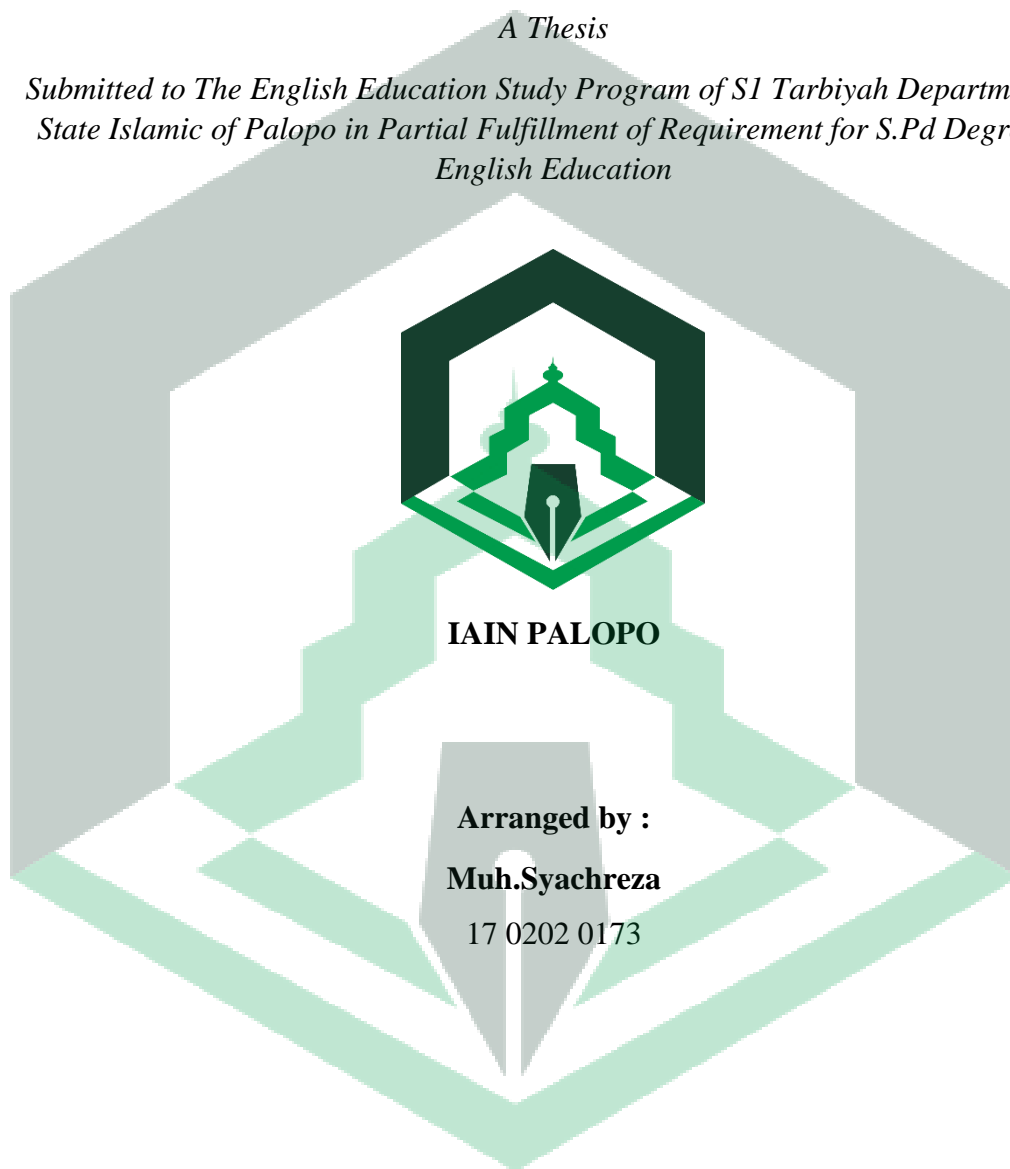


**THE EFFECTIVENESS OF TELEGRAM BOT TO IMPROVE
STUDENT'S WRITING SKILLS OF NARRATIVE TEXT AT
THE 1ST GRADE COMPUTER NETWORK ENGINEERING OF
STATE VOCATIONAL HIGH SCHOOL 1 LUWU TIMUR**

A Thesis

*Submitted to The English Education Study Program of S1 Tarbiyah Department of
State Islamic of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in
English Education*



IAIN PALOPO

Arranged by :

Muh.Syachreza

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

THESIS APPROVAL

This thesis entitled "*The Effectiveness Of Telegram Bot To Improve Student's Writing Skills Of Narrative Text at The 1st Grade TKJ of SMK Negeri 1 Luwu Timur*" written by *Muh. Syachreza*, reg. number *17 0202 0173*, students of English Study Program of Tarbiyah and Teacher Training Faculty at Sate Islamic Institute of Palopo (IAIN Palopo), has been examined of *29th November 2022* coincided with *5th Jumadil Awal 1444 H* has been corrected according to the defects and requests of the Examination Team, and is accepted as a condition of obtaining a *Bachelor of Education* degree (*S.Pd.*).

Palopo, 23rd December 2022

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Palopo, 26 August 2022

The Writer

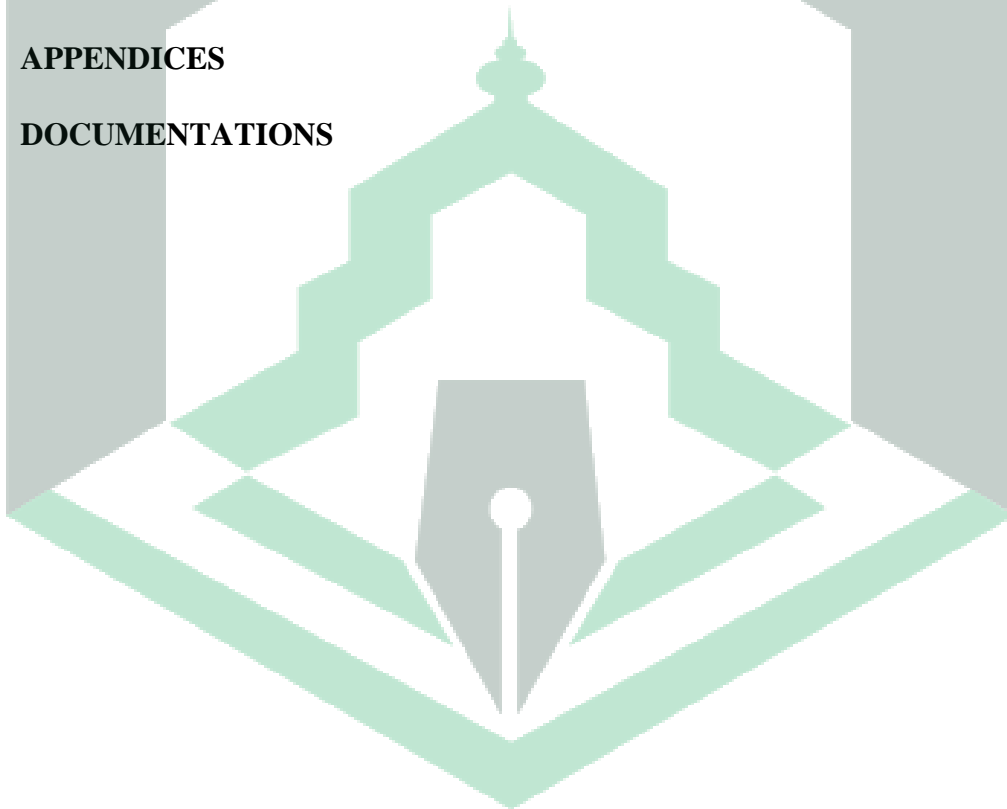


Muh. Syachreza

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ABSTRACT

Muh. Syachreza, 2022. *"The Effectiveness of The Telegram BOT to Improve Student's Writing Skills of Narrative Text at The 1st Grade Computer Network Engineering Of State Vocational High School 1 Luwu Timur"*. Thesis English Education Study Program Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo. Consultant (1). Prof. Dr. Sahraini, M. Hum, and (2). St. Hartina S. Pd, M.Pd.

This research aims to determine the effectiveness of the Telegram BOT in improving writing skills for the 1st grade Computer Network Engineering students of State Vocational High School 1 Luwu Timur. It applied *pre-experimental research* that focuses on one group pre-test and post-test design. The 1st-grade students of Computer Network Engineering A at State Vocational High School 1 Luwu Timur as the population of this research. The sample is taken by *Purposive Sampling*, which consists of 14 students. The data were analyzed descriptively statistically and calculated by using *SPSS 22*. The data were analyzed by calculating the mean score and paired sample t-test. The result revealed that the student's mean score on post-test (83,79) was higher than the pre-test (64,79). The t_{test} (24,89) is higher than t_{table} (2,160). It indicates that the alternative hypothesis (H1) was accepted, and the null hypothesis (H₀) was rejected. It can be stated that utilizing the Telegram BOT Application is recommended to apply in improving students' writing skills.

Keywords: Telegram BOT, Writing skill, Narrative text

CHAPTER I

INTRODUCTION

A. Background

Writing is one of the language skills that students learn. According to Kepmendiknas No.23/2006, high school graduates must be able to write short functional texts and simple essays in daily life, such as recounts, narratives, procedures, descriptive, news, reports, analytical expositions, spoofs, explanations, discussions, and reviews. Teachers should make every effort to encourage students to achieve English learning goals, particularly in writing, following this policy. Students must learn to write to communicate their ideas, thoughts, and feelings. There are numerous reasons why students should improve their writing abilities.¹

Technology advancement is linked to education in two ways. For starters, it necessitates training and has an educative and less formal effect on acquiring computer skills in daily life. Technology is incorporated into education, opening up new possibilities and boosting the activity's effectiveness. Concerns about the current curriculum and methodologies arise concurrently with technological changes. Some theories developed before some of these possibilities may take on new forms and acquire new tools to achieve the desired results, given the rate of change seen in recent decades.²

¹ Saptania Ayu Ramadani, "Improving Students' Writing Ability in Writing Descriptive Texts through Field Trip at Sma n 1 Godean," 2013, 226.

² Vít Dočekal and Hana Tulinská, "The Impact of Technology on Education Theory," *Procedia - Social and Behavioral Sciences* 174 (2015): 3765–71, <https://doi.org/10.1016/j.sbspro.2015.01.1111>.

Telegram is one of the technologies that is utilized frequently as social media. It is exciting because this app is always used by students, especially in chat. Besides chatting, they can access a group chat to get more information, maybe from their class group, community group, etc. Therefore, Telegram is interesting for students and very helpful for accessing learning material anytime and anywhere. The students anticipated improved learning at school. The researcher hopes that by using Telegram on mobile phones, he can pique students' interest in learning English, particularly in mastering writing skills. Aside from that, hopefully, they will understand the material.

Meanwhile, in terms of Islamic learning perspectives, Allah SWT has explained that we were born knowing nothing, and He gave us hearing, sight, and intellect to use properly. in Quran Al-Mujadalah - 58:11

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ

وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا

تَعْمَلُونَ خَبِيرٌ

Translation :

O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you said,

*"Arise," then arise; Allah will raise those who have believed among you and those given knowledge, by degrees. And Allah is Acquainted with what you do.*³

Based on the results of observations and interviews that the researcher conducted in the 1st class SMK Negeri 1 Luwu Timur on Wednesday, August 26, 2021, with the English subject teacher. It found that the students still have writing difficulties. According to the English teacher at SMK Negeri 1 Luwu Timur, the factor that causes students to have difficulty writing is learning less effective media, especially during a pandemic, such as textbooks only being used in class. Meanwhile, according to some 1st-grade Computer Network Engineering at SMK Negeri 1 Luwu Timur, the factor that makes them challenging to write English is that they sometimes do not understand the basics of learning to write English in terms of grammatical words. One of them said that learning English is not fun because it is very complicated for him. According to the researcher's observation and analysis, there was no effective learning medium other than textbooks for learning from home during this pandemic.

By looking at this background, the researchers used Telegram BOT in teaching writing. The use of this learning medium is expected to help students learn writing. In addition, it can help teachers or lecturers provide material, so students achieve better grades. Also, it gives the 1st class students learning media that can use by teachers or lecturers in teaching English easier and more interesting. Therefore, the researcher conducted thesis research entitled " *The*

³ <https://englishquran.app/surah/58#58:11>

Effectiveness Of Telegram Bot To Improve Student's Writing Skills Of Narrative Text At The 1st Grade Computer Network Engineering Of State Vocational High School 1 Luwu Timur."

B. Problem Statement

Regarding the problem in this research, it prompts the researcher to formulate the following research question:

"Is Telegram BOT effective to improving students' writing skills at the 1st-grade 1st Grade Computer Network Engineering Of State Vocational High School 1 Luwu Timur?"

C. Objective of The Research

This study aims to determine whether the Telegram BOT effectively enhances the writing abilities of 1st Grade Computer Network Engineering Of State Vocational High School 1 Luwu Timur.

D. The Significance of The Research

a) For teacher

Teachers may use the Telegram BOT as a supporting tool in improving students' writing skills. Before applying it, the teacher should have an Android smartphone and a good internet connection.

b) For student

Students may use the Telegram BOT as a supporting tool in improving their writing skills. Before applying it, the students should have an Android smartphone and a good internet connection.

c) For future researcher

Given that the material contains four primary English skills, researchers can test the effectiveness of using the Telegram BOT in the future.

E. Scope of The Research

The investigation was conducted at SMK Negeri 1 Luwu Timur. The students in 1st Grade Computer Network Engineering Of State Vocational High School 1 Luwu Timur are the participants in this study. Senior high school students were used in this study because this is the level at which students typically start to experiment with or develop their English writing abilities. In this study, students' English homework is being assisted by a Telegram BOT. The focus of attention is shifting to a variety of factors. Telegram is used in the classroom by the instructor, the students, and the students themselves. Then there are student responses, like their feelings. In terms of content, organization, vocabulary, grammar, and mechanics, this study concentrated on writing.

F. Definition of Terms

1. Writing Skill

Writing is the art of putting our thoughts, feelings, and ideas into words that readers can understand. The following must be considered when writing: content, structure, vocabulary, grammar, and mechanics.

2. Telegram BOT

A Telegram account called Telegram BOT is made to process messages automatically. Users can interact with the BOT by sending command messages through private or group messages. A Telegram BOT account

creator must not provide a second phone number. Only the server-side code has access to this account. The creator can build Telegram BOT according to needs by integrating it into other services to control smart homes, build social services, build custom tools, or do other things virtually.⁴



⁴ Afrizal Dwi Kusuma, "Penggunaan Telegram Bot Pada Telegram Messenger Dengan Metode Webhooks Untuk Sistem Peminjaman Infrastruktur Di Uin Maulana Malik Ibrahim Malang," 2019, 1–72.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

The writer is going to explain the related study from the previous research as follows :

Mizan Yushril Rahmatullah Faqih Putra and Dian Inayati (2021), in his research entitled "*The Teaching of English by Using Telegram Application: A Case Study at SMKN (Vocational High School) 4 Malang*". They stated that this study aims to describe the implementation of Telegram application as a teaching media in teaching English and to know students' perceptions toward this implementation. To reach the objective of the study, the researcher conducted online observation and interviews with those participants. The finding shows that the implementation of Telegram at SMKN 4 Malang can give positive impact in English language teaching. It is due to all of the materials needed by students are already provided with clear instructions by the English teacher in one of its features called Bot API. Related to the student responses in using Telegram application, students are pretty attractive to use this Telegram application as the teaching media. Therefore, it is suggested to English teachers to implement Telegram application as one of teaching media in delivering materials.⁵

⁵ Mizan Yushril Rahmatullah Faqih Putra and Dian Inayati, "The Teaching of English by Using Telegram Application: A Case Study at SMKN (Vocational High School) 4 Malang," *Education of English as Foreign Language* 4, no. 2 (2021): 94–100, <https://doi.org/10.21776/ub.educafl.2021.004.02.06>.

