by using Telegram App.
6.   Examine the learning process by using the Telegram App to teach writing skill.
7.   Compare the results of the students of the experimental group to these of the control group that taught by the traditional method.

8.	Discuss the results of the study .

9.	According to the results of the study, the researcher will recommend and suggest some points .

3.2 Validity of the Instruments

To ensure more validation of the tests, copies of the Improving writing skills tests were sent to (8) expert in English and education. They were requested to review the writing skill tests. Their recommendations were followed to achieve accuracy of language, diction, content, layout, level, and organization. thus, the final version was free from all the defects

3.3 Reliability of the Instruments

To secure more reliability, the writing skill tests and retests were applied first to two classes (40 students) of the first term students who were studying at WISE. These students were out of the study member. They sat for the same tests twice at a two-week interval .

The writing skill tests and retests were carried out, marked and rated with the assistant of two instructors at WISE, and then the researcher calculated Pearson's Correlations for the reliability coefficient of the writing skill tests. Tables (2 -6) display the results.

Table (2)

Pearson's Correlations- Reliability Coefficient of the Writing Test

	Pre-test		
writing skill Tests	Pearson Correlation	Sig. (2tailed)	N
Pre-Test	1		40
Post Test	0.898**	0.000	40

**. Correlation is significant at the 0.01 level (2-tailed)

 As displayed in the table (2), the Pearson's Correlation was (0.898) which is significant at the (sig.=0.01) level. This result indicates a reasonable level of writing skill test reliability coefficient. This reveals that the writing skill test used to assist English students was appropriate .
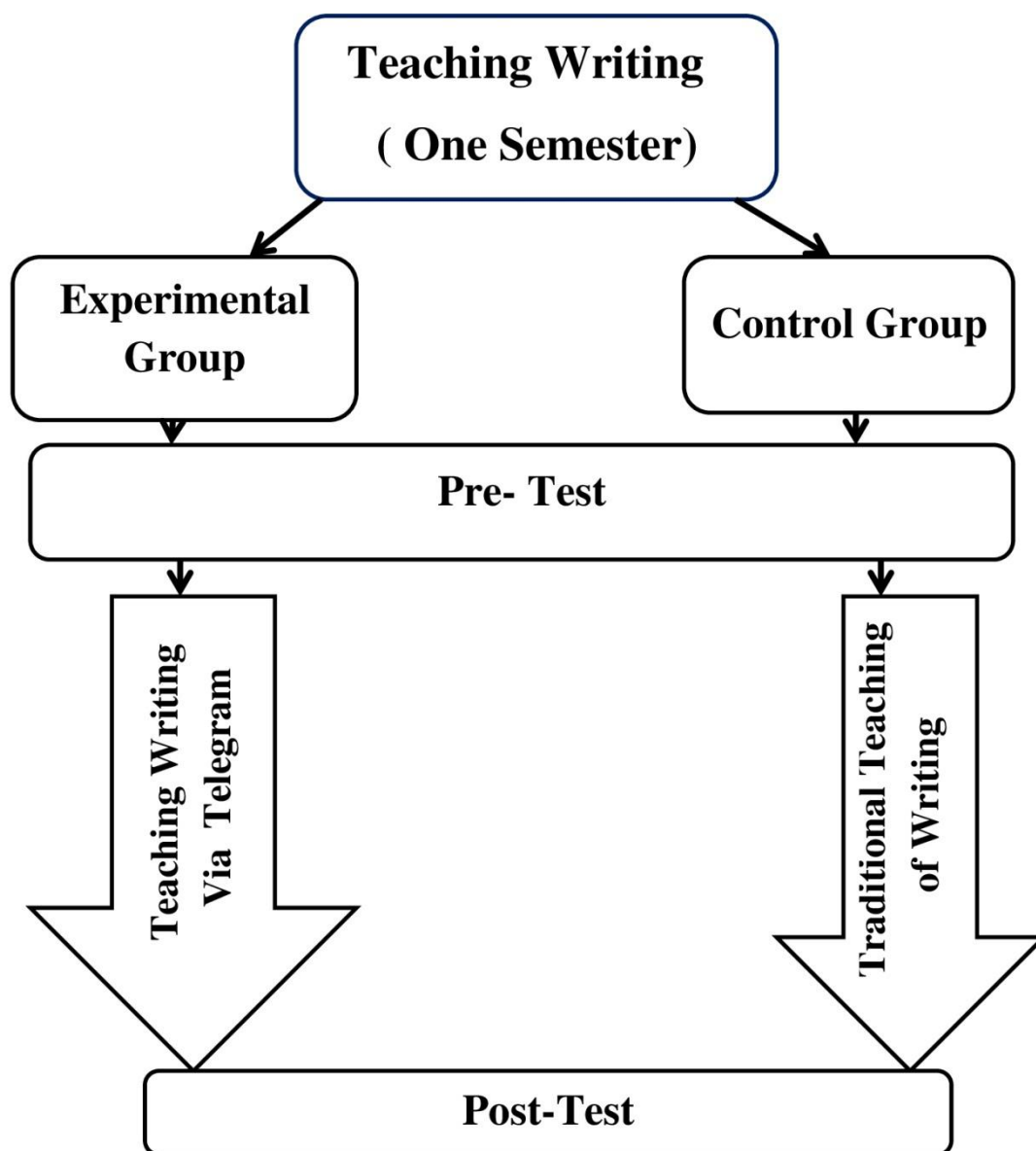
Figure 1 Framework of the study

IV. RESULTS OF THE STUDY

The research question states (Are there significant differences between the students' scores on the writing skill test in both groups due to the teaching strategy using Telegram App and conventional teaching methodology?)