Irwan Sulistyanto and Nindy Prellany (2020) conducted the research entitled *"The Effectiveness of Using Bot Telegram in Teaching Reading Narrative Text at the Tenth Grade of SMAN 1 Grogol Kediri."* This study demonstrated the value of Telegram BOT as a teaching and learning tool. According to researchers, Telegram is a multipurpose instant messaging app that can also be used as a teaching and learning tool, particularly for teaching reading. She argued that teachers could pique students' interest in the subject matter by offering Telegram group discussions in an engaging and appropriate setting. As a result, the students have a favorable opinion of Telegram as a learning tool that can satisfy their particular requirements and give them a feeling of security. Finally, in light of the abovementioned problem, the researcher needs to look into how well the Telegram bot teaches reading.⁶

Sri Lestari and Agus Wardhono (2009), in their research entitled *"The Use of Telegram Apps in Basic Grammar Class."* The author focuses on using Telegram to help people learn grammar. This application is justified by the teacher's desire to provide students with more flexibility in completing assignments and learning whenever and wherever they choose. According to the author, using the Telegram app can boost students' motivation and interest in grammar instruction while preventing boredom.⁷

⁶ Irwan Sulistyanto and Nindy Prellany, "The Effectiveness of Using Bot Telegram in Teaching Reading Narrative Text at the Tenth Grade of SMAN 1 Grogol Kediri," *JARTIKA Jurnal Riset Teknologi Dan Inovasi Pendidikan* 3, no. 2 (2020): 195–200, <https://doi.org/10.36765/jartika.v3i2.67>.

⁷ Sri Lestari and Agus Wardhono, "The Use of Telegram Apps in Basic Grammar Class," 2009, 114–30.

Dwi Ismawati and Iis Prasetyo (2020), in their research entitled "*The Development of Telegram BOT Through Short Story*." The researchers selected the Telegram app because it is portable, user-friendly, and cross-platform. The API for Telegram is also comprehensive. It can respond to messages automatically, making it simple to use and assisting students in the Equality Program Package C at SKB Kabupaten Sleman and SKB Kabupaten Bantul, particularly in accessing material at any time from any location. The 2013 curriculum for Bahasa Indonesia strongly emphasizes the four skills of listening, speaking, reading, and writing. According to the preliminary study, some students still struggle to communicate their ideas in a short story. It might be due to the teacher's traditional approach, which focuses solely on one side, or they only deliver lectures. Additionally, the students only focus on the teacher. Students become inactive as a result of it. Telegram BOT can therefore be used at any time as a teaching tool.

Mana Alahmad (2020), in his research "*The Effectiveness of Telegram App in Learning English*." According to his research, Telegram applications are quickly overtaking other connective tools in popularity among language learners at higher levels of education and in high school settings. This kind of learning is advantageous for students learning a foreign language and significantly raises their interest in the subject. This application seems to affect language learning and collocations as a language chunk. Collocations, in particular, aid learners in learning the language more quickly and effectively. It is important to encourage English teachers to invest more time in implementing education in their

classrooms. Prioritizing telegram software will help schoolchildren develop their language skills and learn more effectively and meaningfully daily. The Telegram app is already accessible.⁸

This study differs from the earlier study mentioned above in several ways. The similarity of this study is the Telegram app is the teaching and learning medium. The differences of this study are focused on different abilities like speaking, reading, developing the Telegram BOT through the short story, learning English, and designing Telegram BOT as the interactive vocabulary learning for different students' levels. This research used the Telegram app to improve students' writing abilities in vocational high school. This research innovates to make the learning atmosphere more practical, easy, and fun using Telegram BOT technology.

B. Literature Review

1. Concept of Writing

a. Definition of Writing

Writing is a form of visual or graphic communication between people on paper. Posts can contain more thoughts and impressions if we know and use the right writing techniques. Why develop more tolerant concepts? Because someone who has such thoughts or ideas is not afraid to write them down and express their opinions or thoughts.

⁸ Mana Alahmad, "The Effectiveness of Telegram App in Learning English," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 3, no. 3 (2020): 1274–80, <https://doi.org/10.33258/birle.v3i3.1165>.

Writing has benefits in developing an awareness of how to use sentence structure, genre, the drafting process, and editing for readers. It is important to imitate the words or phrases that other writers frequently use. Ideas come to you as you write, and you can explore your emotions and thoughts. Writing and speaking differ significantly in that any suggestion you make in writing needs to be supported by precise details or arguments.⁹

Based on the explanation above, the researcher concludes that writing is a form of communication that uses symbols and sign charts. A person can share thoughts, ideas, and feelings in writing to benefit the readers. Through writing, one can share knowledge or a message with the public and offer proof to support their opinions. In addition, students can study how to write in any organization's style.

b. Purpose of Writing

There are many reasons to write, but these five focus on best-preparing students for college and career readiness.

1) To Inform

The goal of writing is to inform and share facts and other information. Reports and other informational texts make statements supported by facts and verifiable evidence.

⁹ “Dorothy E Zemach and Carlos Islam, Paragraph Writing from Sentence to Paragraph, (Macmillan, 2005), Iv. 1 14,” n.d., 14–42.

2) To Explain

Writing aims to explain to the reader what, how, and why. One example is to write down how to do or make something.

3) To Narrate

The purpose of writing is narrating, and it means telling a story. The story can be made up or true. The majority of narrative forms have a beginning, middle, and end. Fictional stories and personal narratives are two examples.¹⁰

4) To Persuade

Persuasive writing expresses an opinion or goal and backs it up with reasons and supporting details to persuade the audience to agree with the act.¹¹

5) To Entertain

Writing for entertainment is typically imaginative or creative. It implies that the writer must exercise their imagination. It must not make the readers laugh but rather engage their emotions somehow.¹²

To summarize, writing aims to express ideas, feelings, or thoughts in written symbols and inform, explain, narrate, persuade, and entertain the readers.

¹⁰ Kate Grenville, "Writing from Start to Finish: A Six-Step Guide," *Writing*, 2001, 224, <http://books.google.com/books?id=vOYgpTIBAbsC&pgis=1>.

¹¹ Gretchen Owocki, "The Common Core Writing Handbook," 2016.

¹² Teaching E S L Composition et al., "3 : 1.," 1983.

c. Aspects of Writing

Writing includes several components: content, organization, vocabulary, grammar, and mechanics. Each writing component has its qualifications, which will be explained in the following discussion. The following is an explanation of each writing element:

1. Content

The content's meaning refers to the material in the composition, such as the topic, explanations, discussion, and the core of the main topic discussed. That type of thing should be carefully considered to achieve a good writing result.

2. Organization

In this case, writing organization means that the sequence of each sentence or paragraph is prominent while composing the writing text. There should be some organization among them.

3. Vocabulary

Vocabulary refers to making the most of the words used in the composition. The more vocabulary is used in the text, the more likely a better result will be produced.

4. Grammar

Grammar is a system of language. Grammar is how words are used, classified, and structured to form coherent written or spoken communication.

5. Mechanic

Mechanics is concerned with punctuation, spelling, capitalization, and the type of handwriting, whether clear and legible. It is critical to properly arrange the writing mechanics because they can impact the final product. Mastering the role of true mechanics in writing will make the sentence readable and appropriate to the meaning. These elements interact with one another. Students must consider language rules, punctuation, spelling, case of information, and relevance to the problems or topics of the writing task.¹³

d. Writing Process

Writing is a series of activities resulting in a text everyone can understand. The writing process tells students what they know and explores and develops ideas about specific topics. A sentence effectively conveys thoughts, ideas, sentiments, and emotions and requires several attempts. These efforts refer to students' actions or behaviors when learning a language.

These language-learning behaviors are strategies. The strategies are related to what students do, how they manage, and what they know about which aspects of their language learning process, particularly in learning a second language. There are numerous ways to write to follow up on certain

¹³ Ryan Permadi Teladan, "The Effectiveness Of E-Learning System Using Google Classroom To Improve Students' Narrative Text Writing Skill," 2020, i-81.

patterns. Pre-writing, writing, and post-writing are the three stages of the writing process that are commonly followed.¹⁴

1. Pre-writing

Pre-writing is a technique to get ideas or information on paper and organize your thoughts. Pre-writing techniques like brainstorming, outlining, topic analysis, freewriting, and planning help writers develop ideas. Brainstorming lets you approach a topic with an open mind and freely generate ideas. Freewriting is designed to help students express thoughts of which they may be unaware. Planning, brainstorming, and freewriting are a few techniques for starting a piece of writing.

Planning is when we establish the rules that will direct our writing. Students use this stage to generate content ideas for their writing. Planning enables them to assess their sentences' topicality and logical coherence quickly. Planning also serves as a guide for writing.

2. Drafting

After the ideas have been generated, the drafting process begins. While drafting, students must structure their writing. Writing in English directly with some difficulty or first in the native language before translating into English is possible. To get feedback on their writing, students frequently share the results of their drafting with their friends or teachers. Students also start worrying about grammar, spelling, vocabulary, and

¹⁴ Andri Estining Sejati et al., "The Effect of Outdoor Study on the Geography Scientific Paper Writing Ability to Construct Student Character in Senior High School" 100 (2017): 104–8, <https://doi.org/10.2991/seadric-17.2017.22>.

writing content, among other writing-related issues. By learning how to communicate their ideas most understandably, students will be able to deliver the same message to readers with the same impact they intended.

3. Revising

Revising must use the feedback that they receive to enhance their writing. Students rewrite their results and might change if they don't get feedback. All excellent writers go through some revision stages to make their writing the best it can be.

Students make an effort to edit their writing during this process to ensure that the messages are clear to readers. In this last exercise, students revisit their work, read it again, rearrange, add, and replace words, and rewrite it to make it more readable.

e. Types of Writing

Essays and paragraphs can be written in a variety of styles. A writer will select a type based on what they want to achieve, the type of material to be discussed, and the effect they want to have on the reader.

1. Narrative

Narrative writing is a genre in which the author, whether as a character or not, narrates the story. Some narrative writing examples are novels, short stories, poetry, and biographies. Disputes, conflicts, actions, motivational events, problems, and solutions are common in narrative writing.

2. Descriptive

The writing style known as descriptive writing goes into great detail to describe a person, an event, or a place. It can be poetic when the author specifies the specifics of the event rather than just stating what happened. The author tells us what he hears, tastes, smells, feels, and sees (5 senses).

3. Expository

Expository writing is a subject-focused writing style where the author's main goal is to educate the reader on a particular topic or subject without expressing their personal opinions. Expository writing is one of the most common writing styles in textbooks and "How to" articles. Expository writing is typically organized and sequenced logically.

4. Persuasive

Unlike expository writing, persuasive writing includes the author's opinion and justification. Persuasive writing employs justifications and arguments to persuade the reader to share the author's beliefs. The author takes a stand in persuasive writing and asks us to consider their point of view.

2. Narrative Text

A narrative is a text that tells a story to entertain or inform the reader or listener. The narrative differs from other text types in that it tells events chronologically. Anderson also mentions narrative text language features. They are specific characters, time words that connect events to tell when they occur, verbs that show the story's actions, and descriptive words that

depict the characters and setting. The steps for creating a narrative are as follows:

a. Orientation

Orientation is the beginning of the story. The author provides the reader with information about the story's characters, setting, and timeline (it can be a paragraph, a picture, or an opening chapter).

b. Complication

Events propel the story forward, and we usually expect complications or problems. It just wouldn't be as interesting if nothing unexpected happened. The main character will be involved in this Complication (s). Narratives reflect the difficulties we face and reassure us that they are solvable.

c. Resolution

A "satisfying" narrative leads to the Resolution of a Complication. Usually, the Complication is resolved, for better or worse. However, it is rarely left without a solution (although this is possible in certain types of narrative, which leaves us wondering how the end is).¹⁵

3. Telegram BOT

Telegram is a social network quickly rising to prominence as one of the most effective tools for learning and entertainment. All facets of life have been impacted for more than three decades by the rapid development and

¹⁵ Titin Indriati, "Improving writing skills on narrative texts for grade viii e students of smpn 6 magelang through collaborative writing technique in the academic year of 2014/2015151 (2015): 10–17, <https://doi.org/10.1145/3132847.3132886>.

enormous advancement of computer technologies. Additionally, many researchers found a link between students' academic performance and their use of social networking sites (SNS) and the internet.¹⁶ Telegram is one of the technologies that is utilized frequently as social media. Instant messaging (IM) software Telegram is cloud-based, cross-platform, and open source. This service provided VoIP, file sharing, encrypted video calling, and other features. It was made available for iOS on August 14 and Android in October that same year. In June 2015, Telegram introduced a BOT, the platform for outside developers. BOT is a robotically operated Telegram account. It can join groups, reply to comments and messages, and integrate with other systems. It was thinking about introducing a function that would alert the concerned group whenever a status changed.

Additionally, any chat screen can be used to access inline bots. To use an inline bot, enter its username and query in the message field. The bot will then display its content after that. Users can pick something from that content and chat about it.

Telegram launched a new BOT menu in June 2021, allowing users to browse and send commands while chatting with a BOT.¹⁷ And with this Telegram BOT feature, the researcher intends to create a Telegram BOT named "Writenglish." Writenglish is a BOT that can access via the Telegram

¹⁶ M. Farkhi Faishol Hakim, "The use of telegram to facilitate students' Vocabulary learning at smp n 1 surabaya" 2019.

¹⁷ [https://en.wikipedia.org/wiki/Telegram_\(software\)](https://en.wikipedia.org/wiki/Telegram_(software))

application designed by researchers. Most narrative text-learning writing materials explain the material in chat, pictures, videos, and access links to download an application to support learning writing. This BOT can be an exciting medium because it can be accessed anytime and anywhere, even during a pandemic—the handbook for increasing experience in learning basic English with the best features in this BOT and portable.



Picture 2.1. Telegram logo¹⁸

Telegram was popular long before the smartphone era. Telegram used to be a post office facility for Sending remote write messages quickly. However, as technology advanced, facilities were crushed and no longer used. Telegram was adopted by a startup that evolved into an application. Telegram is a cloud-based instant messaging app that prioritizes speed and security. Telegram is intended to make it easier for users to securely send text messages, audio, video, pictures, and stickers.¹⁹

¹⁸<https://e7.pngegg.com/pngimages/419/837/png-clipart-telegram-icon-telegram-logo-computer-icons-telegram-blue-angle.png>

¹⁹ Aryadillah Fifit Fitriansyah, “Penggunaan Telegram Sebagai Media Komunikasi Dalam Pembelajaran Online,” *Cakrawala-Jurnal Humaniora* 20, no. 2 (2020): 113, <https://ejournal.bsi.ac.id/ejurnal/index.php/cakrawala/article/view/8935>.

One of the best social media platforms with distinctive features is Telegram. One of these is its bot feature (Telegram BOT), and since the source code for Telegram Messenger is open, we feel free to use it however we please. Developers can use the Telegram Bot API platform to send data to the cloud from Internet-enabled devices, making it simple to collect sensor data and turn it into useful information.²⁰

Generally, there are strengths and weaknesses of the Telegram application:

a) Strengths of Telegram

(1) File Delivery Size

We can share large-scale movies, series, or videos with the maximum size of the delivery file. File Delivery Size contrasts general messaging applications, which can typically only send files up to 100 MB in size. It's no surprise that many people recommend using Telegram if we want to send various large files.

(2) Presenting Original / Compression Files

Sometimes we want to get an image file with the original size, but sometimes we need an image that has been compressed because of insufficient memory. Calm! Telegram can be a solution to this problem. The instant messaging application allows sending files with the original size or that have been compressed.

²⁰ Febrian Ramadhan, "Pengembangan Media Pembelajaran Interaktif Matematika Dengan Bot Api Media Sosial Telegram Di Akademi Farmasi Surabaya," *It-Edu 2*, no. 02 (2017).

(3) Easy App Access

Everyone must have experienced forgetting to bring a smartphone, even though, at that time were having a crucial conversation through an instant messaging application. However, it will never happen if we use the Telegram app. This instant messaging application lets us keep in touch by opening Telegram on a computer or laptop.

(4) More Organized with Hashtags

Who doesn't know the hashtag "#"? We know that signs often found in social media posts can be found on the Telegram messaging application! The usefulness of this hashtag sign in Telegram still has the same function, namely for content grouping.

We will get the convenience of finding a file or chat that has been sunk through hashtags, so we don't need to look for it manually. Not only that but maybe Telegram can be said to be suitable for those of us who like neat things because this hashtag feature can make chat groups more structured.

(5) Presenting Channel and Bot Features

Channel feature, a feature that is no less cool and we can find in the Telegram application. This feature, like group chat, aims to communicate with many people. However, channel members or followers cannot respond to what we send via one-way communication, and this channel includes a writing radio.

Furthermore, Telegram also includes a bot feature. These features are similar to accounts, but they are powered by artificial intelligence (AI)

software that can do anything from downloading music, games, dictionaries, broadcasting, and so on.

(6) Number of Members Is Large

Another advantage that we can find when exploring the Telegram application is that we can find a group with more than 500 members. Normally, an instant messaging application can only load 500 members, but Telegram can invite up to 30,000 new members.

(7) Large Storage Memory

Telegram has a large amount of cloud-based storage memory. It undoubtedly can save the internal memory of its users' smartphones. All conversation history and media file submissions will be automatically uploaded to the cloud. Unlike other instant messaging apps that store conversations or files in the smartphone's internal memory.

b) Weaknesses of Telegram

(1) Cannot Update status

Unlike other instant messaging apps that can upload statuses, we can't do the same in the Telegram app and various outpourings of heart to others or contact lists. In this case, Telegram is a minus in social or mingling that its users cannot own.

(2) Video Call Group Is Not Available

In this pandemic era, everyone should do activities at home only, starting with meetings, seminars, and the like. Fortunately, there are now instant messaging applications with video call group features, such as WhatsApp,

which he said can already do video call groups of more than four people. Unfortunately, this does not apply to Telegram.

(3) Flood of Chats from Groups

For those who often miss info in a chat group that unwittingly has hundreds or even thousands of messages, maybe we will be lazy to read from scratch or scroll. Especially if we are logged in to a group of thousands on Telegram, we will be flooded with chats.

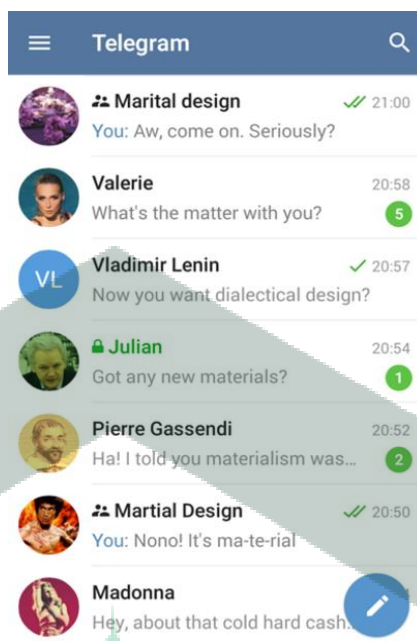
(4) Cannot Encrypt

The inability to encrypt is arguably a weakness of Telegram. This instant messaging application uses its encryption called MTProto. Users do not have access to the MTProto encryption system because it is not open source and is only known to the Telegram team.

Suppose some chats roam Telegram, including data or conversations stored with the Secret Chat feature (conversation history, images, and others can be deleted without a trace). In that case, the data is still stored on their servers. However, there have been no cases of Telegram's security system leaking.

(5) No Story Feature

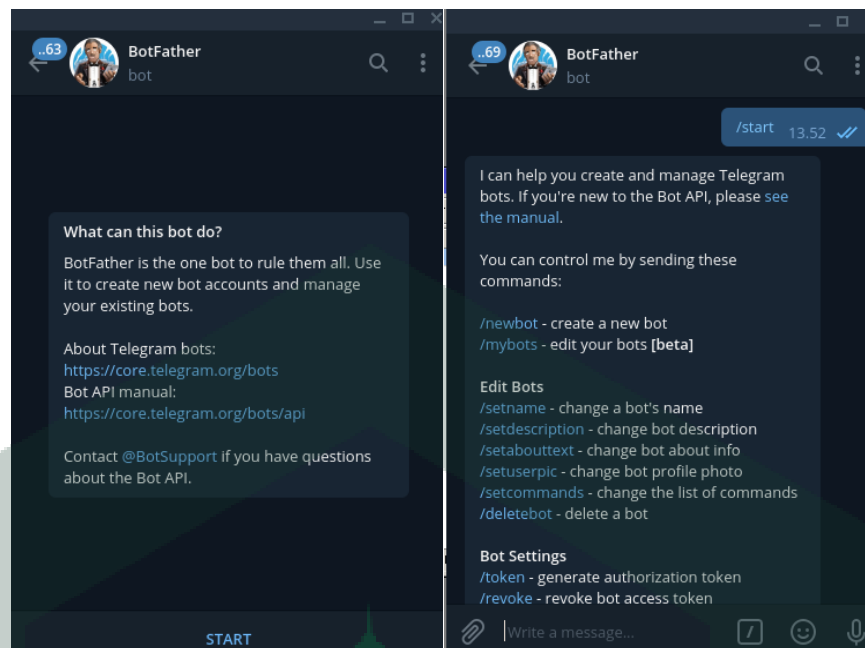
Many instant messaging and social media applications, such as Instagram, Twitter, Line, and WhatsApp, have story features. Unfortunately, this feature cannot be found in the Telegram application. It is when it becomes one of the shortcomings owned by this instant messaging application.



Picture 2.2. View of Telegram apps²¹

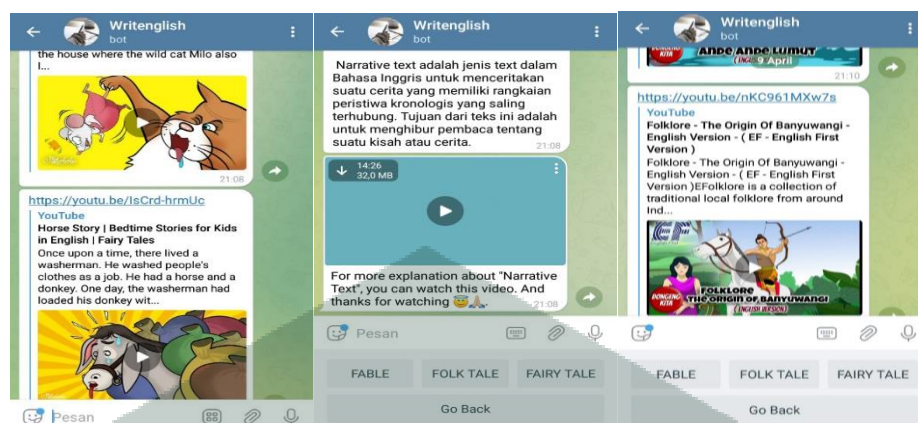
The Telegram app also improves the ability to write narrative texts for senior high school-level students. Its contribution is in the form of a BOT feature in the Telegram application. The BOT feature on Telegram is dependent because it is created by one of the BOT maker's features in the Telegram application, namely @botfather. @botfather makes any BOT according to the user's wishes to create Telegram channels and interactive learning media.

²¹ <https://www.99.co/blog/indonesia/wp-content/uploads/2021/09/telegram-android-2.png>



Picture 2.3. View of @botfather

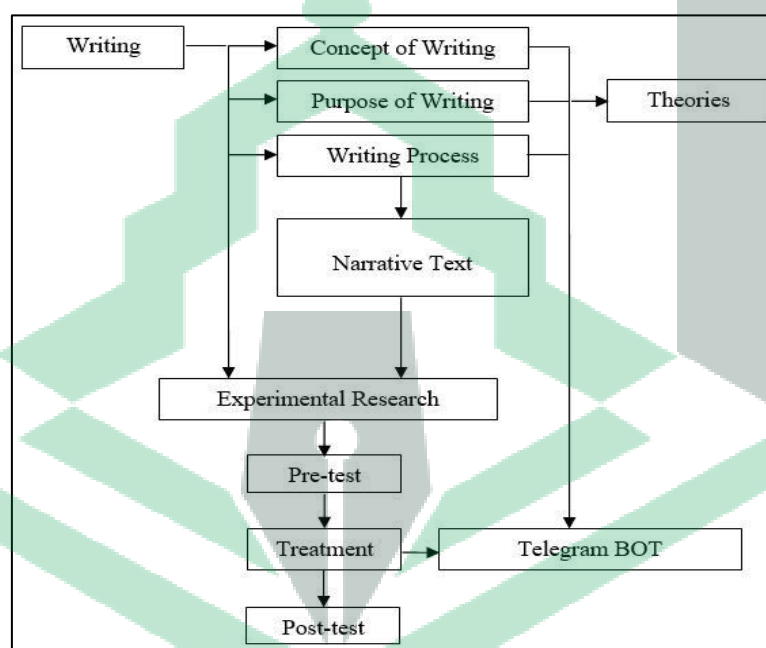
Inside Telegram, there is one chatbot that the researcher designed, namely "Writenglish." In Writenglish BOT, narrative text is appropriate for students with a basic level of English. Writenglish provides a menu option that contains content in the form of video explanations about narrative text material along with the first until the last meeting. Includes a video link containing story impressions in the form of cartoons, themed fables, legends, folk tales, and so on, with English subtitles to support improving students' narrative text writing skills.



Picture 2.4. View of "Writenglish"

C. Conceptual Framework

The conceptual framework chart is shown below:



Picture 2.5. Conceptual Framework

The chart above explains the framework of this research. The students must be able to create brief texts and essays in a narrative, analytical exposition, process, and descriptive text, according to a review of English learning objectives that concentrate on writing skills, especially for the high school level.

One of the skills in learning English is writing, which involves expressing thoughts, feelings, and expressions through symbols printed on writing surfaces. Information, persuasion, and attention are the main goals of writing. Writing styles include expository, persuasive, descriptive, and narrative forms. But in this research, narrative text is the main focus of this study.

A narrative text is a style of writing that tells a story with a series of related historical events. The narrative in this literature serves to amuse the reader.

Based on the theories mentioned above, researchers use BOT Telegram to improve vocational high school students writing abilities. A researcher must first observe the school where the research will be conducted. Researchers discovered issues with students' English writing skills in this observation. The researcher then developed a Telegram BOT and narrative text material as an output for teaching narrative texts to 1st grade students in Computer Network Engineering at Vocational High School 1 Luwu Timur and used it in the classroom for treatment. Researchers tested students' abilities before using the Telegram BOT to assess their readiness for the treatment. After the intervention, the researcher administered a post-test to examine how the student's writing abilities had changed due to using the Telegram BOT as a tool to enhance student's writing abilities.

D. The Hypothesis of the Research

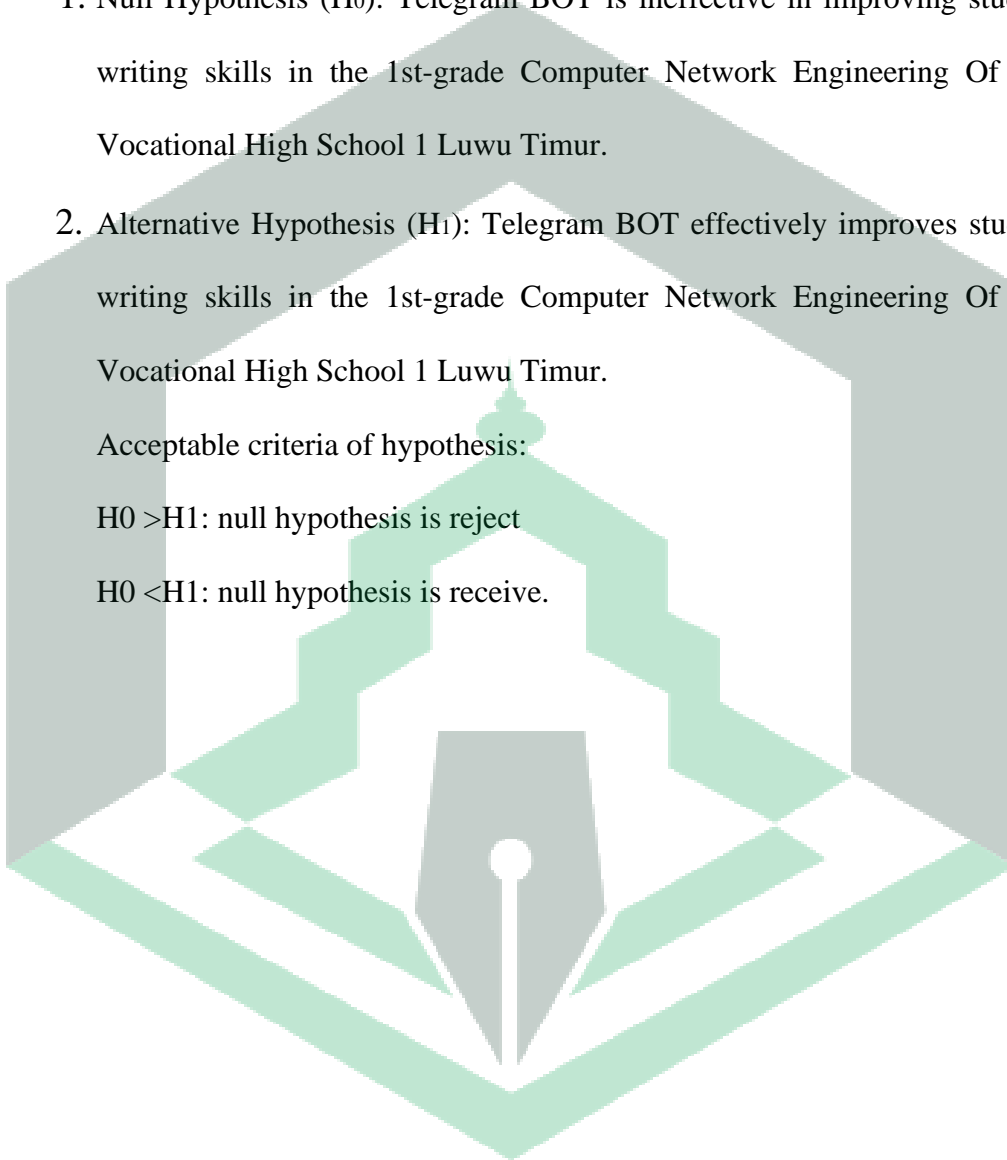
The research hypothesis will be developed using the conceptual framework described above.