To explore whether Telegram App activities improve students' writing skill or not, the researcher calculated the descriptive statistics analysis: the means and standard deviations of the scores on the overall writing test for the experimental group and the control group. Table (3) illustrate the results.

Table (3)

Descriptive Statistics of the Pre-and Post-Writing skill

Tests Scores for Both Group

Group	Pre-test			Post Test		
	N	M	SD	N	M	SD
Experimental Group	38	12.781	3.246	38	36.401	5.313
Control Group	37	11.152	4.214	37	31.021	7.843
Total	**75**	**11.966**		**75**	**33.711**	

Table (3) indicates that the mean of the overall post-writing skill test scores of the experimental group (M=36.401) was higher than that (M=31.021) of the control group, with standard deviations of (5.313) and (7.843) respectively. This result shows that the students of the experimental group who were exposed to the Telegram App instruction gained improvement better than their peers of the control group who were taught through the conventional methods .

In order to determine if the difference between the means of the experimental group and control group scores in the post-test is statistically significant or not and to find the effect size of the Telegram on writing skill between the students, the researcher applied One way ANCOVA analysis. Table (4) illustrates the results.

Table (4)

Results of ANCOVA Analysis of the Writing Skill Post Tests between Both Groups

Source of variance	Sum of squares	Degree of freedom	Mean square	F	Sig	Eta square (η^2)
Pre- test	1069.007	1	1169.01	3.986	0.072	0.050
Group	5281.505	1	5281.50	24.633*	0.000	0.142*
Error	10145.343	73	100.724			
Corrected Total	25494.855	74				

The research question was: Did Telegram have any positive effect on the overall writing skill between the students at WISE in comparison with the conventional method?

Results of the quantitative analysis as noted in Tables (1-4), where the students mean scores of the overall writing skill test of the students in the experimental group who taught by Telegram were higher than their colleagues in the control group who were taken the same eighteen writing skill exercises via the conventional method. Furthermore, Table (4) revealed that the mean scores of the students in the study group and their peers in the control group differed statistically significantly. The difference was in favour of the experimental group. Finally, this table revealed that the effect size of the Telegram on the overall writing skill improvement was (0.142).

This result could be interpreted as that the implementation of Telegram as a teaching strategy in writing skill classroom instruction showed positive effects on students overall writing skill much better than the conventional instruction. This suggests that Telegram was more effective and beneficial than the conventional method in improving the overall writing skill of the students. The results of this study also indicated that the majority of English learners want to use telegram App for language skill development especially the writing skill.

The results of this study matched those of Naderi and Akrami (2018), Aghajani and Adloo (2018), and, Shirinbakhsh and Saeidi (2018) which found that using Telegram App in the learning process made it easier for EFL learners to understand reading comprehension.

This study concluded that telegram use could be integrated into higher education curriculum in order to boost higher learning students. The findings are also consistent with those of Baleghizadeh and Oladrostam (2010), who found that delegating learning responsibilities to learners and emphasizing the

importance of social media in learning were the main factors in the performance of smart mobile learning apps in improving the grammatical precision of English learners.

In general, low means of the pre- test on both control and experimental groups showed that the participants were week at writing skill . However, the two groups displayed different behavior on the post-test. In the experimental group, the participants writing performance improved significantly after a five-week teaching writing through Telegram App social network. This means, the difference in the experimental group's writing scores between the pretest and posttests were meaningful since the differences were considerable. The participants' writing scores were increased during the treatment.

These findings confirm the great potential of the telegram application to be integrated into educational practices of English skills specially in writing skill. They also confirm the fact that Telegram provides many facilities for teaching and learning a language while the old way of learning does not have. The students of the experimental group send voice messages, video messages and writing text messages that mean Telegram App is suitable to teach the four language skills. It should not be forgotten that the outcomes are corrected by a corrector whenever the mistakes were happened. In contrast the students of the control group did exercises in an individualistic manner, with no opportunity to be corrected whenever the mistakes were happened. The students did not interact with each other, no texting message, voicing mail and sending video messages, which make their low achievements appear reasonable. On the other group, the students of the experimental group mostly stated that learning through Telegram came out to be fun and enjoyable. The result showed learning process and doing the exercises individualistically at home without using technology-based facilities probably did not help the control group students learn efficiently.

V. CONCLUSION

It is very important to push our students to use technology in their self-learning as well as teaching of language since many students incline to use technology for entertainment. This study examines the effectiveness of telegram application on improving the writing skills for the students. It used The quasi-experimental approach. The members of the study were the English students at WISE university in Jordan. The findings of the study are :(i) the differences between the means of the pre-test and post-test were considerably significant in the experimental group,(ii) the use of Telegram App as an effective technique in teaching writing skill, (iii), writing skill has a very important influence on learning outcomes, so that improving writing skill in this study can guide to improve other English language skills. (iv) learning using Telegram gave positive impacts on participants because the students were required to save and record their writing, (v) the Telegram App can correct the mistakes this App and suggest grammatical sentences to express the opinion of students.

The researchers recommend and suggested the following points:
(i) Students should be more active and work together by using Telegram App to improve their writing skill and other English skills, (ii), there should be a need for training workshops to train instructors on how to use Telegram App as a teaching strategy, (iii) Researchers are called to conduct other empirical studies in authentic classes to investigate the impact of Telegram App on other English skills over a long period of time with other large population and comparing their results with the results of this study, (iv) Telegram app should be inserted into higher education curriculum to develop undergraduate students especially who studies English, (v) English learners should use Telegram app outside the classroom to develop their English. The researcher invites the students to examine the potential of using virtual teacher in teaching language skills via smartphones and computer.

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