1. Null Hypothesis (H_0): Telegram BOT is ineffective in improving student's writing skills in the 1st-grade Computer Network Engineering Of State Vocational High School 1 Luwu Timur.
2. Alternative Hypothesis (H_1): Telegram BOT effectively improves students' writing skills in the 1st-grade Computer Network Engineering Of State Vocational High School 1 Luwu Timur.

Acceptable criteria of hypothesis:

$H_0 > H_1$: null hypothesis is reject

$H_0 < H_1$: null hypothesis is receive.



CHAPTER III

RESEARCH METHOD

A. Design of the Research

This study employed a pre-experimental design (one group Pre-test and post-test design). One group was used in this design for the pre-test (O1), treatment (X), and post-test (O2). It aims to know whether there is effectiveness before and after using Telegram BOT and know whether using Telegram BOT can improve writing skills.²²

This study's pre-experimental design compares the outcomes following and before treatment. The researcher compared only the Pre-test and Post-test results, where the first was taken before and the second was taken after using Telegram BOT. According to Donald T. Campbell and Julian C. Stanley, the following types of research can be designed:²³

Research Type

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Where:

O₁ = Pre-test

X = Treatment

O₂ = Post-test

²² THE Use et al., "(A Pre-Experimental Research)," 2017.

²³ Donald T Campbell and Julian C Stanley, "Group Pre-Test Treatment Post Test," *Metode Penelitian Administrasi*. (Bandung: CV Alfabeta, 2005, 108–5).

B. Time and Location

The time of this research was started on June 16 until July 21, 2022. English subject was taught in one week in two times meetings, and one meeting took two hours. The location of this research is the A1 classroom at Malili city, Luwu East regency.

C. Population and Sample

The first-grade class comprises 126 students divided into classes ranging from A to E. The sample was class A, with 14 students (5 boys and 9 girls). The sample is the 1st-grade students Computer Network Engineering of State Vocational High School 1 Luwu Timur at Malili city, Luwu east regency. This research was done by purposive sampling and took one class because the students could be the representative to participate in this research activity.

D. Research Instrument

The research instrument used by the researcher was a writing test. The researcher uses a writing test with a pre-test and post-test. The researcher gives the students the task of writing a narrative text based on the theme "Slice of Life" for a pre-test. The researcher gives the students instructions to write a narrative text for the post-test using the same theme as the pre-test. The students' writing skills were evaluated using the pre-test. The post-test was conducted after the pre-test was finished.

E. The Procedure of Data Collection

The researcher used pre-test, treatment, and post-test to gather data. The methods for gathering data are as follows:

1. Pre-test

The pre-test gave the students to measure their prior knowledge of the student writing skills of 1st-grade (Class A) Computer Network Engineering Of State Vocational High School 1 Luwu Timur. The test was about narrative text with the theme "Slice of life."

2. Treatment

The researcher administered the treatment in six meetings after completing pre-test. Students will receive the treatment in the classroom by the following steps:

a) First meeting

Firstly, the researcher brainstormed before explaining "Narrative text" material to the students. It aims to get students' latest ideas regarding the material to be taught. Then, the researcher explains the Narrative text material.

After explaining the material, the researcher asks the students to download Telegram, which can be found on Google Playstore for Android or App Store for iOS if the students have not downloaded it yet, except for those who have downloaded the Telegram application before. At the same time, the researcher explains how to use the Telegram BOT, namely "@WritEnglish." The researcher presented while explained the steps for using this Telegram BOT as follows:

- 1) To enter the @WritEnglish BOT, the researcher shared a link to access the Telegram BOT. Actually, for this matter, the Telegram BOT can be searched by pressing the search button in the Telegram application by typing the keyword "WritEnglish." After being found, click the Telegram BOT, automatically directed to the chatbot in the Telegram BOT. However, researchers want to use an easy way to share the Telegram BOT link with students.
- 2) After entering the link, the researcher asks to press the start button in the Telegram BOT.
- 3) After that, a "Material" menu option button will appear. Then, the direct researcher students to press those menu options.
- 4) After pressing, a brief material about the narrative text will appear in the form of a chat balloon and a video containing material about the narrative text. And there are also narrative text templates and examples of writing narrative texts. And after pressing the "Material" menu option button, several other menu option buttons will appear again in the form of themes from narrative text, namely: Fable, Folk Tale, Fairy Tale, Love Story, Legend, Mystery, Science Fiction, Horror, History, and Slice of Life / Personal Experience. Researchers asked that students watch the video material provided in the Telegram BOT.

While paying attention to the material in the Telegram BOT @WritEnglish, the researcher had a chance for students to ask questions if there was something that confused them through the material. If there were no questions for the

students, the researcher asked questions to assess students' comprehension of the material presented in the Telegram BOT.

b) Second meeting

The researcher asked the students to access the Telegram application again after they learned how to use the Telegram BOT in the first meeting. The students began writing activities during the second meeting. Before beginning the writing activity, the researcher described to the students to use the @WritEnglish Telegram BOT in the future as follows:

- 1) Enter the Telegram BOT @WritEnglish. Then press "start" button.
- 2) After that, press "Material" button. Then, press "Fable."
- 3) After pressing "Fable" button, the researcher asks the students to choose one of the stories video provided as the YouTube video link. The videos link contains fable stories such as *The Fish and The Shark Gang*, *The Lost Dragon*, *Red Shoes and The Duck*, *Invincible Warrior*, *Bad Wolf and The Intelligent Buffalo*, *Wild Cat and The Princess Mouse*, *Horse Story*, *The Wolf and The Seven Little Goats*, and *The Lion, The Mouse, and The Sleepy Bear*.
- 4) The researcher explained the structure of the narrative text and asked the students to watch the video about a narrative text.
- 5) Then, the researcher asks the students to write the narrative text of one of the story titles they choose on Writenglish Telegram BOT.

6) After the researcher gave a chance to students if they were still confused through the material, the researcher gave questions as in the previous meeting to measure the student knowledge according to the studied topic.

c) Third meeting

The activities were the same as in the second meeting, except that the theme differed. The researcher asked the students to access the Telegram BOT again as usual by pressing "Folk Tale" button with the selection of YouTube videos links such as *Bawang Merah and Bawang Putih*, *Mount Merapi*, *Ande Ande Lumut*, and *The Origin of Banyuwangi*.

d) Fourth meeting

The activities were the same as in the previous meeting, except that the theme was different. The researcher asked the students to access the Telegram BOT again as usual by pressing "Fairy Tale" button, with a selection of YouTube videos links such as *The Golden Bread*, *Koko the Elephant*, *The Twelve Months*, *The Arrogant Moon*, *The Ice Princess*, and *The River's Pearl*.

e) Fifth meeting.

The activities were the same as in the previous meeting, except that the theme was different. The researcher asked the students to access the Telegram BOT again as usual by pressing "Slice of Life" button with a random selection of YouTube videos.

f) Sixth meeting

The activities were the same as in the previous meeting, except that the theme was different. The researcher asked the students to access the Telegram BOT

again as usual by pressing "Legend" button with the selection of YouTube videos links such as *Sangkuriang, The Legend of Lake Toba, The Origin of Surabaya, and Malin Kundang*.

3. Post-test

The post-test was given at the end of the research. In terms of writing the narrative text with the theme "Slice of life," the post-test was identical to the pre-test.

F. The Technique of Data Analysis

Steps to data analysis include:

1. Classifying the Score

The components from J.B. Heaton, the scales included in the objective score, are divided into five.²⁴

- a) *Content* refers to the idea represented or the substance of writing.
- b) Keeping the content organized is the goal of *organization*.
- c) Any terms that students use in their writing are referred to as *vocabulary*.
- d) *Grammar* is made up of structural terms as well as syntactic patterns.
- e) The use of a language's graphic convention is known as *mechanics*.

²⁴J.B. Heaton, *Writing English Language Test*, Longman Inc., New York, vol. 18, 1990, [https://doi.org/10.1016/0346-251x\(90\)90037-6](https://doi.org/10.1016/0346-251x(90)90037-6).

Table 3.1. Scoring of Content

No	Score	Classification	Criteria
1	27-30	Excellent	Well-focused, comprehensive, and rich. Supplementary ideas do not take up too much space, and the central concept stands out.
2	15-26	Very Good	Maintain the emphasis even if the overall result isn't particularly engaging. Although assistance is an offer, it can be limited, prominent, insignificant, or broad.
3	12-14	Good	Less development, logical sequencing, disjointed concepts, and a lack of purpose or theme are present.
4	9-11	Fair	Has limited knowledge, is not proficient, and does not communicate.
5	5-8	Poor	Without real structure and can't evaluate it.

Table 3.2. Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Excellent	Ideas are communicated, and expression is fluid. Logical sequencing suggests that the order presentation or structure is engaging and pushes the reader through the content. A strong ending, a strong beginning, and a clever detail arrangement
2	15-17	Very Good	The reader may easy to understand what is said, but the organization overall may be ineffective because the main concept is not obvious or the incomplete sequence.
3	12-14	Good	The development is lacking in logical sequencing and fluency. Writing, ideas, and information are all lacking in direction.
4	9-11	Fair	Transition is shaky, and there is no communication, resulting in a hazy, incomplete, or perplexing relationship between concepts.
5	5-8	Poor	The sender is perplexed because there is little information and no organization.

Table 3.3. Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Excellent	Effective words, as well as their choice and application, are precise.
2	15-17	Very Good	The variety of idioms /words, the selection, and the errors While the overall message clear. Individual words may be inaccurate. Communication of language rarely captures the reader's attention.
3	12-14	Good	Difficulty in removing organizing words and jargon.
4	9-11	Fair	They used grammatical, idiomatic, and incorrect usage. Only the broadest, most repeated, and frequently used words suffice for the text: Many repeats and usually words suffice the text: are, were, was, is, and all weak verbs with a low number's views.
5	5-8	Poor	Almost every term used is incorrect, insufficient to assess, or inaccurate.

Table 3.4. Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Excellent	This effective complicated structure contains problems with the tense, agreement, word, order/function pronouns, number, and prepositions problem.
2	20-22	Very Good	Structure complicated with numerous tenses, words, functions, pronouns, and prepositional errors, construction. Those are simple and effective is a minor issue, but the meaning is rarely cored.
3	16-19	Good	Hostile, agreement, tense, word, order/function, pronouns, prepositions, and fragments mistakes are common in basic construction.
4	9-15	Fair	Grammar mistakes rule supreme. Unable to comprehend and evaluate.
5	5-8	Poor	Almost no command in the form of sentence norms.

Table 3.5. Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Excellent	It's about mastering tradition, not spelling, grammar, capitalization, or paragraph length.
2	4	Very Good	Spelling, grammar, capitalization, and paragraphing errors are included.
3	3	Good	Spelling, punctuation, capitalization, and paragraphing errors.
4	2	Fair	Spelling, functions, capitalization, and paragraphing issues.
5	1	Poor	Unintelligible writing

2. Counting the student's pre-test and post-test score

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{100}$$

3. Classifying the students' scores by H. Douglas Brown as follows²⁵:

Table 3.6. Scoring Classification

No	Score	Classification
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Fair
5	≤60	Poor

4. Calculate the data's mean score, standard deviation, significance tests, and standard value using the SPSS 22 application in Windows 10.

²⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2004), p. 287

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The researcher describes the findings of an experiment conducted by 1st-grade Computer Network Engineering students from State Vocational High School 1 Luwu Timur over six meetings in this section. The expected result is as follows:

1. The Score of Students' Writing Skills in Pre-test

Beginning with content and moving through organization, vocabulary, grammar, and mechanics, the researcher provides an average score for students' writing abilities.

Table 4.1. The Students' Pre-test Score Overall

No	Student	Content	Organization	Vocabulary	Grammar	Mechanic	Score of Test
1	S1	15	13	19	17	4	68
2	S2	15	12	14	16	3	60
3	S3	14	16	11	16	3	63
4	S4	16	12	17	20	5	70
5	S5	15	12	16	15	2	60
6	S6	17	13	17	19	3	69
7	S7	20	12	13	14	2	61
8	S8	15	14	16	20	5	70
9	S9	15	16	19	12	2	64
10	S10	17	13	16	20	5	71
11	S11	14	17	11	17	3	62
12	S12	19	13	12	15	2	61
13	S13	16	13	17	18	4	68
14	S14	15	17	12	14	2	60
Total		223	192	210	233	43	906

Table 4.1 display the students' Pre-test score overall. It was found that the pre-test score showed that most students got a fair score, except three students got a good score.

Table 4.2. Descriptive Statistics of Student's Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	14	60	71	64,79	4,300
Valid N (listwise)	14				

Table 4.2 shows the descriptive statistics of students' pre-test scores. It explains that the highest student score is 71, and the lowest is 60. It also stated that the mean score of the students' pre-test was 64,79, with a standard deviation of 4,300.

a) Content

Table 4.3. Students' Frequency and Percentage of Content in Pre-test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	27-30	0	0%
Very Good	15-26	12	85,71%
Good	12-14	2	14,29%
Fair	9-11	0	0%
Poor	5-8	0	0%
Total		14	100%

Table 4.3 displays the students' frequency and content percentage in the pre-test. It shows that no students got excellent, fair, or poor scores (0%). The frequency dominates in twelve students got very good (85,71%), and two students got good (14,29%).

b) Organization

Table 4.4. Students' Frequency and Percentage of Organization in Pre-test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	18-20	0	0%
Very Good	15-17	4	28,57%
Good	12-14	10	71,43%
Fair	9-11	0	0%
Poor	5-8	0	0%
Total		14	100%

Table 4.4 describes the students' frequency and percentage of organization in the pre-test. It reveals no excellent, fair, or poor score (0%). The frequency dominates four students got good (28,57%), and ten students got fair (71,43%).

c) Vocabulary

Table 4.5. Students' Frequency and Percentage of Vocabulary in Pre-test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	18-20	2	14,29%
Very Good	15-17	6	42,86%
Good	12-14	4	28,57%
Fair	9-11	2	14,29%
Poor	5-8	0	0%
Total		14	100%

Table 4.5 gives information about the students' frequency and percentage of vocabulary in the pre-test. It can be seen that the frequency dominates in two students receiving excellent (14,29%), six receiving very good (42,86%), four receiving the good (28,57%), and two receiving fair (14,29%), and no receiving poor score (0%).

d) Grammar

Table 4.6. Students' Frequency and Percentage of Grammar in Pre-test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	23-25	0	0%
Very Good	20-22	3	21,43%
Good	16-19	6	42,86%
Fair	9-15	5	35,71%
Poor	5-8	0	0%
Total		14	100%

Table 4.6 shows the students' frequency and percentage of grammar in the pre-test. There were no students who received excellent or poor grades. (0%). The frequency dominates in three students got very good (21,43%), six students got good (42,86%), and five students got fair (35,71%).

e) Mechanics

Table 4.7. Students' Frequency and Percentage of Mechanics in Pre-test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	5	3	21,43%
Very Good	4	2	14,29%
Good	3	4	28,57%
Fair	2	5	35,71%
Poor	1	0	0%
Total		14	100%

Table 4.7 displays the frequency and percentage of mechanics used by students in the pre-test. It shows how, except for one student, the majority of the 14 students got most of the mechanics classifications correct on the pre-test (0 %), 3 students (21,43 %) received an excellent score, 2 students (14,29 %)

received a very good score, 4 students (28,57 %) received a good score, and 5 students (35,71 %) received a fair score.

Table 4.8 Descriptive Statistics of Writing Aspects in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	14	14	20	15,93	1,774
Organization	14	12	17	13,79	1,888
Vocabulary	14	11	19	15,00	2,801
Grammar	14	12	20	16,64	2,530
Mechanics	14	2	5	3,21	1,188
Valid N (listwise)	14				

The descriptive statistics for the pre-test in writing aspects are shown in Table 4.8. The minimum value is 14, the maximum value is 20, the mean is 15,93, and the standard deviation is 1,774, according to the content. The organization shows that the mean is 13,79 and the standard deviation is 1,888, with the minimum value being 12 and the maximum being 17. The minimum value is 11, the maximum value is 19, the mean is 15, and the standard deviation is 2,801, according to the vocabulary. Grammar stated that the mean value is 16,64, the standard deviation is 2,530, the minimum value is 12, and the maximum value is 20. And mechanics revealed that the mean value is 3,21, the maximum value is 5, and the minimum value is 2.

2. The Score of Students' Writing Skills in Post-Test

Table 4.9. The Students' Post-test Score in Overall

No	Student	Content	Organization	Vocabulary	Grammar	Mechanic	Score of Test
1	S1	24	19	17	20	5	85
2	S2	20	17	15	18	5	75
3	S3	26	18	17	20	5	86
4	S4	29	18	20	18	5	90
5	S5	23	17	16	19	5	81
6	S6	29	19	18	19	4	89
7	S7	24	15	19	20	4	82
8	S8	24	17	19	19	5	84
9	S9	26	16	19	20	4	85
10	S10	27	17	20	18	5	87
11	S11	21	19	18	17	5	80
12	S12	20	17	17	20	4	78
13	S13	27	19	20	18	4	88
14	S14	25	17	18	19	4	83
Total		223	325	245	249	290	64

Table 4.9 display the students' post-test score overall. It is described that the post-test score showed that one student got excellent, and thirteen got very good scores. It can conclude that there is an increasing score in the post-test after giving treatment.

Table 4.10. Descriptive Statistics of Student's Post-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	14	75	90	83,79	4,282
Valid N (listwise)	14				

Table 4.10 shows the descriptive statistics of students' post-test scores. The minimum value is 75, the maximum value is 90, the mean is 83,79, and the standard deviation is 4,282.

a) Content

Table 4.11. Students' Frequency and Percentage of Content in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Excellent	27-30	4	28,57%
Very Good	15-26	10	71,43%
Good	12-14	0	0%
Fair	9-11	0	0%
Poor	5-8	0	0%
Total		14	100%

Table 4.11 presents the students' frequency and content percentage in the post-test. It is displayed that there are four students classified as excellent (28,57%), ten students got very good (71,43%), and there are no students got good, fair, or poor scores (0%).

b) Organization

Table 4.12. Students' Frequency and Percentage of Organization in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Excellent	18-20	6	42,86%
Very Good	15-17	8	57,14%
Good	12-14	0	0%
Fair	9-11	0	0%
Poor	5-8	0	0%
Total		14	100%

Table 4.12 shows students' frequency and percentage of organization in the post-test. It was discovered that six students (42,86 %) received an excellent score, eight students (57,14 %) received a very good score, and no students received good, fair, or poor scores (0%).

c) Vocabulary

Table 4.13. Students' Frequency and Percentage of Vocabulary in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Excellent	18-20	8	57,14%
Very Good	15-17	6	42,86%
Good	12-14	0	0%
Fair	9-11	0	0%
Poor	5-8	0	0%
Total		14	100%

Table 4.13 displays the frequency and percentage of vocabulary used by students in the post-test. It is reported that eight students (57.14 %) received a very good score, six students (42.86 %) received a good score, and no students received a good, fair, or poor score (0%).

d) Grammar

Table 4.14. Students' Frequency and Percentage of Grammar in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Excellent	23-25	0	0%
Very Good	20-22	5	35,71%
Good	16-19	9	64,29%
Fair	9-15	0	0%
Poor	5-8	0	0%
Total		14	100%

The frequency and percentage of grammar during the post-test are displayed in Table 4.14. It is stated that no students received an excellent, fair, or poor score and that nine students (64,29 %) received a good score. Five students (35,71 %) received a very good score (0 %).

e) Mechanics

Table 4.15. Students' Frequency and Percentage of Mechanics in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Excellent	5	8	57,14%
Very Good	4	6	42,86%
Good	3	0	0%
Fair	2	0	0%
Poor	1	0	0%
Total		14	100%

The frequency and percentage of mechanics during the post-test are shown in Table 4.15. As can be seen, no students received good, fair, or poor scores, eight students (57.14 %) received excellent scores, six students (42.86 %), and none received very good scores.

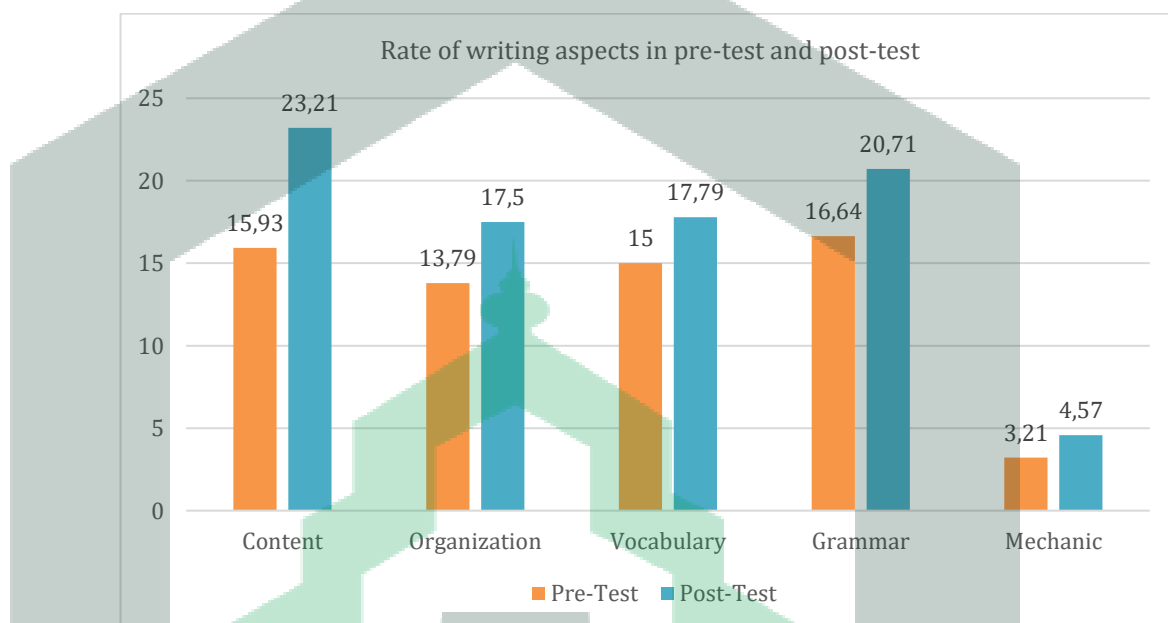
Table 4.16. Descriptive Statistics of Writing Aspects in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	14	20	29	24,64	2,951
Organization	14	15	19	17,50	1,225
Vocabulary	14	15	20	18,07	1,542
Grammar	14	17	20	18,93	,997
Mechanics	14	4	5	4,57	,514
Valid N (listwise)	14				

The post-test descriptive statistics for writing aspects are detailed in Table 4.16. For content, the minimum value is 20, the maximum value is 26, the mean is 23,21, and the standard deviation is 2,392. In organization, it can be seen that the minimum value is 15, the maximum value is 20, the mean is 17,50, and the standard deviation is 1,345. In vocabulary, it is revealed that the minimum value is 15, the maximum value is 20, the mean is 17,79, and the standard deviation is

1,528. From grammar, it is found that the minimum value is 17, the maximum value is 24, the mean is 20,71, and the standard deviation is 1,899. And from mechanics, it is described that the minimum value is 4, the maximum value is 5, the mean is 4,57, and the standard deviation is ,514.

3. The Students' Writing Aspects Comparison in Pre-test and Post-test



Picture 4.1. Rate Chart of Writing Aspects in Pre-Test and Post-Test

Picture 4.1 shows the rate chart of writing aspects in the pre-test and post-test. At the beginning of the pre-test, some students could adapt their writing to the topic given, but it was not following the writing aspect. In giving treatment starting from the first day, several students actively asked about the material and tutorials on using the Telegram BOT that had been delivered on the second to the sixth day after the treatment with the application of the Telegram BOT. After the post-test, the researcher saw development and improvement in writing after giving treatment for six meetings.

It is clear from the pre-test that factors like content (15,93), organization (13,79), vocabulary (15), grammar (16,64), and mechanics are important writing-related factors (3,21). Writing components such as content (23,21), organization (17,5), vocabulary (17,79), grammar (20,71), and mechanics are important to consider after the test (4,57). The post-test has a higher rate of writing aspects than the pre-test.

4. The Students' Scores in Pretest and Post-Test Comparison

Table 4.17. Comparison of Students' Pre-test and Post-test Results

No	Classification	Score	Pre-test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	90-100	0	0%	1	7,14%
2	Very Good	80-89	0	0%	11	78,57%
3	Good	70-79	3	21,43%	2	14,29%
4	Fair	60-69	11	78,57%	0	0%
5	Poor	≤60	0	0%	0	0%
Total			14	100%	14	100%

The comparison of the pre-test and post-test results are shown in Table 4.17. Three students (21,43 %) received a good score on the pretest, and eleven (78,57 %) received a fair score. One student (7.15 %) received an excellent score on the post-test, while two other students (14.29 %) received a good score. Eleven students (78.57 %) received very good scores.

5. Mean Score and Standard Deviation of Pretest and Post-Test

Table 4.18. The Paired Sample Statistics of the Pre-Test and Post-Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	64,79	14	4,300	1,149
Post Test	83,79	14	4,282	1,144

Table 4.19. The Paired Sample Correlations of the Pre-Test and Post-Test

	N	Correlation	Sig.
Pair 1 Pre-Test & Post Test	14	.779	.001

Table 4.18 displays the paired sample statistics for the pre-test and post-test.

The student's pre-test mean score was 64,79, her post-test mean score was 83,79, and her pre-test and post-test standard deviations were 4,300 and 4,282, respectively. Before the test, the standard error mean was 1,149; after the test, it was 1,144. The correlation between the pre-test and post-test for paired samples is shown in Table 4.19. As can be seen, the value is 7,779, and the significant value is 001.

Table 4.20 The Paired Sample Test of Pre-Test and Post-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test - Post-Test	-21,643	7,386	1,974	-25,907	-17,378	-10,964	13	.000

Table 4.20 displays the results of the paired samples test for the pre-test and post-test. $T_{test} = 10,964$ and df (degree of freedom) = 13, according to the researcher. On the other hand, the t -table is 2.160, the df is 13, and the significance level is 5%.

The probability value was less than $\alpha=0.001$ ($\alpha=0.001 < 0.005$), and the data above show that t_{test} is greater than t_{table} . The alternative hypothesis (H1) was approved, while the null hypothesis (H0) was rejected. It can be said that recommending students use the Telegram BOT Application to develop their writing abilities.

B. Discussion

The data collection indicates that teaching writing with Telegram BOT can help students write better in five areas: content, organization, vocabulary, grammar, and mechanics. Their scores showed students' performance on each of the tested components. Based on the data analysis findings, the researcher determined the Telegram BOT's efficacy in enhancing narrative text writing skills at the 1st grade level of SMKN 1 Luwu Timur. The student's pre-test mean score was 64,79, and their post-test mean score was 83,79, as determined by the data analysis. The pre-test standard deviation was 4,300, and the post-test standard deviation was 4,282. It suggests that Telegram BOT was successful in enhancing students' writing abilities.

After giving pre-test, some students had not met the writing aspect. However, after providing the post-test, researchers saw that there were developments in terms of writing aspects after giving treatment during six meetings; where in this treatment, the average student often asked questions and was active in writing activities around the material presented in the Telegram BOT. There is a technique that can be used to teach writing, but the researcher teaches writing using the Telegram application. Additionally, using Telegram for writing instruction improved the students' writing abilities.

Students in the pre-test displayed some shortcomings in this process, including content and organization. Nearly all of the students scored poorly on these topics. By looking at the pre-test score across five components, it was proved. The students made numerous grammatical mistakes when expressing their ideas during

this test. Their vocabulary was still lacking. Some of them struggled to find their ideas.

Additionally, the post-test revealed a decline in the students' weaknesses. The students made an effort to communicate their feelings based on their observations during this final test. Their post-test results showed that nearly all of the students raised their marks for each component. These are explanations to support the statements above as follows:

Sri Lestari and Agus Wardhono (2009) . According to their study, Telegram Apps will most likely provide a unique and valuable learning outcome in this demanding but fascinating and inspiring learning setting. They seize opportunities in a learner-centered classroom to assume their responsibilities to the learner collaboratively and interactively with their peers and instructors. According to the findings, Telegram apps were utilized by students due to ease of use and flexibility, which aided them in teaching and learning. According to the researcher, using Telegram applications in teaching and learning may impact students' academic progress.²⁶ From M. Farkhi Faisol Hakim (2019), he stated that the purpose of this study was to see if using Telegram aids mastering vocabulary for students' at SMPN 1 Surabaya. The researchers discovered that seventh-grade students, particularly those at the beginner level, are engaged and enjoy using Telegram as a tool for learning.

²⁶ Sri Lestari and Agus Wardhono, "The Use of Telegram Apps in Basic Grammar Class," 2009, 114–30.

On the other side, the researcher knew the using Telegram procedure. This study was conducted at the beginner level and can be generalized to another level. It can be replicated at another level of language proficiency.²⁷ Mana Alahmad (2020) stated that Telegram is viewed as an ELL platform for various reasons, including its ubiquity, ability to access, ease of exchanging personal ideas and peer input, and input for the teacher to individual students. Furthermore, students may enjoy the convenience of using it, which can be tailored to their specific needs, and Telegram's capability provides them with a security sense. Working on various sub-skills and skills in Telegram is very simple, but it up to some provisions of education. Many language learning programs require online contact between students and lecturers, an educational policy must make it possible to coordinate a communicative link to complete the task. Broadband internet connections are also available.²⁸

The data analysis shows that Telegram BOT "@WritEnglish" in the Telegram Application recommended increasing the student's writing skills since the material suits the student's level. Telegram BOT is also recommended as the teaching medium because most students sometimes spend time with their gadgets and the internet.

This study has some weaknesses. Some students still use Google Translate to create their version of narrative text in giving post-test until the researcher found

²⁷ Nurhastuti, "M. FARKHI FAISOL HAKIM (2019) THE USE OF TELEGRAM TO FACILITATE STUDENTS' VOCABULARY LEARNING AT SMP N 1 SURABAYA," 2019.

²⁸ Alahmad, "The Effectiveness of Telegram App in Learning English."

terms of grammatical aspects that do not match narrative text material. And also there are internet connection problems in accessing the Telegram application.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in the previous chapter, it can be concluded that using the Telegram BOT effectively improves writing skills at the 1st grade Computer Network Engineering of State Vocational High School 1 Luwu Timur. The significant difference between pre-test and post-test mean scores has proved it. The student's pre-test mean score was 64,79, post-test mean score was 83,79, and the probability value was less than $\alpha=0.001$ ($\alpha=0.001<0.005$).

B. Suggestion

The researcher gives suggestions for this research result as follows:

1. For teachers

Teachers may use the Telegram BOT as a supporting tool in improving students' writing skills. Before applying it, the teacher should have an Android smartphone and a good internet connection.

2. For students

Students may use the Telegram BOT as a supporting tool in improving their writing skills. Before applying it, the students should have an Android smartphone and a good internet connection.

3. For another researcher

Given the material contains four primary English skills, researchers can test the effectiveness of using the Telegram BOT in the future.

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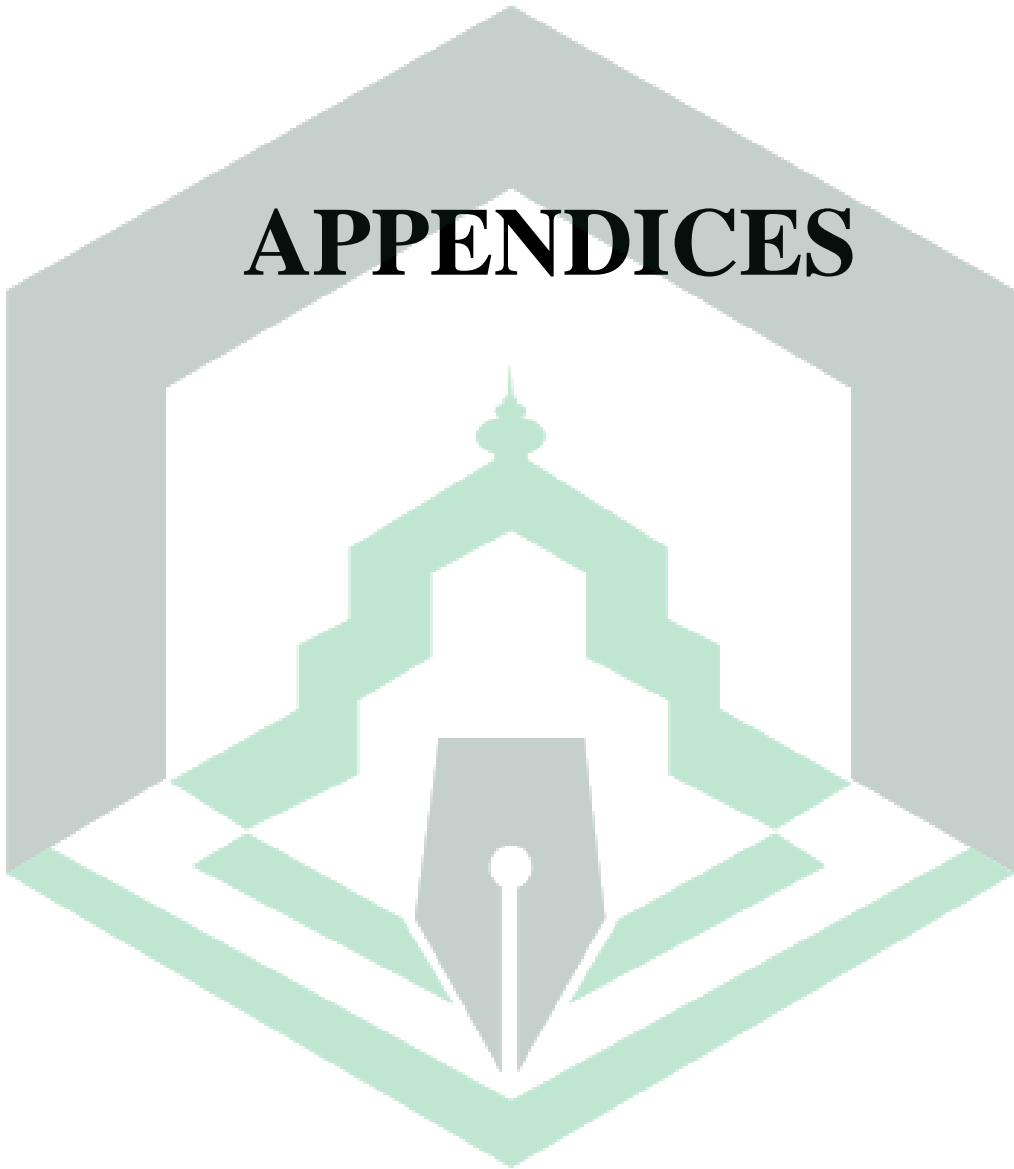
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APPENDICES



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : SMK Negri 1 Luwu Timur
Mata Pelajaran : Bahasa Inggris
Pertemuan : 1 (Pertama)
Materi Pokok : Materi pengantar “Narrative Text”
Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik diharap mampu memahami materi narrative text, dan dapat memahami cara penggunaan fitur BOT yang telah di sediakan dalam aplikasi Telegram.

B. Model Pembelajaran

Blended Learning (Online dan offline)

C. Media / Sumber Belajar

- Aplikasi Telegram
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mengakses aplikasi Telegram

Kegiatan Inti (30 Menit)

1. Menjelaskan materi yang akan dipelajari yakni materi Narrative text.
2. Menjelaskan cara penggunaan BOT “@Writenglish” kepada siswa sebelum menggunakannya dengan cara membagikan link chatbot Telegram @Writenglish kepada siswa.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan

Kegiatan Penutup (10 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyimak materi dan juga penggunaan fitur BOT dalam aplikasi Telegram
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : SMK Negri 1 Luwu Timur

Mata Pelajaran : Bahasa Inggris

Pertemuan : 2 (Kedua)

Materi Pokok : Fable (Cerita kehidupan binatang)

Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari Bot Telegram, peserta didik diharap mampu menulis narrative text versi pribadi mereka masing-masing sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning (Online dan offline)

C. Media / Sumber Belajar

- Aplikasi Telegram
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mengakses aplikasi Telegram

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dalam unit dengan menggunakan aplikasi Telegram. Di dalam aplikasi Telegram terdapat fitur chatbot yaitu “Writenglish”.
2. Menjelaskan cara penggunaan chatbot “@Writenglish” kepada siswa sebelum menggunakannya dengan cara membagikan link chatbot Telegram “@Writenglish” kepada siswa, lalu siswa memasuki chatbot tersebut dan mengakses opsi menu di dalamnya seperti tombol *Material* (Materi), kemudian memilih tombol “Fable” dan memilih salah satu link video yang mengandung tema tersebut sambil menyimak video yang di sediakan.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan

Kegiatan Penutup (10 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyimak materi yang terdapat di dalam aplikasi Bot Telegram
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan

3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : SMK Negri 1 Luwu Timur

Mata Pelajaran : Bahasa Inggris

Pertemuan : 3 (Ketiga)

Materi Pokok : Folk Tale (Cerita rakyat)

Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari fitur BOT “@WritEnglish” didalam aplikasi Telegram, peserta didik diharap mampu menulis narrative text sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning (Online dan offline)

C. Media / Sumber Belajar

- Aplikasi Telegram
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mengakses aplikasi Telegram

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dalam unit dengan menggunakan aplikasi Telegram. Di dalam aplikasi Telegram terdapat fitur chatbot yaitu “Writenglish”.
2. Menjelaskan cara penggunaan chatbot “@Writenglish” kepada siswa sebelum menggunakannya dengan cara membagikan link chatbot Telegram “@Writenglish” kepada siswa, lalu siswa memasuki chatbot tersebut dan mengakses opsi menu di dalamnya seperti tombol *Material* (Materi), kemudian memilih tombol “Folk Tale” dan memilih salah satu link video yang mengandung tema tersebut sambil menyimak video yang di sediakan.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan

Kegiatan Penutup (10 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyimak materi yang terdapat di dalam aplikasi Bot Telegram

2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : SMK Negeri 1 Luwu Timur
Mata Pelajaran : Bahasa Inggris
Pertemuan : 4 (Keempat)
Materi Pokok : Fairy Tale (Cerita Dongeng)
Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari fitur BOT “@WritEnglish” didalam aplikasi Telegram, peserta didik diharap mampu menulis narrative text sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning (Online dan offline)

C. Media / Sumber Belajar

- Aplikasi Telegram
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mengakses aplikasi Telegram

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dalam unit dengan menggunakan aplikasi Telegram. Di dalam aplikasi Telegram terdapat fitur chatbot yaitu “@Writenglish”.
2. Menjelaskan cara penggunaan chatbot “@Writenglish” kepada siswa sebelum menggunakannya dengan cara membagikan link chatbot Telegram “@Writenglish” kepada siswa, lalu siswa memasuki chatbot tersebut dan mengakses opsi menu di dalamnya seperti tombol *Material* (Materi), kemudian memilih tombol “Fairy Tale” dan memilih salah satu link video yang mengandung tema tersebut sambil menyimak video yang di sediakan.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan

Kegiatan Penutup (10 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyimak materi yang terdapat di dalam aplikasi Bot Telegram

2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : SMK Negeri 1 Luwu Timur
Mata Pelajaran : Bahasa Inggris
Pertemuan : 5 (Kelima)
Materi Pokok : Slice of Life (Cerita Sepenggal Kehidupan)
Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari fitur BOT “@WritEnglish” didalam aplikasi Telegram, peserta didik diharap mampu menulis narrative text sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning (Online dan offline)

C. Media / Sumber Belajar

- Aplikasi Telegram
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mengakses aplikasi Telegram

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dalam unit dengan menggunakan aplikasi Telegram. Di dalam aplikasi Telegram terdapat fitur chatbot yaitu “Writenglish”.
2. Menjelaskan cara penggunaan chatbot “@Writenglish” kepada siswa sebelum menggunakannya dengan cara membagikan link chatbot Telegram “@Writenglish” kepada siswa, lalu siswa memasuki chatbot tersebut dan mengakses opsi menu di dalamnya seperti tombol *Material* (Materi), kemudian memilih tombol “Slice of life” dan memilih salah satu link video yang mengandung tema tersebut sambil menyimak video yang di sediakan.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan

Kegiatan Penutup (10 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyimak materi yang terdapat di dalam aplikasi Bot Telegram

2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : SMK Negri 1 Luwu Timur
Mata Pelajaran : Bahasa Inggris
Pertemuan : 6 (Keenam)
Materi Pokok : Legends (Legenda)
Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari fitur BOT “@WritEnglish” didalam aplikasi Telegram, peserta didik diharap mampu menulis narrative text sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning (Online dan offline)

C. Media / Sumber Belajar

- Aplikasi Telegram
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

Kegiatan Brainstorming (15 menit)

1. Memberi gambaran tentang materi yang akan dipelajari
2. Menginstruksikan kepada siswa untuk mengakses aplikasi Telegram

Kegiatan Inti (30 menit)

1. Menjelaskan materi yang dipelajari dalam unit dengan menggunakan aplikasi Telegram. Di dalam aplikasi Telegram terdapat fitur chatbot yaitu “Writenglish”.
2. Menjelaskan cara penggunaan chatbot “@Writenglish” kepada siswa sebelum menggunakannya dengan cara membagikan link chatbot Telegram “@Writenglish” kepada siswa, lalu siswa memasuki chatbot tersebut dan mengakses opsi menu di dalamnya seperti tombol *Material* (Materi), kemudian memilih tombol “Legends” dan memilih salah satu link video yang mengandung tema tersebut sambil menyimak video yang di sediakan.
3. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
4. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan

Kegiatan Penutup (10 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyimak materi yang terdapat di dalam aplikasi Bot Telegram

2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam

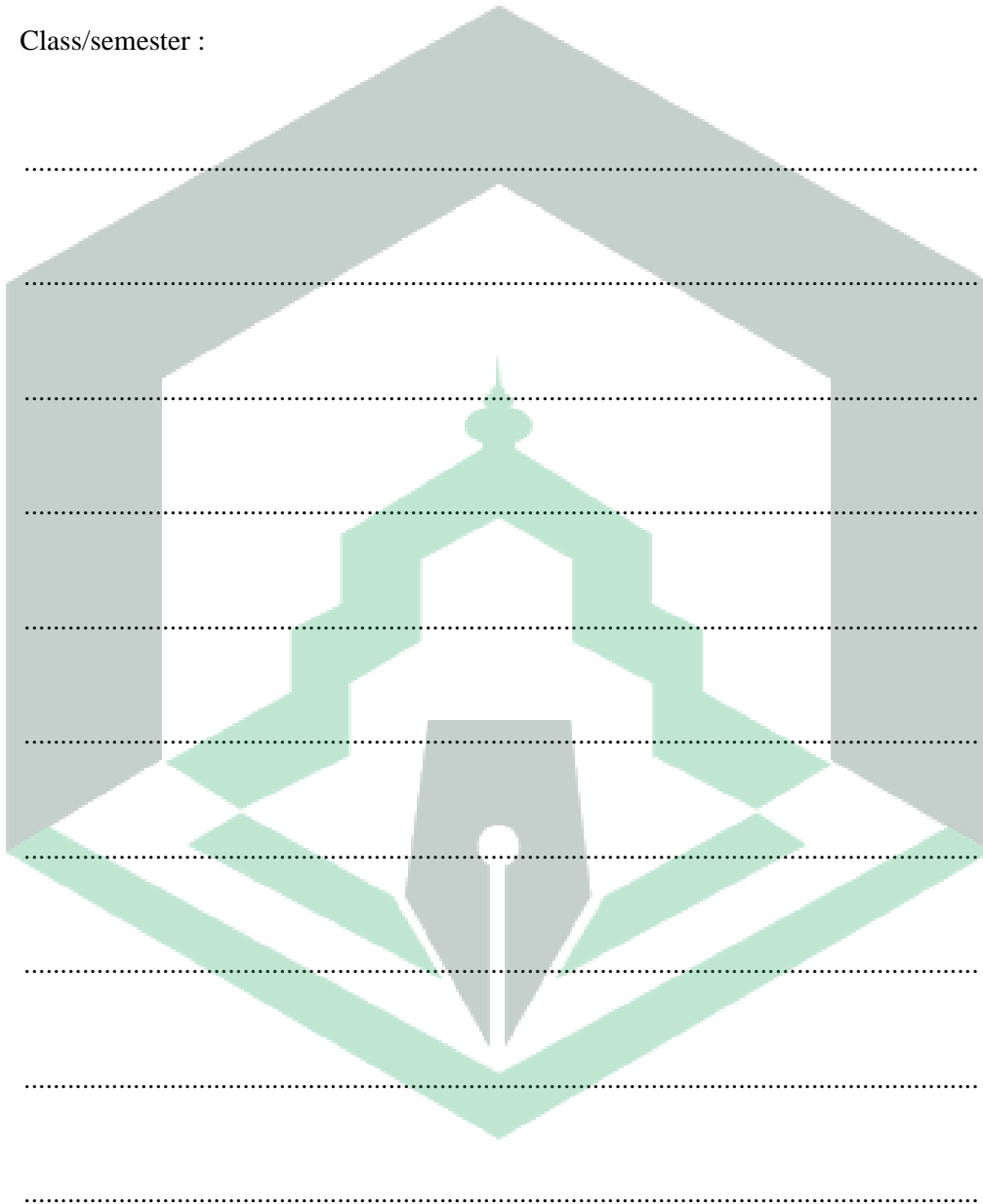


Pre-test

Create a narrative text based on a slice of your life. Don't forget to write down your name and your class/semester.

Name :

Class/semester :



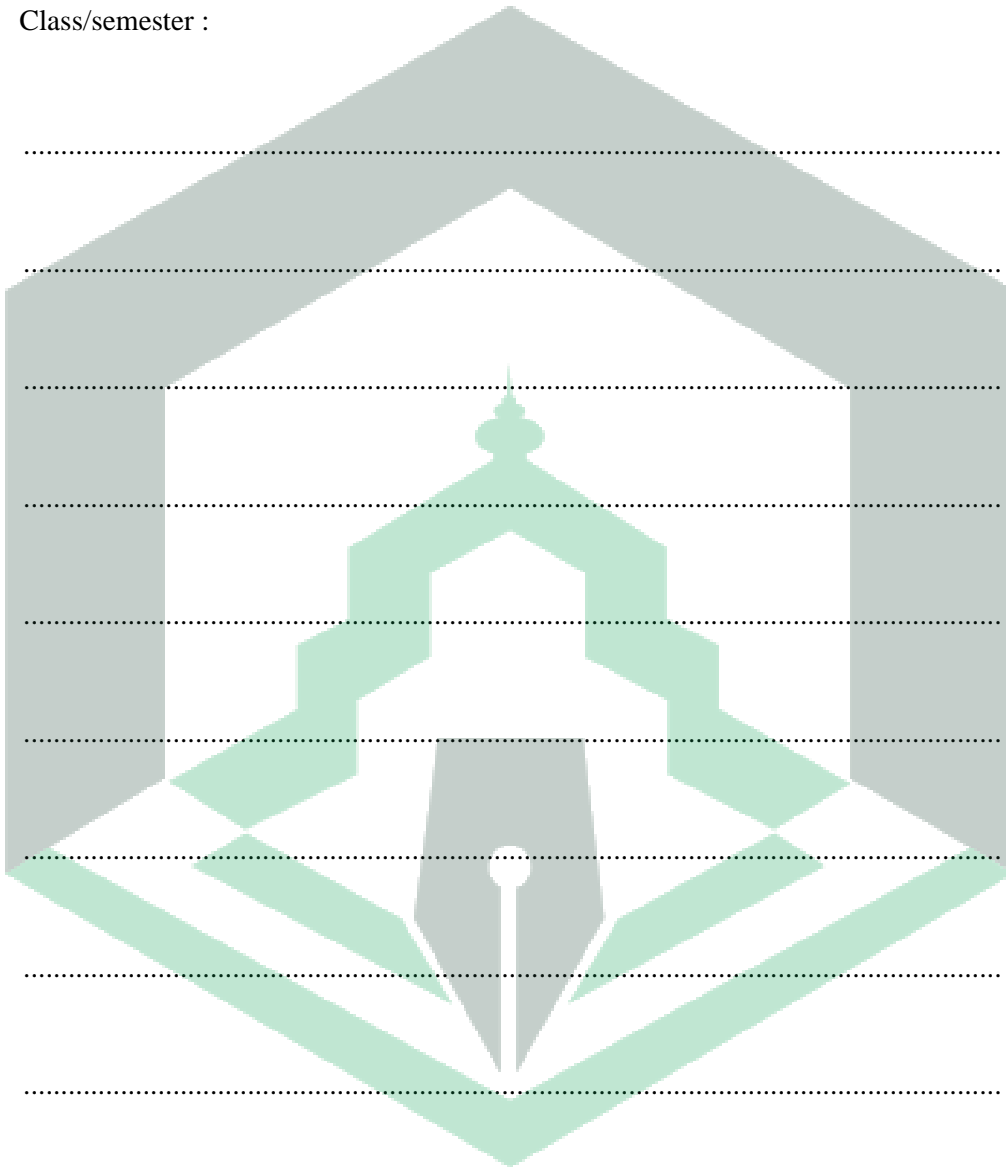
The form consists of a large, stylized graphic of an open book with a fountain pen nib resting on the pages. The book is rendered in shades of green and grey. The pages are represented by horizontal dotted lines, providing a writing area for the narrative text.

Post-test

Create a narrative text based on a slice of your life. Don't forget to write down your name and your class/semester.

Name :

Class/semester :



Lembar Validasi Instrumen Writing Narrative Text

Judul Skripsi : The effectiveness of the Telegram BOT to improve student's writing skills of narrative text at the 1st grade
Computer Network Engineering of State Vocational High School 1 Luwu Timur

Nama Mahasiswa : Muh. Syachreza

NIM : 17 0202 0173

Prodi : Pendidikan Bahasa Inggris

A. Petunjuk Pengisian Validasi

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :

1 = Tidak Sesuai

2 = Kurang Sesuai

3 = Sesuai

4 = Sangat Sesuai

3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas				
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda				
3.	Kalimat instrument menggunakan bahasa yang baik dan benar				

Komentar dan Saran:

.....

.....

.....

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.....

B. Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrumen dinyatakan:

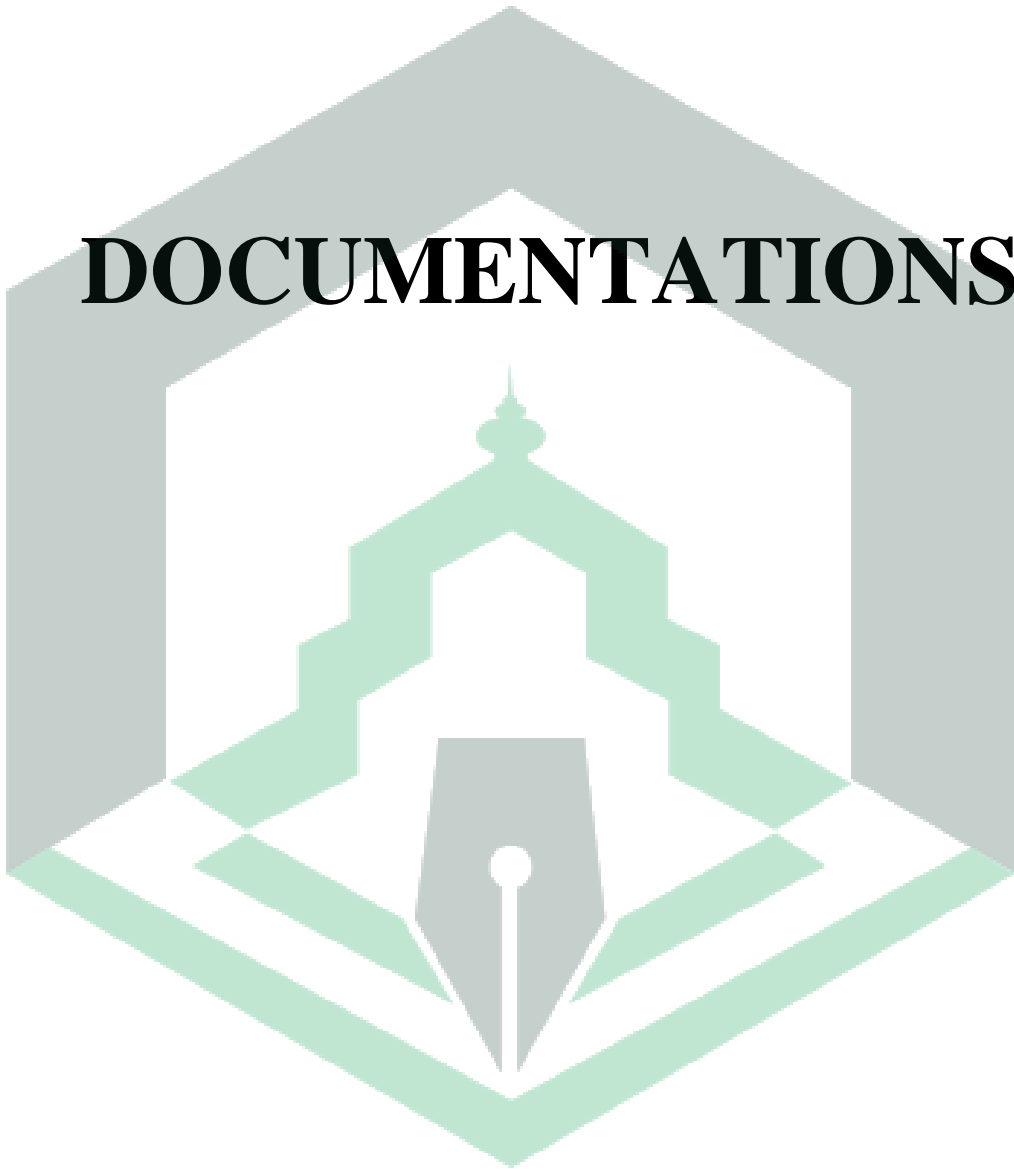
- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 31 Mei 2022

Validator,

Dr. Masruddin, S.S., M.Hum.
NIP. 198006132005011005

DOCUMENTATIONS



Giving Pre-test



Figure 1: The researcher gave the pre-test to the students.

Giving Treatment



Figure 2: The researcher treated the students by explaining "Narrative Text" material and simultaneously describing the tutorial on using Telegram BOT.

Giving Post-Test



Figure 3: The researcher gave a post-test to the students.



Pre-Test

No. _____

Date : _____

Nama : Irfan Saputra

Kelas : TKJ XI.A2

Slice of your life

I wake up at 5.00 in the morning. I tidy up my bed and room once I wake up. Then I pray, after that I go to take a shower. After taking a shower I wear my school uniform and have breakfast. Then put on shoes and bag. after that go to school by motorbike. When I get to school I clean the class after cleaning I wash my hands, then go to class to start learning. After studying we will take a break and go to the canteen to eat, after eating we go back to class to do learning again until we get home from school.

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MAMA! NELLI AGUSTIN XI AZ.

"Slice of your life"

I woke up at 5 am, then I got up to take subuh prayer, afterward I tidied up my bathroom such as opening the window, turning off the lamp, sweeping the floor and arranging my pillow and bolsters outside my house then to work out. I did jogging around my house then I pushed up and sit up to build my muscle, after doing SPOT, I took a rest for a while. then I took bath on my bathroom and brushed my teeth. next got dress my school uniform and looked to the mirror. I took my comb then I combed my hair. while I prepared to go to school, my mother made me a breakfast in the kitchen. then my mother called me to have a breakfast and then I went out from my bedroom to have a breakfast in living room so I ~~also~~ asked my mother to have a breakfast together. we had a breakfast at 7.30 am after having breakfast, my mother gave me a glass of milk so I drank the milk afterwards. I helped my mother to clean the dish, next I put sud my shoes and prepared my motor cycle room in the garage.

Learn & grow together.

6/9 //

Create the narrative text about slice of your life. Don't forget to write down your name and your class.

My name is Yuyun Salom, I was born in Kalerak on the third of the eleventh month, two thousand five. I am sixteen years old. I have one sister and one brother. My hobby is cook and my fantasizing keep my daily activities are sleep and wake up after breakfast and clean the house after shower and leaving for school and after that lunch sleep. exercise. next sports after that shower then dinner. and play call phone and sleep.

\$62

No : _____

Date : _____

Sun

Mon

Tues

Wed

Thu

Fri

Sat

Nama : Oktavia

Kelas : IK ~~AZ~~ TK2

Pada setiap pagi saya bangun lebih cepat karena mau melakukan aktivitas dan mau siap² sekolah. Setelah saya bangun tidur, saya langsung membersihkan tempat tidur dan keluar kamar untuk membersihkan rumah seperti menyapu, cuci piring dan membersihkan yg lainnya. Setelah saya membersihkan rumah saya langsung bergeser untuk mandi, setelah mandi saya langsung siap² untuk berangkat sekolah, saya berangkat sekolah jalan kaki bersama teman saya dan ~~sampai~~ sampai di sekolah untuk melakukan pembelajaran bersama teman².

Every morning I wake up early because I want to do activities and want to be ready for school. After I wake up, I immediately clean the bed and leave the room to clean the house such as sweeping, washing dishes and cleaning others. After I clean the house I immediately run to take a shower, after taking a shower I am immediately ready to go to school. I go to school on foot with my friend and arrive at school to do learning with friends.

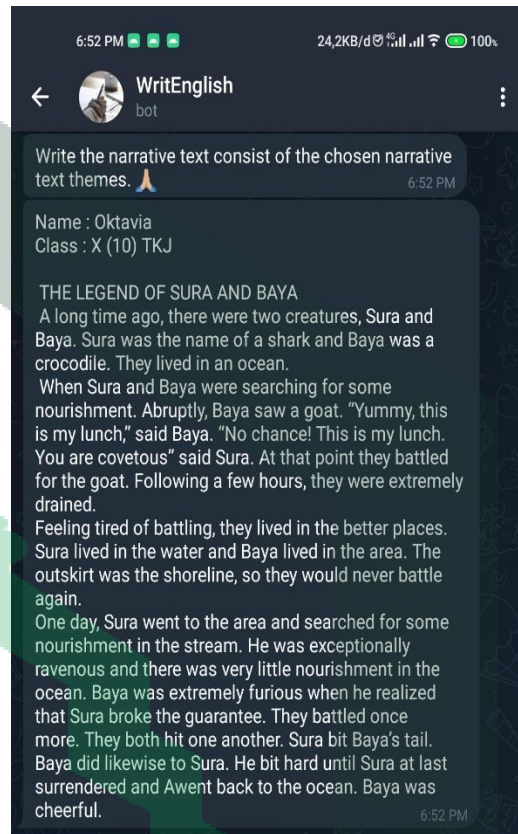
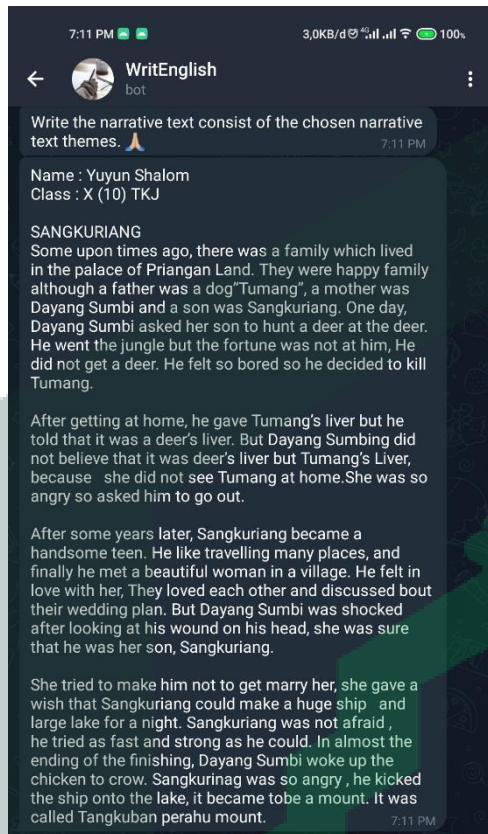
OS

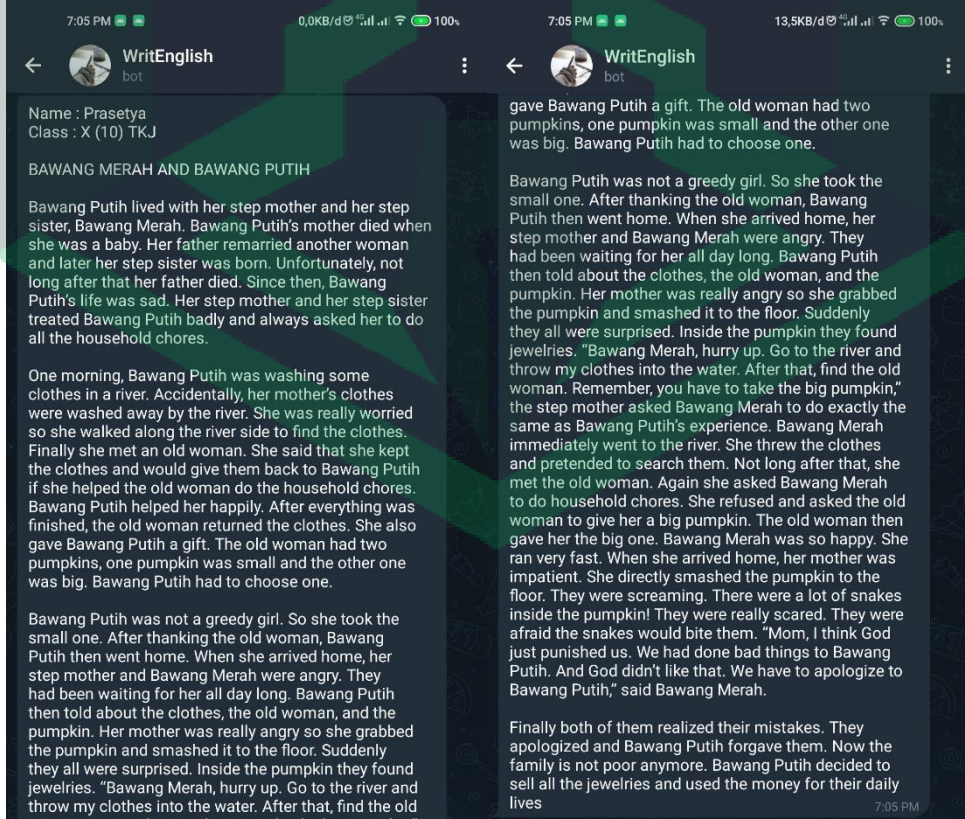
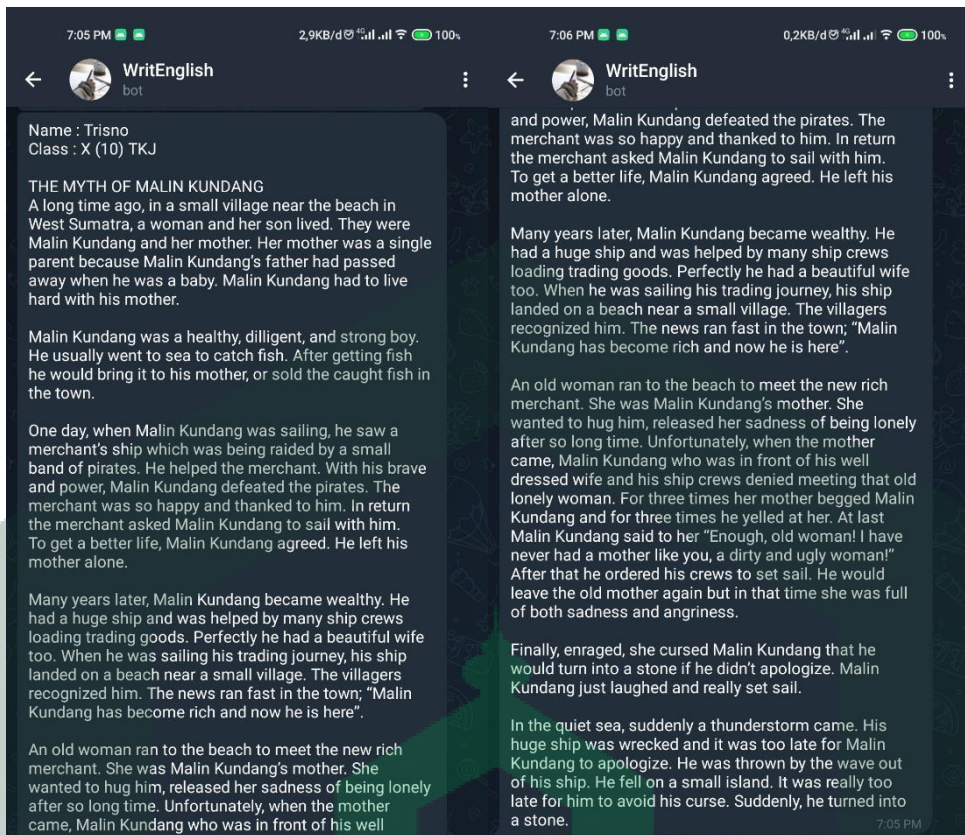
wulan sari Tki XI.A2

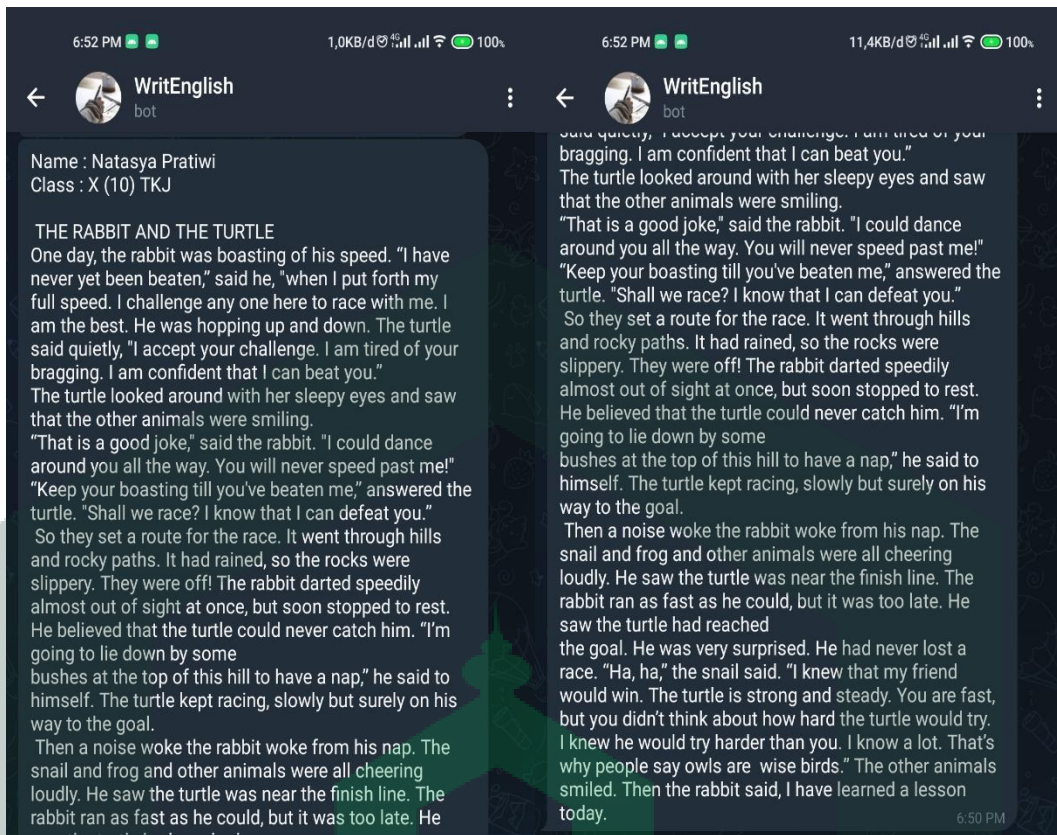
create the narrative text about "slice of your life".
I introduce my name is wulan sari. I will tell you about my personality from morning to back to night, then in the morning I wake up at five o'clock in the morning prayer I make my bed then take a shower after that I go to school, at noon ~~my~~ per in the afternoon I return to prayer zuhur at asr hour I go home to change clothes and help the family at home. at 6:00 Maghrib prayer and 7 prayer sya.

50

Treatment







Post-Test

Nama: Nurani

Kelas : XIA2.

I usually go to the market every two weeks I don't really like shopping but sometimes I just have to, so I go to this traditional market in BSD it was a modern building & the floor is tiled and nothing wet or smelly.

then I saw a crowd ~~are~~ on one side of the market it has ~~are~~ cameras and also lighting I thought there must be a news reporter or something I don't usually want to know. I thought there must be a news reporter or something I don't usually want to know those things. However that day I was curious, I moved toward the crowd and managed to get in front. It was a ~~shopping~~ shooting show by nia ramadani my favorite idol she was talking with another famous person.

I waited for the shooting until she was finished and approaches nia ramadani I asked for a selfie and she said yes so we take out a photo together instead then I say thanks and move from the crowd, I want to give other fans a chance to take photos to.

CP

Nama: wulan sari

Kelas: TKJ XI-A2

Imajinasi singkat! (bertemu dengan idola).

I was at a fancy restaurant with my family. We were celebrating my birthday. Then, I felt the urge to go to the bathroom. So, I went there by myself. I wasn't planning on staying long in the bathroom.

As I finished my business, I opened the door and saw someone who looks like Syahrini in my bathroom door. I was speechless. I came out of the bathroom and she went in. I'm a big Syahrini fan, so I waited until she came out. She looked at me and smiled. I took the opportunity for an autograph and a photo. She kindly accepted my request.

She is not only kind but also beautiful. I was embarrassed to ask for such a thing in the bathroom. But, how I was going to see her again? Now, I have a photo to remember, even if it is in the public bathroom background.

SS

No. _____

Date _____

Nama = Oktavia

Kelas = XI IPS A2

Imajinasi Bertemu Song Idol (The BTS Meet and Greet)

I am an army, the BTS fandom name. so, one day I get the chance to go to the BTS meet and greet event after I purchase their album and mini album. It was at a famous mall in Jakarta. I was so excited.

I went to the venue early because I want to make sure I am not late. I go through the document checking and enter the place. I found a seat and chat with other fans. When the event starts I waited patiently. I was very happy just seeing their faces up and close. It was something that I can not do in concert. So, when it's my turn, I go to their table and ask autographs and photos.

Finally, the meet and greet event was finally finished. I took one more glimpse of the boys and take photos from a distance. Then, I walked out of the mall. It was a very memorable experience that I will always remember.

FS

slice of life

Nama: Evi

Kelas: TKJ XI.A2

No. urut:

slice of life

Terlambat pulang ke rumah dan terlambat melaksanakan sholat

Itu baru saja terjadi kemarin.

disore hari ketika saya baru saja pulang dari sekolah dan saya pulang ke rumah dengan bergalan kaki lalu ketika saya di jalan ada seseorang yang memanggil saya ia berkata "hai evi" kemudian saya menoleh ke belakang

tetapi saya tidak mengenali orang itu tetapi saya bertanya kepada dia "kamu siapa" dan dia pun menjawabnya "saya teman SD kamu" dan ternyata dia benar saya. ketika saya dan dia sudah lama tidak bertemu maka

kita meluangkan waktu untuk berbincang-bincang. Kemudian saya melihat jam ternyata sudah jam 16.00. kemudian saya panik kepada teman saya karena saya larut pulang ke rumah agar saya bisa melaksanakan sholat

ashar. Dan saya pun tergesa-gesa pulang ke rumah. Dan kemudian ketika saya sudah sampai di rumah jam sudah menunjukkan jam 16.30 dan saya pun segera mengganti pakaian lalu segera mengambil wudhu dan melaksanakan

salat ashar.

Itulah ceritaku yang terjadi kemarin. Terima kasih telah membaca aku harap kamu menyukainya, dan sampai jumpa.

English

Late to go home and late to pray

It just happened yesterday.

In the evening when I just came home from school and I went

home on foot then when I was on the street someone called

me he said "hi evi" then I looked back but I didn't recognize

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the person but I asked him "who are you" and he answered "I'm your elementary school friend" and it turns out he's my friend. When he and I haven't seen each other for a long time then we take time to talk. Then I looked at the clock and it was 16.00. Then I said goodbye to my friend because I had to go home so I could do the Asr prayer. And I was in a hurry to go home. And the when I got home the clock was already 16.30 and I immediately changed clothes and then immediately took ablution and performed the Asr prayer.

That's my story that happened yesterday. Thank you for reading. I hope you like it, and see you later.



Mia Rizmahwati

No

Date:

The ~~Agency~~ ^{Bts} Meet and greet

I am an army, the Bts fandom name. so, one day I got the chance to ~~go~~ ^{went} to The Bts meet and greet event after I purchased their album and mini album. It was at a famous mall in Jakarta. I was so excited.

I went to the venue early because I want to make sure I am not late. I ~~go~~ ^{went} through the document checking and enter the place. I found a seat and chat with other fans. When the event starts I waited patiently I was very happy just seeing that I can not do in concert. so when it was my turn I ~~go~~ ^{went} to their table and ask autographs and photos.

Finally, the meet and greet event was finally finished. I took one more glimpse of the boys and take photos from a distance. Then I walked out of the mall. It was a very memorable experience that I will always remember.

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SIDU

CURRICULUM VITAE



Muh. Syachreza was born in Timampu on August 26, 1999. The author is the first son of ten siblings from his father, Irwan H. Bandu, and his mother, Syawalti Usman. The author addressed Abubakar As-Siddiq street No.08, Towuti sub-district, Luwu East regency. The author completed his education in 2010 at SDN 265 Timampu. Then, the same year, he continued his education at MTsN Towuti (now changed the name MTsN Luwu Timur) until 2014. While studying in an Islamic junior high school, the author was active in various extracurricular activities, including; Scouts members and English courses. In 2014, he continued his education at MA Darunnajah Timampu. While studying in an Islamic senior high school, the author was active in various extracurricular activities, including; Scouts member and Madart English Club. In 2016, the author won the 1st winner in the singing contest in the Religion Department Art and Sport Competition in Malili city when he was in the 3rd grade. After graduating from islamic senior high school in 2017, the author continued his education in the English Education Study Program of the Tarbiyah and Teacher Training Faculty at the State Islamic Institute of Palopo (IAIN Palopo).

